

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palmdale Academy Charter School

CDS Code: 19-64857-0140889

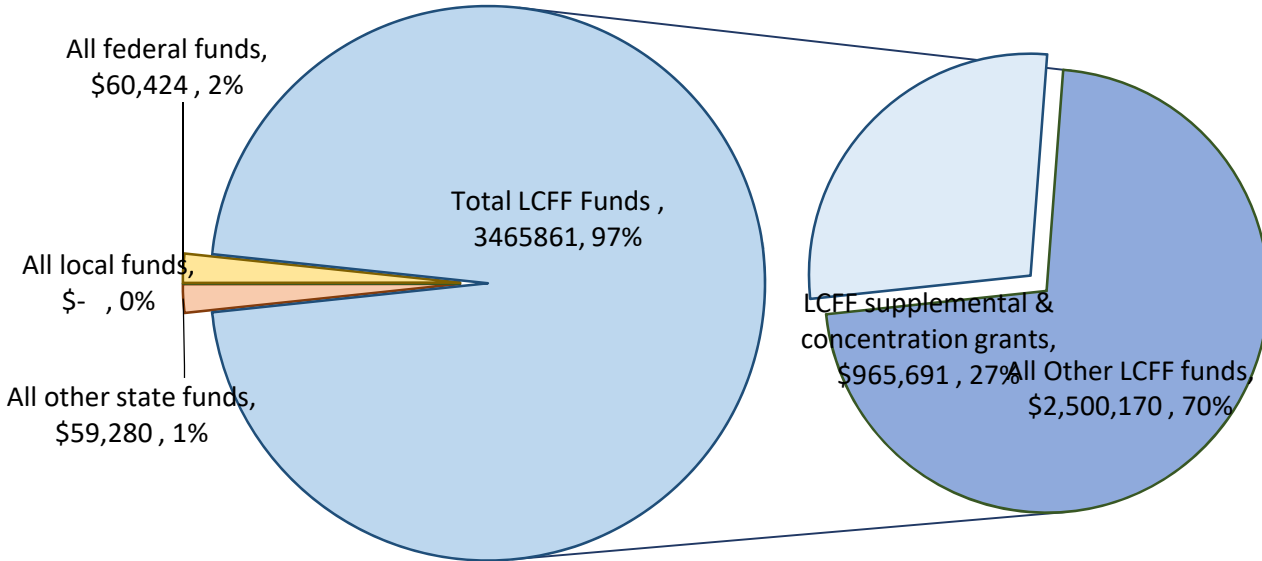
School Year: 2021 – 22

LEA contact information: Dr. Kathy Arriaran-Buono

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

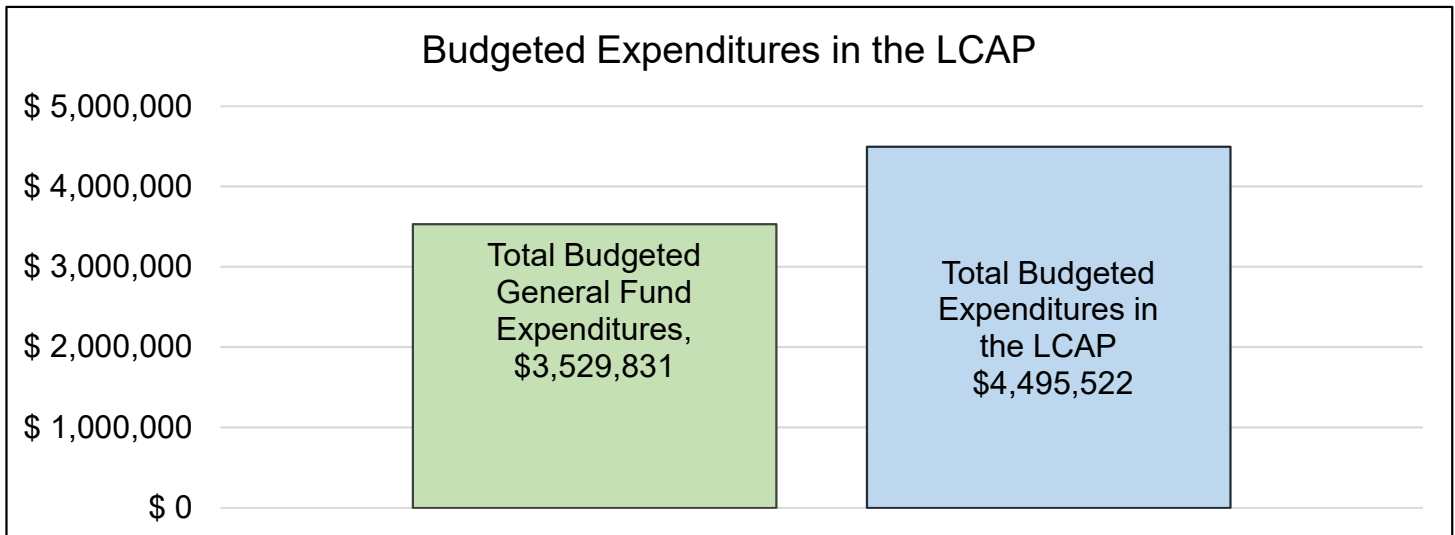


This chart shows the total general purpose revenue Palmdale Academy Charter School expects to receive in the coming year from all sources.

The total revenue projected for Palmdale Academy Charter School is \$3,585,565.00, of which \$3,465,861.00 is Local Control Funding Formula (LCFF), \$59,280.00 is other state funds, \$0.00 is local funds, and \$60,424.00 is federal funds. Of the \$3,465,861.00 in LCFF Funds, \$965,691.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Palmdale Academy Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Palmdale Academy Charter School plans to spend \$3,529,831.00 for the 2021 – 22 school year. Of that amount, \$4,495,522.00 is tied to actions/services in the LCAP and \$-965,691.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

