



PEABODY CHARTER SCHOOL

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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peabody Charter School	Demian Barnett Superintendent/Principal	demian.barnett@peabodycharter.net

Plan Summary [2021-22]

General Information

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

Over twenty years ago, a radical idea called "charter schools" became a public school reality. California passed its charter law in 1992, and in 1993 Peabody Charter School (the "Charter School") became one of the first charter schools in the state. That remarkable time was 24 years ago, but Peabody's place in Santa Barbara history began long before that. Built in 1927 as Peabody Elementary, Peabody is situated on Santa Barbara's north side on a large piece of land, which was sold to the Santa Barbara Unified School District (the "District") for \$5 by the Frederick Forrest Peabody family. From its simple beginnings that included a dentist office and a three room hospital, Peabody has steadily expanded to its current 34-classroom campus that also includes an auditorium and stage, cafeteria/kitchen, expansive fields/play areas, and state of the art Pinner Family Exploration Center which houses a beautiful science laboratory, a stunning library with fireplace and intimate amphitheatre, outdoor patio seating, and a computer lab that was renovated in 2010 with iMacs. These facilities were made possible by the generous support of Peabody families. This physical growth and the enhancement of the campus over time create an apt metaphor for the development and exemplary nature of the educational program at our school.

Approximately 750 students in grades K-6 enjoy the fruits of inestimable labor and vision since 1927. The charter was renewed as a dependent charter school in 1998 and again in 2003, reflecting the research, creativity, and ideas of the school community, with the mission to "structure all school programs to provide an opportunity for all students to be successful life-long learners." The charter was revised and

expanded in 2006-2007 with the goal of autonomy; and in March 2007, Peabody Charter School was granted the right to be an independent charter school. The charter was again renewed in 2012 for a five-year term through June 30, 2017. In 2016, the mission statement changed to "Peabody Charter School strives to be innovative in developing academic excellence and the full potential and well-being of each student," and the charter was renewed again through 2022. Peabody receives most of its funding directly from the state and is responsible for all matters related to the governance and management of the Charter School, including its administration, fiscal operations, facility maintenance, food services, professional growth opportunities, curriculum development and implementation, and the methodology and delivery of instruction to our ethnically and socio-economically diverse student population.

Our current student body includes: 49% Hispanic or Latino; 42% white, 9% who identify with another group; 18% Emerging Multilinguals; 11% with an IEP; 8% GATE; 40% qualify for free/reduced lunch.

Reflections: Successes

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

Due to the COVID-19 pandemic, California schools, including Peabody, have limited data on the California Dashboard from which to draw conclusions on either successes or areas of identified need. Some successes from the past year definitely include adapting to the demands of the pandemic by first offering a robust online offering that took into account much of what our parent advisory group suggested after our experience with online learning in the spring of 2020.

We then pivoted to in-person instruction 5-days a week for grades K-2 and a hybrid program in grades 3-6 that utilized an alternating A/B schedule. We also provided an online-only option for those families that requested and hired additional staff to have in-person and online happening simultaneously in K-2, but 3-6 had the challenging task of teaching in-person and online simultaneously until the COVID situation improved enough for Peabody to offer 5-days a week of in-person instruction to grades 3-6.

This launched yet another pivot, as we welcomed back our 3-6 students five days a week, but also provided an online-only option to those families that requested it. This much successful schedule switching for a school our size speaks to the talent, energy, and commitment of the Peabody staff, and the support and flexibility of our parent community. It was truly a communal effort that we feel strongly paid off in terms of student achievement and overall social-emotional health.

In reviewing our formative data, we saw progress overall in the areas of reading and math for all grade levels.

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.

In reviewing our local data, areas in need of significant improvement include the growth of our Emerging Multilingual Learners (EML). Based on the data, there is a significant difference between the performance overall (all students) versus the performance of our EML subgroup. We attribute this to the time spent online, the need to offer ELD online to maintain social distancing and clear cohorts that don't mix, as well as some (EML) students opting to remain 100% online due to other constraints like the shorter school day, home work schedules, childcare issues, having grandparents or other more vulnerable family members, etc.

While Peabody worked diligently to address issues such as transportation, nutrition, online access, and other factors, the data suggests that the impact of COVID-19 requirements on student achievement was disproportionately felt by certain subgroups, most notably the EML subgroup.

LCAP Highlights

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

The LCAP is focused on the following areas:

1. Improved student achievement for all, with a focus on Emerging Multilingual and Special Education students
2. Social-emotional and physical supports to aid in the full reopening of school.
3. School-wide Equity Development

Details: Goal 1: Student Achievement with a focus on Emerging Multilingual and Special Education students.