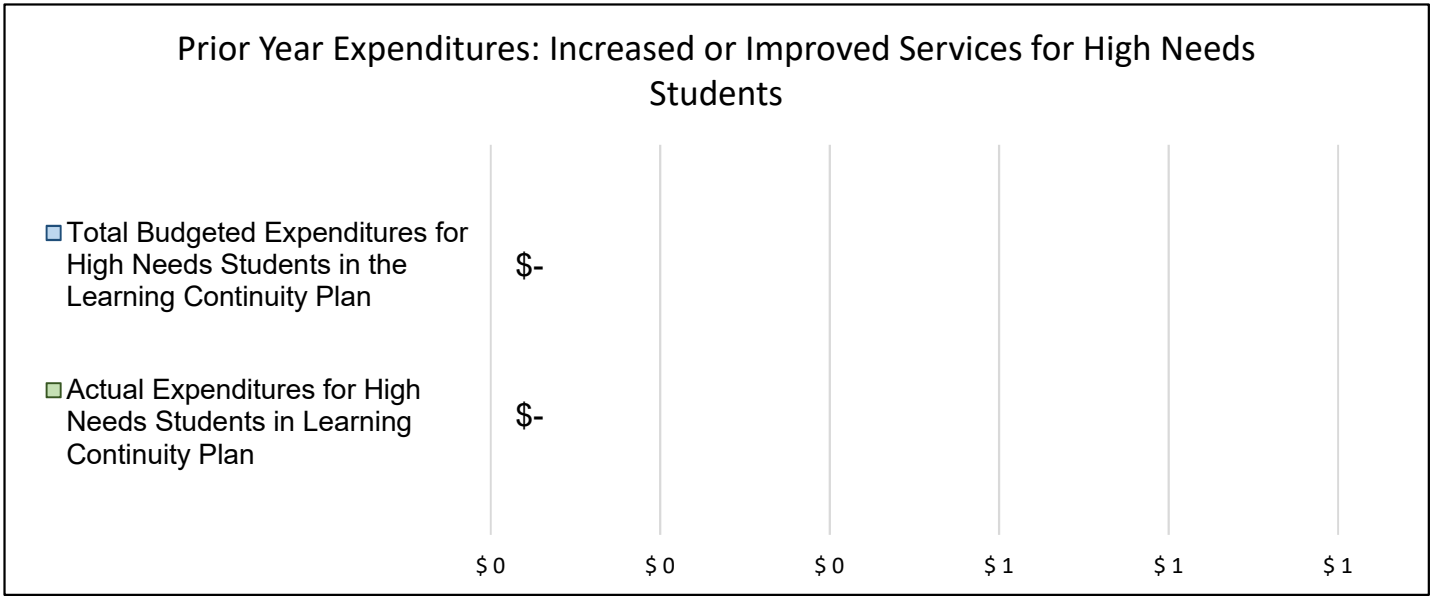
PACS largest increase in ongoing expenditures is salaries and benefit. This includes additional staff that has been deemed necessary to address the needs of students. These enhancements include but are not limited to mental health clinicians, wellness center, para-educator support, and professional development. As we are in our founding year, this included the cost of curriculum adoptions for all subject areas.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Palmdale Academy Charter School is projecting it will receive \$965,691.00 based on the enrollment of foster youth, English learner, and low-income students. Palmdale Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Palmdale Academy Charter School plans to spend \$965,691.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Palmdale Academy Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Palmdale Academy Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Palmdale Academy Charter School's Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. Palmdale Academy Charter School actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palmdale Academy Charter School	Dr. Kathya Arriaran-Buono	karriaran-buono@palmdalesd.org (661) 234-4800

Plan Summary 2021-2022

General Information

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

Palmdale Academy Charter School (PACS) is located at 3838 East Avenue R, Palmdale, CA 93550, within the boundaries of the Palmdale School District. PACS opened in Fall 2021 as a dependent charter, with a site-based school program, and an enrollment of 277 students in the 9th grade, opening subsequent grade levels yearly.

PACS offers a challenging and unique program for students who are interested in continuing key programs that are offered through the Palmdale School District, such as the Dual Immersion program, the International Baccalaureate program, and Visual and Performing Arts programs. PACS provides students with additional opportunities that develop students’ multilingual, multicultural, creative, and intellectual skills and capacities in ways that make them optimally prepared as global citizens of the world, ready to use these skills and capacities in college, career, and life journeys.

PACS values the wide variety of backgrounds, experiences, languages and cultures of our students and community. Rooted in the Palmdale PROMISE, PACS provides an exceptional and unique educational opportunity for all students.

As well as focusing on the academic goals for our students, PACS is determined to meet their unique social and emotional learning needs. The Palmdale School District, as of the 2020-2021 school year, has a 91% poverty rate based on the Free and Reduced Meal Program. Issues surrounding poverty have a significant impact on student learning and must be addressed along with meeting academic needs. As a dependent charter for the Palmdale School District, PACS will continue to support our students through the work of our School Counselor. Our school counselor is charged with three main components of the counseling model based on the American School Counselor Association. The school counseling program is designed to meet students’ academic, college/career, and social emotional needs. They focus on mindsets and behaviors that support students learning while implementing a cohesive group of classroom lessons that build on each other over the four-year grade span. Our solo school counselor is supported by a veteran school counseling coach and the middle school counseling team.

Currently, the Palmdale School District supports 848 Foster youth, the second largest group of Foster youth in Los Angeles County. On average, 1100 foster youth enroll in the Palmdale School district in a given year. Within the Palmdale School District, the homeless student population during the 2020-2021 school year currently stands at 162 students. While these numbers reflect the Palmdale School District, we believe that

these numbers reflect the Palmdale community and therefore represent the needs of the students we will serve. Palmdale Academy Charter School is located in the Antelope Valley, northeast of Los Angeles, in one of the fastest growing areas in Southern California. The Antelope Valley consists of the nation's largest aerospace corporations, and is home to Edwards Air Force Base. The Antelope Valley continues to grow with expanding economic opportunities, especially within the aerospace and medical fields. It is a community of diverse socioeconomic and ethnic backgrounds.

During the 2019-2020 school year, district demographics consisted of a total enrollment of 18,229 students. The Hispanic student population accounted for 13,890 or 76.2%. The African American student population was the second largest group with 2,766 (15.2%) students. White, students with 2 or more ethnicities, Filipino and Asian students followed with 4.7%, 1.7%, 0.75% and 0.57% respectively.

In 2019-2020, the homeless student population consisted of approximately 162 students. The unduplicated number of Foster Youth hovered consistently at approximately 848 students, but due to transiency, 1,110 foster youth attended Palmdale School District schools throughout the 2019-2020 school year. The number of students eligible for the Free or Reduced Meal Plan (FRMP) was 16,407 or 90% of the student population. With a socio-economically disadvantaged count of 16,786 students or 92% of the district. Students with Disabilities made up approximately 15% of the district population representing 2,682 students. In addition, the district consists of 599 identified Gifted and Talented students or 3% of the district's 18,299 students. As of 10/30/2020, PSD has approximately 3,980 or 22% ELL students with approximately 1,740 R-FEP students currently being monitored. There are an additional 406 fully exited R-FEP students. This is a decrease from the 2019-2020 school year, when the EL population was 24%, consisting of 4,324 students.

These demographics are important to Palmdale Academy Charter School as these are the student groups we will most likely be serving in our school. Overall, Antelope Valley student statistics and demographics are similar to that of the Palmdale School District. Understanding the demographics of our student population will help us design programs that address their unique needs and support their academic development and social-emotional well-being.

Reflections: Successes

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

Palmdale Academy Charter School welcomed 277 9th grade students in August of 2021. As such, California School Dashboard data does not currently exist. However, it is important to note, a majority of incoming students, approximately 92% are former Palmdale School District students who have attended our local middle schools. As this is our founding year there has been a tremendous amount of planning, for example the majority of our staff has previous experience with the PROMISE in their former schools during the developmental stages of it. However, a significant amount of time was spent the summer of the founding year during professional development ensuring all are able to define what the PROMISE looks like at the high school level. The PROMISE is a living document that is updated and revised yearly. It aligns closely with the district level LCAP. The Palmdale School District (PSD) school board is an advisory group that oversees the work of our superintendent, Raul Maldonado. As part of the Board of Trustees' responsibility is to set direction for the school district, the district's goals shall be aligned with the district's vision, mission, philosophy, and priorities. As a dependent charter, PACS follows the same guidelines as all PSD Schools. As this was our founding year, teacher summer retreat was essential to build positive school culture and begin laying our foundational work as aforementioned. That said, as a staff we spent two weeks together bonding and beginning to lay this foundation. We covered important topics such as the power of why and began to talk about our why story and how it relates to becoming an educator, we had

a refresher on our PBIS program (Capturing Kids Hearts), we dove deep into the Palmdale PROMISE and began to draft our vision, mission and student learning outcomes, we talked about pedagogical practices and PLC, and talked about our vision for our social emotional program that lives in Advisory.

This upcoming summer we plan to have a summer retreat again to welcome our new staff and again ground our work around our vision, mission and student learning outcomes. Again, this year we will have data points that will allow us to reflect on what our successes and areas of growth were this first year and will allow us to set goals for the upcoming school year.

In the area of shared responsibility, the Principal will continue to meet with the Instructional Leadership Team (ILT) who are the leaders of each department. We meet once a month to talk about leadership level decisions and then they take that information back to their department members to gain input.

We hold staff accountable to support student learning including:

- Advisory: grade checks, school counselor presentations and follow up by teachers
- Meetings: Staff meetings, and PLC time
- Programs: ASB, yearbook, journalism are examples of specific programs we offer to our students in order for them to get a unique experience here at PACS.

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.

Palmdale Academy Charter School welcomed approximately 285 9th grade students in August of 2021 with the number fluctuating between 260 to 280 students. Although California School Dashboard data does not currently exist it is important to note, we do have local data that have allowed us to identify our areas of need as a school which are the following:

English Language Learners: 31.5%

-Total student population: 277

-English Learners: 46

-RFEP: 87

-IFEP: 12

Action Steps:

- Create a specific PD Strategic plan that targets English Learners that begins with the deconstruction of the EL Common Core Standards.
- EL PD focuses on intentional planning with ELs in mind to continue work around scaffolding and planning for interactions in the classroom.
- Implementation of Sheltered English 9 in the master schedule.
- Collaboration with our district EL lead regarding PD plan and support.
- Newsela software for all teachers that provides literacy support and intervention for students

Students with Disabilities: 12%**-Total Population: 277****-RSP: 20****-SDC: 12**

-Hire both an RSP and SDC teacher in order to create a rigorous special education, inclusive environment that meets the needs of all of our students.

-Create co-teaching model classes for both Math and English for RSP and General Education students

-Use data to drive instruction through internal and external assessments such as Educlimber and Illuminate.

-Collaboration with the District Special Educational department on teacher training and professional development.

Foster /Homeless Youth: 1.8%**-Total Population: 277****-Foster: 4****-Homeless: 3**

-Create an environment that is rooted in safety, restorative practices, and social emotional learning through our Advisory program.

-Create an environment of connectedness by training all staff in Capturing Kids Hearts training

-Create a positive culture through CIF sports, and after school clubs.

-Create positive spaces after school such as the school library that students may use to work on homework or tutoring help.

Socio-economic Disadvantaged: 83%**-Total Population: 277****-Free: 62.64%****-Reduced: 20.38%**

-Create an intervention plan that mirrors the MTSS model of learning

-Create partnerships with local mental health agencies for students that will need mental health support through support from PSD District Director of Mental Health Support, Mr. Pablo Leanos.

-Create Professional Development plan rooted in Diversity, Equity and Inclusion.

LCAP Highlights

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

As this is the founding year, each department is in the process of adopting an official curriculum. For example, the English department piloted the MyPerspectives Curriculum as well as StudySync and ultimately decided to move forward with StudySync. The Math Department has followed a similar process, piloting several math curricula. Science, Spanish, PE, and Electives have also followed similar procedures and have adopted curricula that satisfy California State Standards, NGSS, College/Career Standards and A-G requirements. Students also attend an

Advisory period every day. Advisory uses the Xello curriculum for college and career readiness and Capturing Kids Hearts for social emotional development. Additionally, we are offering the following electives:

Electives:

- AVID-This elective meets requirement G (College Preparatory -1 year). This elective program helps students to achieve the necessary requirements and skills to be eligible for university acceptance. The AVID curriculum includes activities that focus on organization skills, study skills, reading, writing, collaboration and inquiry.
- Orchestra-This elective meets requirement F (Visual and Performing Arts-1 year). In class, students receive guidance in techniques for producing proper tone, pitch, rhythm, posture, dynamics, and performance at different levels. Orchestra is designed to help build self-esteem (achievement), cooperation (playing in an ensemble), and life skills (practice, study, commitment) through the discipline in learning to play an instrument.
- Mariachi- This elective meets requirement F (Visual and Performing Arts-1 year). This class is designed to teach the Beginner/Intermediate Level of Mariachi Music. Students have the opportunity to learn violin, vihuela, guitar, guitarron, trumpet and voice. Students learn to sing and understand the fundamentals of music through scales, key signatures, terms, theory and basic rhythms in mariachi music.
- Journalism - This elective meets requirement G (College-Preparatory Elective). This class is designed to introduce students to journalism and journalistic ethics. Students are engaged in producing an online newspaper and weekly news broadcast.
- ASB - This elective meets requirement G (College-Preparatory Elective). Students have the opportunity to develop leadership skills and plan and execute school spirit events, fundraising, pep rallies, etc.
- Yearbook - This elective meets requirement G (College-Preparatory Elective). Students are engaged in producing our school yearbook for the 2021-22 school year.
- Computer Science - This elective meets requirement G (College-Preparatory Elective). The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security and the societal impacts on computing.