To address the needs of all students (including learning loss), and in particular, our Emerging Multilingual Students (EMLs) who are disproportionately being identified for Special Education and performing at levels significantly lower than other subgroups, Peabody will:

1. Engage in the development and refinement of a K-6 Multi-tiered System of Supports (MTSS) that begins with the classroom (Tier I), expands to the effective use of Teacher-Tutors (Tier II), the inclusion of trained Reading Specialists (Tier II+), and incorporates, aligns, and communicates with Special Education services (Tier III).
2. Create coherence between these tiers by identifying an administrative MTSS Coordinator who will provide training, coordinate professional development with outside experts as needed, provide regular feedback, and lead ongoing conversations within and between the participants within each tier. Data will be the main driver for these conversations and will aid Peabody as it iterates on the program to improve outcomes for students.

3. Focus on the quality of both designated and integrated English Language Development (ELD) at every grade level with a particular goal of increasing the complex output of EML's verbally and in writing.

4. Pilot an after-school program for EML's that specifically addresses the importance of power and identity when it comes to school success, and how these elements must be coupled with the work toward better access and achievement. Attending to identity allows "opportunities to draw upon their cultural and linguistic resources (e.g., other languages and dialects,...different frames of reference)...[and] paying attention to the contexts of schooling and to whose perspectives and practices are "socially valorized". The Power dimension takes up issues of social transformation at many levels." In its simplest form, this would include literally addressing who is talking in the classroom and the comfort level they feel in doing so.

5. Reengage with our pre-pandemic work with Project-Based Learning (PBL) to increase scholarly engagement, especially for those traditionally furthest from opportunity, as well as those identified as Gifted and Talented, while simultaneously giving students a chance to nurture and develop the skills and dispositions outlined on Peabody's Learner Profile.

6. Provide appropriate professional development that supports MTSS, ELD, PBL, and connected Equity issues.

Details: Goal 2: Social-emotional and physical supports to aid in the full reopening of school.

To address the social-emotional needs of students and their families, as well as ensure that school facilities support the safe return to full-time instruction, Peabody will:

1. Have an onsite school counselor who will provide not only emergency intervention services but will have time to develop and deploy proactive services meant to reach a greater number of students and their families, as well as mitigate the potential number of crisis situations. The counselor will pilot a potential social-emotional curriculum and assess for school-wide implementation.

2. Have an onsite bilingual liaison that will be available to reach out to ALL families with the goal of increasing school-to-home connectedness.

3. Provide facilities upgrades that address the safe return of full-time instruction.

4. Maintain our commitment to teaching and using Mindfulness as a tool to improve physical and mental health.

5. Provide parent education on topics the parent community identifies as important and timely and use these workshops to establish a common ground where members of our diverse community can come together around shared needs and experiences.

6. Continue to utilize our Responsive Classroom approach to building classroom and schoolwide community.

Details: Goal 3: School-wide Equity Development

To address issues of diversity, equity, and inclusion (DEI), Peabody will:

1. Provide all school staff with professional development to better understand DEI, including implicit bias.
2. Embrace a cultural goal in our ELD work that speaks to better reflection and inclusion of our families for whom English isn't their first language.
3. Work toward identified and removing institutional barriers to DEI within Peabody with a particular focus on providing training for school leaders to better lead with an equity lens, as well as the recruitment and retention of candidates assuming leadership opportunities such as PTSO, Peabody Foundation, and Peabody Board of Directors that reflect the diversity of the school.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Peabody is NOT eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Information and ideas were shared, and input taken, in the following ways:

1. Parent, Teacher, Staff Organization (PTSO) meetings (simultaneously translated)
2. English Learner Advisory Council (which we call Podemos) meetings
3. Board meetings (simultaneously translated)
4. ParentSquare digital messaging to community (simultaneously translated)
5. Parent and Staff Surveys
6. School Committee Meetings (Leadership, ELD, Tech/Assessment, and Equity)
7. Informal conversations during grade-level meetings or with individuals

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback is to focus on student achievement, equity, and facilities upgrades to help the reopening of school to a full-time schedule.

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

Aspects of the LCAP influenced by specific stakeholder input include the portions regarding MTSS, ELD, Social-Emotional Supports, and Facilities upgrades.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement for all, with a focus on Emerging Multilingual, Special Education, and other unduplicated pupils.

An explanation of why the LEA has developed this goal.