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.

Palmdale Academy Charter School did not qualify 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.

Palmdale Academy Charter School did not qualify for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

Palmdale Academy Charter School did not qualify for Comprehensive Support and Improvement.

Stakeholder Engagement

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

Palmdale Academy Charter School welcomed almost 277 9th grade students in August of 2021. As such, we are in the infancy stages of creating our parent leadership teams. Our plan for our parent leadership teams and their descriptions are the following:

School Site Council (SSC)

A council made of teachers, parents, administrators and students who work together to develop and monitor a school's improvement plan. It is a required decision-making body. Over the course of this school year, SSC suggested spending funds on staffing mental health support for the school.

English Learner Advisory Council (ELAC)

The ELAC is an advisory committee developed to advise the school about programs for English Learner Students. Their responsibility is to advise the SSC on budgetary needs specific to English Learners. Over the course of this school year, ELAC suggested spending funds on the Bilingual Literacy Project, and PIQUE.

African American Parent Council (AAPC)

The AAPC is an advisory council developed to advise the school about programs for our African American students. Their responsibility is to advise the SSC on budgetary needs specific to African American learners. This founding year, we did not have any parent participation under this specific parent leadership group.

A summary of the feedback provided by specific stakeholder groups.

A coffee with the principals was conducted in April before our opening in August. For incoming families to introduce the specific teams detailed above and approximately 21 parents volunteered for the various council positions. As we began the school year, we created the parent leadership groups above that target our specific stakeholder groups. These parents' groups are the following:

- School Site Council (SSC): The SSC is a governing body made up of teachers, parents and administrators who work together and monitor our school plan. It is a decision-making body that advises the Principal on how money should be spent.
- English Learners Advisory Council (ELAC): The goal of ELAC is to advise the principal and SSC council of a site plan that is specifically targeted for our English Learner students.
- African American Advisory Council (AAPC): AAPC is a group of parents and guardians of African American students that come together to ensure the success of their children.
- Bagels with Dr. B: Bagels with Dr. B is a coffee with the principals that is conducted once a month. Typically, the principal presents a data point, or update and then allows an open forum of questions from all stakeholders.

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

The School Site Council was the first parent group that had the opportunity to view the LCAP report, its data, and how the goals are tied. Currently, this advising council is made up of all stakeholder representative groups (parents, students, teachers and the Principal). For this

upcoming school year, PACS opened a position of Social Emotional Learning Specialist to support our mental health needs. PACS also reach out to the Bilingual Literacy Project to get more information on high school level aid.

Goals and Actions

Goal 1

Goal #	Description
1	High Level Academic Preparation and College and Career Readiness Recognizing the importance of good teaching and making sure the teachers are properly trained to give instruction in the classroom. The administration team will make sure the needs are met when it comes to supplementals, instruction and assessment. PACS will provide extra duty hours to teachers to help support the before and after school needs of the students. Language development and the advancement of EL learners is very important and will be a well-known process throughout the campus. Student leadership roles and positions will be in place for the underrepresented students such as EL, foster and low-income students. Student engagement opportunities will be in place as well.

An explanation of why the LEA has developed this goal.

Palmdale Academy Charter School will be an active tangible representation of the Palmdale PROMISE and will embody PROMISE's vision, values, principles and strategic goals. The Palmdale PROMISE is a part of the Palmdale School District's strategic plan, it is our PROMISE to our students and the community we serve. This PROMISE shows our commitment to providing resources and support in order to build students' capacities, and that our commitment will yield positive outcomes, and demonstrate our desire to be honorable and to have integrity in dealing with our community. From the start, the PROMISE has maintained that our students need a 21st century education, and was designed to guide our efforts to prepare Palmdale students to become global citizens. The Palmdale PROMISE acknowledges that our students are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages and global interactions, in order to be able to navigate it with ease and to develop a deeper understanding of the world's economic, social and cultural issues.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase overall percentage of students at benchmark and above in ELA as evidenced in quarterly LPM data by 3%	41% of students have met the benchmark as evidenced in the ELA LPM quarter 2.				43% of students will meet benchmark as evidenced in the ELA LPM quarter 2.
Increase overall percentage of	68% of students have met the benchmark				70% of students will meet benchmark as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students at benchmark and above in Algebra 1 as evidenced in quarterly LPM data by 2%	as evidenced in the Algebra 1 quarter 2 LPM exam.				evidenced in the Algebra 1 LPM quarter 2.
The school will offer various G electives that include Visual and Performing Arts as evidenced in the master schedule.	The school is offering the following electives for the upcoming school year: yearbook, ASB, Journalism, Computer Science, Spanish, AVID, Mariachi, and Orchestra.				The school will offer a variety of electives that will accommodate all 4 grade levels (9th-12th) that includes CTE pathway opportunities as evidenced in the final master schedule.
Decrease the number of Long Term English Learners (LTEL) by 1 per year%.	7.3% of students are classified under the LTEL classification				4.3% of students will be classified under the LTEL classification.
Decrease the total percentage of EL learners by 2% by following reclassification metrics.	16% of students are classified under EL Learners by following reclassification metrics.				14 % of students are classified under EL Learners by following reclassification metrics.
Decrease the total percentage of students who have a D or an F by 3% per year as evidence in the final report card (20/40 week)	32% of the total student population is receiving a D or an F on the fall 2021 20 week report card, as evidenced through the grade report on Infinite Campus.				23% of the total student population will receive a D or on the 20/40 week report card as evidenced through Infinite Campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the total percentage of RSP students who have a D or an F by 1% as evidenced in the final report card (20/40 week)	28% of the total RSP student population (21 students) is receiving a D or an F on the fall 2021 20 week report card as evidenced through the grade report on Infinite Campus.				26.5% of the total RSP student population will receive a D or F on the 20/40 week report card as evidenced through Infinite Campus.
Decrease the total percentage of SDC students who have a D or an F by 1% as evidence in the final report card (20/40 week)	42% of the total SDC student population (3 students) is receiving a D or an F on the fall 2021 20 week report card as evidenced through the grade report on Infinite Campus.				40.5% of the total SDC student population will receive a D or F on the 20/40 week report cards as evidenced through Infinite Campus.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supporting Students and Closing the Achievement Gap	Recognizing the importance of good first teaching, PACS will offer a series of professional developments that are data driven around the teachers' needs. PACS leadership will continue to coach and observe teachers to increase understanding of best practices, collaboration, inform instructional decisions related to closing the achievement gap, and development of MTSS with target actions specific for low-income, foster youth, English Learner student groups to support their efforts towards academic achievement.	\$458,349	Y
2	Supplemental Curriculum, Instruction, and Assessment	PACS administration with the support of PSD will determine the need for supplemental curriculum, instruction and assessment to fill curricular gaps with material that are relevant, culturally responsive and address the specific needs of English Learners, foster youth, and low-income students. Material and supplies may be developed or purchased in order to meet academic goals and to fully support our unduplicated students.	\$70,486	Y

Action #	Title	Description	Total Funds	Contributing
3	Language Development and Implementation of the English Learner Program	The EL Lead at PACS alongside Administration will provide a systematic and intentional focus on addressing the individual English Learner students' language development needs throughout the instructional day and beyond. This will be a priority in order to prevent the development of Long-Term English Learners and to address the needs of those students who have already reached this status.	\$2,054	Y
4	Student Leadership, 21st Century and Global Skills	English Learners, foster youth and low-income students are often underrepresented in ASB and other leadership related programs. PACS provides opportunities for underrepresented student groups to engage and apply learning through activities that promote leadership and develop social, civic and environmental responsibilities.	\$0	Y
5	Student Enrichment and Support	Certificated and classified staff implement activities that ensure access for English Learners, foster youth and low-income students to various activities and programs that expand interest, multicultural perspectives, and academic understanding.	\$0	Y

Goal Analysis 2020-2021

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.

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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.

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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

Goal 2

Goal #	Description
2	Welcoming, Safe, and Healthy Learning Environment. PACS number one goal is to always make sure the students are safe and healthy so they are adequately able to learn. The students' social and emotional wellbeing is very important as well. We have a detailed safety plan that all staff and students follow in the event we have an emergency on campus. PACS has well trained emergency staff members that help keep the students and staff safe every day. Student engagement has greatly increased with the addition of CIF sports and after school programs. A wellness center was created on campus to provide a safe and welcoming environment for all student groups.

An explanation of why the LEA has developed this goal.

Palmdale Academy Charter School (PACS) will be an active tangible representation of the Palmdale PROMISE and will embody PROMISE's vision, values, principles and strategic goals. The Palmdale PROMISE is a part of the Palmdale School District's strategic plan, it is our PROMISE to our students and the community we serve. This PROMISE shows our commitment to providing resources and support in order to build students' capacities, and that our commitment will yield positive outcomes, and demonstrate our desire to be honorable and to have integrity in dealing with our community. From the start, the PROMISE has maintained that our students need a 21st century education, and was designed to guide our efforts to prepare Palmdale students to become global citizens. The Palmdale PROMISE acknowledges that our students are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages and global interactions, in order to be able to navigate it with ease and to develop a deeper understanding of the world's economic, social and cultural issues. PACS, under the PROMISE umbrella will ensure we provide a safe and healthy environment through the various and supports provided that include but are not limited to the following: a social emotional wellness program through Advisory, restorative justice practices, office hours, club culture after school, high school counselor, absence check-ins, and mental health support check-ins.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain an ADA percentage of 95% or above as evidence in the monthly attendance report	PACS ADA for December 2021 was 94.53% as evidenced in the monthly attendance report				PACS will maintain an ADA percentage of 95% or above as evidenced in the monthly attendance report
Decrease PACS chronic absenteeism (students with 10 or more absences) by	Students with chronic absenteeism make up 9.4% of the total student population.				PACS will decrease our chronic absenteeism to 8% of the total student population.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2% as evidence in the A2A reports					
Maintain PACS suspension rates per 100 students by under .5% as determined through Infinite Campus reports	PACS current suspension rates as of December 2021 is 2% percent of the total student population as determined through Infinite Campus Reports.				PACS will decrease suspension rates by .5% the total student population.
Determine percentage of student positive engagement and school connectedness as evidenced in the California Healthy Kids Survey	PACS students will participate in the California Healthy Kids Survey March 2022 and again March 2024. In the 9th and 11th grades.				PACS students will participate in the California Healthy Kids Survey March 2022 and again March 2024. In the 9th and 11th grades.
Determine students' perception of safety at school as evidenced in the California Healthy Kids Survey	PACS students will participate in the California Healthy Kids Survey March 2022 and again March 2024.				PACS students will participate in the California Healthy Kids Survey March 2022 and again March 2024.
Determine students social-emotional learning and strength of body, mind and character as evidenced in the California Healthy Kids Survey.	PACS students will participate in the California Healthy Kids Survey March 2022 and again March 2024.				PACS students will participate in the California Healthy Kids Survey March 2022 and again March 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Health	PACS, under the direction of PSD will assist Foster youth and low-income families with vaccination clinics, healthy support and monitor COVID-19 guidelines. Foster Youth and Low-Income students need caring professionals that support their unique health needs and to receive community resource referrals	\$0	Y
2	Campus Security	All students are able to trust the emergency trained staff at PACS to provide for their safety while on campus. PACS has prepared a school safety plan that details procedures in case of emergency. Cameras have been placed on campus to support a safe campus by acting as a deterrent to bullying. SRO's and Campus Security will support safety and build relationships with students.	\$14,130	Y
3	Student Engagement Activities-CIF Sports Program	LCAP funding of CIF Sports, which include transportation, allows foster youth, low income students groups to participate in team sports and develop leadership skills. The Athletic Director is charged with the coordination of teams and practices for the different sports seasons.	\$309,316	Y
4	Student Engagement Activities-After School Club Culture	LCAP funding of after school clubs allows foster youth and low-income student groups to participate in the various clubs that are offered after school. These clubs are student initiated and are geared towards the interest of students which increases student engagement. Clubs offered include but are not limited to the following: drama club, art club, drumline, BSU, Latinx, anime club, soccer club, etc.	\$0	Y
5	Student Engagement Activities-Music and Arts Program	LCAP funding of our Music and Arts program allows foster youth and low-income students to participate in these programs that are directly correlated with increasing student engagement, decreasing truancy and suspension rates. Currently PACS offers mariachi and orchestra as our music program along with drumline as an after-school activity. PACS hopes to increase our music program and expand our Visual and Performing Arts sector with theater arts, fine arts, or dance.	\$108,282	Y

Action #	Title	Description	Total Funds	Contributing
6	Social Emotional Well Being-Wellness Center	A wellness center was created on campus to provide a safe and welcoming environment for all student groups. In the wellness center, the school counselor or social emotional learning specialist pulls groups or individual students based on academic, or social emotional needs. This will be especially important for our foster youth and low-income student groups to ensure their wellness both academically and emotionally.	\$867	Y
7	Attendance and Truancy	PACS under advisement form PSD, will assist families in the areas of attendance and truancy. Unduplicated students who struggle with attendance issues receive phone calls from bilingual site personnel to determine the barriers that keep students from attending and what is needed to eliminate that barrier. Students are provided incentives for improving attendance.	\$0	Y

Goal Analysis 2020-2021

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.