Data shows that our Emerging Multilingual Learners (EML) are both performing academically at lower levels than their monolingual peers and are being disproportionately identified for special education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR 360 - ELA (schoolwide)	Schoolwide Average of 74% in either Blue or Green.				Schoolwide Average of 85% in either Blue or Green
STAR 360 - Math (schoolwide)	Grade 1-5 average of 77% in either Blue or Green (no K baseline as there is no STAR math for K)				Grade 1-5 average of 85% in either Blue or Green
STAR 360 - ELA (EML)	Schoolwide Average of 34% in either Blue or Green.				Schoolwide Average of 60% in either Blue or Green
STAR 360 - Math (EML)	Grade 1-5 average of 38% in either Blue or Green (no K baseline as there is no STAR math for K)				Grade 1-5 average of 60% in either Blue or Green
STAR 360 - ELA (SPED)	Schoolwide Average of 38% in either Blue or Green.				Schoolwide Average of 60% in either Blue or Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR 360 - Math (SPED)	Grade 1-5 average of 40% in either Blue or Green (no K baseline as there is no STAR math for K)				Grade 1-5 average of 60% in either Blue or Green

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff MTSS program	Establish a robust MTSS program for the purpose of addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year. The MTSS program will focus on accelerating progress to close learning gaps.	\$510,000.00	Yes
2	ELD Training	EML scholar engagement (LPAC 3) and mastery of academic content will increase as evidenced by structured complex writing opportunities (Think-Write-Pair-Share and Quick Writes) and increased complex verbal engagement and output (sentence stems, frames, transition words, Tier I, Tier II words) in all classrooms. ELD committee will be supported by ongoing coaching, walk-throughs, and collaborative discussions regarding designated and integrated ELD.	\$15,000.00	Yes
3	After School EML Club in Grades 4-6	Pilot After School EML Club to Increase Student and Family Agency and Achievement	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Project-Based Learning in grades 3-6	Grades 3-6 will lead a minimum of two (20 PBL projects per year.		Yes
5	Professional Development and supplies as needed for MTSS, PBL	Training for Teacher Tutors, Reading Specialists, and General Education Teachers, along with needed instructional materials.	\$30,000.00	Yes
6	Furniture and Instructional Materials for MTSS Staff	Aquire furniture and instructional materials to support designated work spaces for MTSS personnel, including Teacher-Tutors.	\$10,000.00	No
7	Formative Assessments	Continue to use teacher release time, late start Friday, PD time and/or release time to give all students formative assessments throughout the school year, as well as analyze and discuss the results.	\$275,000.00	Yes
8	Designated ELD will begin by September 20th. (Repeated in Goal 2, Action 2)	Teachers will provide designated and integrated ELD, use adopted ELA and ELD materials to provide academic vocabulary, work with the ELD coordinator to track EL progress throughout the year, and use various data points e.g. ELPAC and ELD curriculum assessments.	\$60,000.00	Yes
9	Teacher-Tutor Support	Have as many teacher tutors at as many grade levels as possible to support the needs of EL students.	\$280,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide Social-Emotional and Physical Supports to aid in the full reopening of school.

An explanation of why the LEA has developed this goal.

Peabody is cognizant and sensitive to the variety of experiences our students had during the COVID-19 pandemic. The school is conscious of possible needs arising once students are back to school-time. Goal 1 addresses issues exacerbated COVID-19 in the academic space, while this goal, Goal 2, seeks to address social-emotional and physical/facilities issues connected to COVID-19.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduced student referrals to administrators to address interpersonal conflicts.	Baselined to be established in 21-22 due to the COVID restrictions of 20-21 impacting data in this area.				Reduction of referrals by 15%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselor	Counselor to provide training for school staff on strategies, including trauma-informed practices, to engage pupils and families in pupils' social-emotional health needs.	\$75,000.00	No
2	Bilingual Liaison (also in Goal 1, Action 8)	Support for students and families, particularly EML students and their families.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Mindfulness	Continue to teach students to use Mindfulness to improve physical and mental health and process the experiences from COVID-19.		No
4	Parent Education	Create a series of parent courses called "Fireside Chats" based on topics identified by the Peabody parent community as being common and timely parenting issues.	\$1,000.00	No
5	Responsive Classroom	Continue to use the Responsive Classroom approach to build classroom and school community. Pilot the use of Second Step in Grade 2 to deepen both student and teacher skills around social-emotional learning.	\$1,000.00	Yes
6	Facility upgrades	School facility repair and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards	\$290,000.00	No
7	Outdoor Education	Provide an opportunity to connect one grade level of students to nature in small groups guided by expert mentors during the school day.	\$20,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	School-Wide Equity Development

An explanation of why the LEA has developed this goal.

Peabody is actively engaged in leading with an equity lens to ensure that institutional barriers to diversity, equity, and inclusion are minimized and then eliminated. This intentionally anti-racist work is schoolwide and led from the Board level to the classroom level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student, Staff, and Parent Surveys	TBD during the 21-22 School Year				90%+ of students and their families report a strong sense of connection to the school, its goals, and the community.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Survey students, families, and staff	EML Students and families will report that their language and culture is valued and reflected in the school environment. Staff will report specific strategies used to value and reflect various languages and cultures in their classrooms.		Yes
2	Professional Development	Peabody to provide professional development in the area of DEI for school staff, board members, and other school leadership positions (PTSO, Foundation, etc.)	\$25,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	All students will participate in the “whole child” approach at Peabody. This approach couples rigorous academics with rich extra- curricular activities.