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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.

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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

Goal 3

Goal #	Description
3	<p>Parent, Family, and Community Partnerships. Family and community partnerships consist of ensuring two-way meaningful conversations between our school and home. It provides opportunities for family community partnerships through various parent leadership teams such as School Site Council (SSC), English Learners Advisory Council (ELAC) and African American Advisory Parent Council (AAAC). PACS has a staff of parent community liaisons who work with families to navigate school procedures, lead workshops/meetings and make calls regarding student attendance. The staff will hold in person and virtual workshops to help parents how to help their child academically, with their social emotional needs and how to prepare to go to college. PACS holds ELAC meetings monthly with the parents of the EL learners in order to meet their needs and keep them updated on information.</p>

An explanation of why the LEA has developed this goal.

PACS understands the impact parent involvement has on student achievement. That said, we have the following parent leadership groups that support the involvement of all of our parents. It provides for a variety of communication mediums such as our school website, parent square, and our various social media platforms. These initiatives provide opportunities for PACS staff and parents to develop relationships that support student achievement and ensure meaningful two-way communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase parent participation and engagement by 1% as evidenced by monthly parent leadership (SSC, ELAC, AAAPC) sign in sheets.</p>	<p>Our present parent leadership teams represent the following average attendance percentages percentage calculated by total student population: SSC: 1.7% of total student population ELAC 36% of total EL student population AAAPC: 0% of total African American student population</p>				<p>PACS Parent Leadership Teams will represent the following average attendance percentages: SSC: 2.7% of total student population ELAC: 37% of ELI student population AAAPC: 1% of total African American student population</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the reach and number of parent workshops offered by 1 per semester each year.	This academic school year PACS has offered 1 parent workshop during the fall semester for our parents of English Learners.				PACS will offer 2 parent workshops per semester that targets the needs of a parent.
Increase the reach and deliverability number of home/school communication by 1 % as evidence in the Parent Square Portal	Currently we are able to reach 83% of parents via email, 57% via 17% via text. Of those attempts we have 2% of parents with failed communication.				PACS will communicate via Parent square with 1% failed communication rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Personnel to Support Parent Involvement	PACS will have on staff a Parent Community Liaison who will work with families to navigate the school procedures, lead workshops/meetings and make calls regarding attendance. The more supported our families feel, the greater their desire to partner with PACS in supporting student growth, providing input/support for PACS initiatives, and be willing to seek help when needed. When students see their parents take an active role in the school they take pride in their schools and families.	\$2,032	Y
2	Parent Workshops and Support	PACS will implement various workshops both in person and virtual that target the various needs of our families, the goal being to increase parent capacity to assist the academic achievement, social emotional development and college-going culture for all students, including our low socio-economic, foster youth and English Learners.	\$0	Y

Action #	Title	Description	Total Funds	Contributing
3	English Learner Parent Support	PACS will provide ELAC meetings monthly to support our parents of English Learners with the specific needs of their students. This includes but is not limited to: ELPAC parent workshops, literacy at home, and study skills/tips. This will ensure capacity is built in our parents to the betterment of their students.	\$175	Y

Goal Analysis 2020-2021

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

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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

Palmdale Academy Charter School is in it's first year, as such does not have previous data.

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

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

Goal 4

Goal #	Description
4	Provide Basic Services (Williams). PACS, with the support of PSD will provide basic services such as certificated staff, instructional materials/textbooks, facilities and operations, site allocations for basic services, basic technology, classified staffing in the areas of health and safety, pupil engagement and parent involvement, and school climate, as outlined in Williams Act requirement. PACS makes sure to hire highly qualified administrative and certificated staff to ensure the proper instruction for all students. We have a state adopted curriculum that every teacher uses in their classroom to follow the common core state standards. PACS has a clean and safe learning environment for all students that is maintained by keeping our facilities in good repair. Every student is given a Chromebook that they use in school and at home. We have a full time LVN to support the various medical needs of the students, noon duties and crossing guards to help support the safety and well-being of the students. The bilingual school secretary is great in supporting the families and students on the day-to-day ins and outs of all programs.

An explanation of why the LEA has developed this goal.

This goal was created in keeping with the Williams Act requirements and State Priorities: 1. Basic Services. The goal of providing basic services ensures that students have highly qualified certificated staff that are recruited and retained. Students will be provided state adopted, standards-based curriculum (textbooks and materials) in core content areas, provided/maintained/replaced base technology, facilities are maintained in good repair promoting aesthetics and cleanliness with staffing to meet Williams requirements. PACS is allocated funds to be used to purchase basic clearing, janitorial, office and health supplies needed to meet basic sit needs. Goal #4 provides technology support liaisons (part time) and classified staff to ensure a healthy and safe campus, support student engagement and parent involvement, as well as, setting the tone for school climate and parent involvement at the school site.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be appropriately credentialed for the students that they are assigned to teach per Williams Act Requirements each year.	100% of all teachers are appropriately credentialed for the students they are assigned to teacher per Williams Act Requirements.				100% of all teachers will be appropriately credentialed based on their assignments as evidenced by the Master School.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of all students will be provided with standards-based instructional curriculum by meeting William Act Requirements each year.	100% of students are provided with standards-based instructional curriculum in keeping with the William Act Requirements.				100% of students will be provided with standards-based instructional curriculum in keeping with the Williams Act Requirements.
100% of all students will be assigned a student laptop for school and home each year.	100% of all students are assigned a student laptop for school and home.				100% of students will be assigned a student laptop for school and home
100% of facilities will be in good repair by meeting Williams Act Requirements each year.	100% of facilities are in good repair per William Act Requirements				100% of facilities will be in good repair per William Act Requirements.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staffing	<ul style="list-style-type: none"> • Provide highly qualified administrative management staff • Provide highly qualified certificated staff • Ensure all teachers are appropriately assigned to their credential 	\$1,286,938	N
2	Instructional Materials and Curriculum	<ul style="list-style-type: none"> • Provide state adopted standards-based textbooks and materials • Provide/maintain/replace base technology • Provide additional supplies and services as needed <p>Have state adopted curriculum and materials that support unduplicated students in order to increase access to a broad base course of study, access to Common Core State Standards, and the technology to support 21st century skills, this is particularly important for low income students.</p>	\$901,732	N

Action #	Title	Description	Total Funds	Contributing
3	Facility/Operations	Maintain facilities in good repair and repair and promote aesthetics and cleanliness by ordering sufficient custodial staff to meet the Williams requirements. Clean and safe learning environments give Foster youth students a sense of belonging and safety allowing them to focus on academic achievement.	\$153,058	N
4	Pupil Achievement: Technology	Provide each student with a Chromebook for school and home use. Provide a Technology Support Liaison for instructional and administrative technology support. TSLs provide teachers with the software and hardware to meet the needs of English Learners and struggling students.	\$1,575	
5	Health and Safety	<ul style="list-style-type: none"> • Health Aide/LVN is staffed full time to help with various medical conditions and needs. This position is especially important due to the pandemic. • Noon duties are staff based on estimated student enrollment and facility space to ensure safety • Crossing Guards are assigned to ensure students are safe when walking across major streets <p>These personnel ensure the health of our students, general wellbeing and the safety of unduplicated students.</p>	\$36,807	
6	District Provided Services Plan	<p>PACS receives central office services from the Palmdale School District that include but are not limited to the following:</p> <ul style="list-style-type: none"> • Special Education staffing and services, • Business office services • Human Resources • Education Services and Training • Student Services 	\$1,149,721	

Goal Analysis 2020-2021

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.27%	\$965,691

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

Required Descriptions

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

Goal 1 – High Academic Preparation and College and Career Readiness

Action 1: Supporting Students and Closing the Achievement Gap: Recognizing the importance of good first teaching, PACS will offer a series of professional developments that are data driven around the teachers' needs. PACS leadership will continue to coach and observe teachers to increase understanding of best practices, collaboration, inform instructional decisions related to closing the achievement gap, and development of MTSS with target actions specific for low-income, foster youth, English Learner student groups to support their efforts towards academic achievement. For the EL learners, PACS will provide supplemental material and training through PD that targets our EL population. For Foster Youth, Low income students and English Learners, PACS administration will provide specific coaching that is grounded by data in order to guide teachers in services needed for these specific students ensuring that their various needs are met.

Action 2: Supplemental Curriculum, Instruction, and Assessment: PACS administration with the support of PSD will determine the need for supplemental curriculum, instruction and assessment to fill curricular gaps with material that are relevant, culturally responsive and address the specific needs of English Learners, foster youth, and low-income students. Material and supplies may be developed or purchased in order to meet academic goals and to fully support our unduplicated students. Looking at various data points will allow PACS to ensure all specific needs are met for all special populations of students including foster youth, low income, and English Learners including after school office hours, credit recovery options, and one on one counseling.

Action 4: Language Development and Implementation of the English Learner Program: The EL Lead at PACS alongside Administration will provide a systematic and intentional focus on addressing the individual English Learner students' language development needs throughout the instructional day and beyond. This will be a priority in order to prevent the development of Long-Term English Learners and to address the needs of those students who have already reached this status. This plan will also target our learners that identify in both the special education and English learner program ensuring they have equal access in all content areas.

Action 5: Student Leadership, 21st Century, and Global Skills: English Learners, foster youth, and low-income students are often underrepresented in ASB and other leadership related programs. PACS provides opportunities for underrepresented student groups to engage and apply learning through activities that promote leadership and develop social, civic and environmental responsibilities. During the scheduling season, the counselor along with administration will use data for students' schedules ensuring all leadership classes are represented by our various subgroups.

Action 6: Student Engagement Programs and Activities: Certificated and classified staff implement activities that ensure access for English Learners, foster youth, and low-income students to various activities and programs that expand interest, multicultural perspectives, and academic understanding. These activities include our various elective courses offered (AVID, Orchestra, Mariachi, Computer Science, Journalism, Yearbook, ASB) and our after-school club culture that includes drumline, dance, drama, art, and basketball. As a school we will continue to encourage all of the students, especially our foster youth, low income, and English Learners to participate in these clubs by offering a club rush where students are able to sign up depending on interest.

Goal 2 – Welcoming, Safe, and Healthy Learning Environment

Action 1: Student Health: PACS, under the direction of PSD will assist Foster youth and low-income families with vaccination clinics, healthy support and monitor COVID-19 guidelines. Foster Youth and Low-Income students need caring professionals that support their unique health needs and to receive community resource referrals. This will ensure our foster youth and low-income families have access to medical care during this pandemic.

Action 2: Campus Security: All students are able to trust the emergency trained staff at PACS to provide for their safety while on campus. PACS has prepared a school safety plan that details procedures in case of emergency. Cameras have been placed on campus to support a safe campus by acting as a deterrent to bullying. SRO's and Campus Security will support safety and build relationships with students. This adult campus will be another person that will be able to create a positive relationship with students, this will be especially important for our foster youth that may experience transiency and will need positive adult relationships.

Action 3: Student Engagement Activities-CIF Sports Program: LCAP funding of CIF Sports, which include transportation, allows foster youth, low income students groups to participate in team sports and develop leadership skills. The Athletic Director is charged with the coordination of teams and practices for the different sports seasons. This funding will be essential in ensuring all students have access to participate in sports programs including our foster youth and low-income students as transportation represents a barrier for this subpopulation of students.

Action 4: Student Engagement Activities-After School Club Culture: LCAP funding of after school clubs allows foster youth and low-income student groups to participate in the various clubs that are offered after school. These clubs are student initiated and are geared towards the interest of students which increases student engagement. Clubs offered include but are not limited to the following: drama club, art club, drumline, BSU, Latinx, anime club, soccer club, etc. This funding will ensure all students are able to participate in 21st century skills, especially our foster youth and low-income students who are often not able to participate due to income, or transportation.

Action 5: Student Engagement Activities-Music and Arts: LCAP funding of our Music and Arts program allows foster youth and low-income students to participate in these programs that are directly correlated with increasing student engagement, decreasing truancy and suspension

rates. Currently PACS offers mariachi and orchestra as our music program along with drumline as an after-school activity. PACS hopes to increase our music program and expand our Visual and Performing Arts sector with theater arts, fine arts, or dance. Music and arts is an essential part of the high school experience and is a direct deterrent of truancy, and drop-out rate. As such, these programs positively impact foster youth, and students with low socioeconomic status.

Action 6: Social Emotional Well Being-Wellness Center: A wellness center was created on campus to provide a safe and welcoming environment for all student groups. In the wellness center, the school counselor pulls groups or individual students based on academic, or social emotional needs. This will be especially important for our foster youth and low-income student groups who often do not have the means or access to acquire mental health support, this will ensure their wellness both academically and emotionally.