An explanation of why the LEA has developed this goal.

To support the development of the skills and characteristics on the Learner Profile, Peabody provides extra-curricular activities that allow for learning in those areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will participate in the Peabody specials program.	100% of students are participating in the Peabody specials programs.				100% of students will be participating in the Peabody specials program.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Peabody Specials Program	4A. 1 All students will have drama and dance and ceramic art to the greatest extent possible. 4A. 2 All students will participate in PE classes. 4B. 1 All students will have a cooking experience related to a curricular program. 4B. 2 Students will be taught, and practice, regular mindfulness techniques. 4C. 1 Smarter Balance will be given grades 3-6, as well as other school based formative/summative assessments. 4C. 2 GATE testing will be given annually in Fall; GATE proctor to be contracted (Salaries for specialists in Goal 1).		No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	School will maintain high levels of daily attendance and low levels of chronic absenteeism.

An explanation of why the LEA has developed this goal.

In 2019, the California School Dashboard showed Peabody as "yellow" for chronic absenteeism (students who miss more than 10% of schools days).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard	5.7% chronically absent				< 5% chronically absent.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Chronic Absenteeism	5A: Parents will be notified annually regarding the importance of attending school. 5B: Parents will be notified annually about the importance of not planning family vacations during school time. 5C: Monthly Attendance reports will be completed and monitored, including independent study contracts as appropriate.	\$70,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.12%	\$558,712

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

Required Descriptions

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$702,000.00	\$640,000.00		\$380,000.00	\$1,722,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,056,000.00	\$666,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Staff MTSS program		\$510,000.00			\$510,000.00
1	2	English Learners	ELD Training		\$15,000.00			\$15,000.00
1	3	English Learners	After School EML Club in Grades 4-6		\$10,000.00			\$10,000.00
1	4	English Learners Foster Youth Low Income	Project-Based Learning in grades 3-6					
1	5	English Learners Foster Youth Low Income	Professional Development and supplies as needed for MTSS, PBL		\$30,000.00			\$30,000.00
1	6	All	Furniture and Instructional Materials for MTSS Staff	\$10,000.00				\$10,000.00
1	7	English Learners Foster Youth Low Income	Formative Assessments	\$275,000.00				\$275,000.00
1	8	English Learners	Designated ELD will begin by September 20th. (Repeated in Goal 2, Action 2)	\$10,000.00			\$50,000.00	\$60,000.00
1	9	English Learners Foster Youth Low Income	Teacher-Tutor Support	\$200,000.00			\$80,000.00	\$280,000.00
2	1	All	School Counselor		\$75,000.00			\$75,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Bilingual Liaison (also in Goal 1, Action 8)				\$50,000.00	\$50,000.00
2	3	All	Mindfulness					
2	4	All	Parent Education	\$1,000.00				\$1,000.00
2	5	English Learners Foster Youth Low Income	Responsive Classroom	\$1,000.00				\$1,000.00
2	6	All	Facility upgrades	\$90,000.00			\$200,000.00	\$290,000.00
2	7	All	Outdoor Education	\$20,000.00				\$20,000.00
3	1	English Learners Foster Youth Low Income	Survey students, families, and staff					
3	2	English Learners Foster Youth Low Income	Professional Development	\$25,000.00				\$25,000.00
4	1	All	Peabody Specials Program					
5	1	All	Chronic Absenteeism	\$70,000.00				\$70,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$511,000.00	\$1,256,000.00
LEA-wide Total:	\$510,000.00	\$1,255,000.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,000.00	\$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Staff MTSS program	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$510,000.00
1	2	ELD Training	LEA-wide	English Learners	All Schools		\$15,000.00
1	3	After School EML Club in Grades 4-6	LEA-wide	English Learners	All Schools		\$10,000.00
1	4	Project-Based Learning in grades 3-6	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	5	Professional Development and supplies as needed for MTSS, PBL	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$30,000.00
1	7	Formative Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	\$275,000.00
1	8	Designated ELD will begin by September 20th. (Repeated in Goal 2, Action 2)	LEA-wide	English Learners	All Schools	\$10,000.00	\$60,000.00
1	9	Teacher-Tutor Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$280,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Bilingual Liaison (also in Goal 1, Action 8)	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$50,000.00
2	5	Responsive Classroom	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
3	1	Survey students, families, and staff	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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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.