Action 7: Attendance and Truancy: PACS under advisement from PSD, will assist families in the areas of attendance and truancy. Unduplicated students who struggle with attendance issues receive phone calls from bilingual site personnel to determine the barriers that keep students from attending and what is needed to eliminate that barrier. Students are provided incentives for improving attendance. The number one determining factor in student success is school attendance, that being said this assistance will directly impact students, especially those that fall under foster youth and low economic status.

Goal 3 – Parent, Family, and Community Partnerships

Action 1: Personnel to Support Parent Involvement: PACS will have on staff a Parent Community Liaison who will work with families to navigate the school procedures, lead workshops/meetings and make calls regarding attendance. The more supported our families feel the greater their desire to partner with PACS in supporting student growth, providing input/support for PACS initiatives, and being willing to seek help when needed. When students see their parents take an active role in the school they take pride in their school and families. This will be especially important for our students who identify as Foster Youth, English Learners and Low Socioeconomic, as they tend to have specific needs that will need to be addressed in order for them to succeed. The PCL will be charged with finding resources for the students and guardians addressing those needs so they are able to see success in their high school years.

Action 2: Parent Workshops and Support: PACS will implement various workshops both in person and virtual that target the various needs of our families, the goal being to increase parent capacity to assist the academic achievement, social emotional development and college-going culture for all students, including our low socio-economic, foster youth and English Learners. For our parents that have students in our specific subgroups, ensuring that we build their capacity will be essential for their years in high school and beyond.

Action 3: English Learner Parent Support: PACS will provide ELAC meetings monthly to support our parents of English Learners with specific needs of their students. This includes but is not limited to: ELAC parent workshops, literacy at home, and study skill/tips. This will ensure capacity is built in our parents to the betterment of their students. English Learners, especially in the high school world, must tackle content knowledge and literacy simultaneously, giving parents the tools that they need to support their children at home will be essential in the success of their students.

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

As this is our first year in existence PACS does not have previous baseline data to compare. However, the actions and services follow the regulatory requirements of funding through LCAP Supplemental and Concentration Funds. Educational partner groups, (SSC, ELAC, AAPC) are able to provide input into our goals and actions through regular monthly meetings.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,495,522	\$ -	\$ -	\$ -	4,495,522	\$ 2,972,141	\$ 1,523,381

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Supporting Students and Closing the Achievement Gap	English Learner, Foreign Born	\$ 458,349	\$ -	\$ -	\$ -	\$ 458,349
1	2	Supplemental Curriculum, Instruction, and Assessment	English Learner, Foreign Born	\$ 70,486	\$ -	\$ -	\$ -	\$ 70,486
1	3	Language Development and Implementation	English Learner	\$ 2,054	\$ -	\$ -	\$ -	\$ 2,054
1	4	Student Leadership, 21st Century and Global Education	English Learner, Foreign Born	\$ -	\$ -	\$ -	\$ -	\$ -
1	5	Student Enrichment and Support	English Learner, Foreign Born	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Student Health	English Learner, Foreign Born	\$ -	\$ -	\$ -	\$ -	\$ -
2	2	Campus Security	English Learner, Foreign Born	\$ 14,130	\$ -	\$ -	\$ -	\$ 14,130
2	3	Student Engagement Activities - CIF Sports	English Learner, Foreign Born	\$ 309,316	\$ -	\$ -	\$ -	\$ 309,316
2	4	Student Engagement Activities - After School	English Learner, Foreign Born	\$ -	\$ -	\$ -	\$ -	\$ -
2	5	Student Engagement Activities - Music and Arts	English Learner, Foreign Born	\$ 108,282	\$ -	\$ -	\$ -	\$ 108,282
2	6	Social-Emotional Well-Being - Wellness Center	English Learner, Foreign Born	\$ 867	\$ -	\$ -	\$ -	\$ 867
2	7	Attendance and Truancy	English Learner, Foreign Born	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Personnel to Support Parent Involvement	English Learner, Foreign Born	\$ 2,032	\$ -	\$ -	\$ -	\$ 2,032
3	2	Parent Workshops and Support	English Learner, Foreign Born	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	English Learner Parent Support	English Learner	\$ 175	\$ -	\$ -	\$ -	\$ 175
4	1	Certificated Staffing	All	\$ 1,286,938	\$ -	\$ -	\$ -	\$ 1,286,938
4	2	Instructional Materials and Curriculum	All	\$ 901,732	\$ -	\$ -	\$ -	\$ 901,732
4	3	Facility/Operations	All	\$ 153,058	\$ -	\$ -	\$ -	\$ 153,058
4	4	Pupil Achievement: Technology	All	\$ 1,575	\$ -	\$ -	\$ -	\$ 1,575
4	5	Health and Safety School Sites	All	\$ 36,807	\$ -	\$ -	\$ -	\$ 36,807
4	6	District Provided Services Plan	All	\$ 1,149,721	\$ -	\$ -	\$ -	\$ 1,149,721

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 965,691	\$ 965,691
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ 2,229	\$ 2,229
Schoolwide Total:	\$ 963,462	\$ 963,462

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Supporting Students and Closing the Achievement Gap	Schoolwide	All	High School	\$ 458,349	\$ 458,349
1	2	Supplemental Curriculum, Instruction, and Instructional Materials	Schoolwide	All	High School	\$ 70,486	\$ 70,486
1	3	Language Development and Implementation	Limited	English Learner	High School	\$ 2,054	\$ 2,054
1	4	Student Leadership, 21st Century and Global Education	Schoolwide	All	High School	\$ -	\$ -
1	5	Student Enrichment and Support	Schoolwide	All	High School	\$ -	\$ -
2	1	Student Health	Schoolwide	All	High School	\$ -	\$ -
2	2	Campus Security	Schoolwide	All	High School	\$ 14,130	\$ 14,130
2	3	Student Engagement Activities - CIF Sports	Schoolwide	All	High School	\$ 309,316	\$ 309,316
2	4	Student Engagement Activities - After School	Schoolwide	All	High School	\$ -	\$ -
2	5	Student Engagement Activities - Music and Arts	Schoolwide	All	High School	\$ 108,282	\$ 108,282
2	6	Social-Emotional Well-Being - Wellness Center	Schoolwide	All	High School	\$ 867	\$ 867
2	7	Attendance and Truancy	Schoolwide	All	High School	\$ -	\$ -
3	1	Personnel to Support Parent Involvement	Schoolwide	All	High School	\$ 2,032	\$ 2,032
3	2	Parent Workshops and Support	Schoolwide	All	High School	\$ -	\$ -
3	3	English Learner Parent Support	Limited	English Learner	High School	\$ 175	\$ 175

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.

Instructions

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[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.