

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Wildflower Open Classroom
CDS Code:	04614240123810
LEA Contact Information:	Name: Tom Hicks Position: Director Phone: thicks@wildflowerschool.com
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,366,329
LCFF Supplemental & Concentration Grants	\$67,809
All Other State Funds	\$237,485
All Local Funds	\$91,060
All federal funds	\$46,373
Total Projected Revenue	\$1,741,247

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,950,734
Total Budgeted Expenditures in the LCAP	\$70,501
Total Budgeted Expenditures for High Needs Students in the LCAP	\$70,501
Expenditures not in the LCAP	\$1,880,233

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$2,200
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$92,982

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$2,692
2020-21 Difference in Budgeted and Actual Expenditures	\$90,782

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses not discussed in the LCAP are those usual and customary expenses necessary to support the day-to-day actions of running a school site.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wildflower Open Classroom

CDS Code: 04614240123810

School Year: 2021-22

LEA contact information:

Tom Hicks

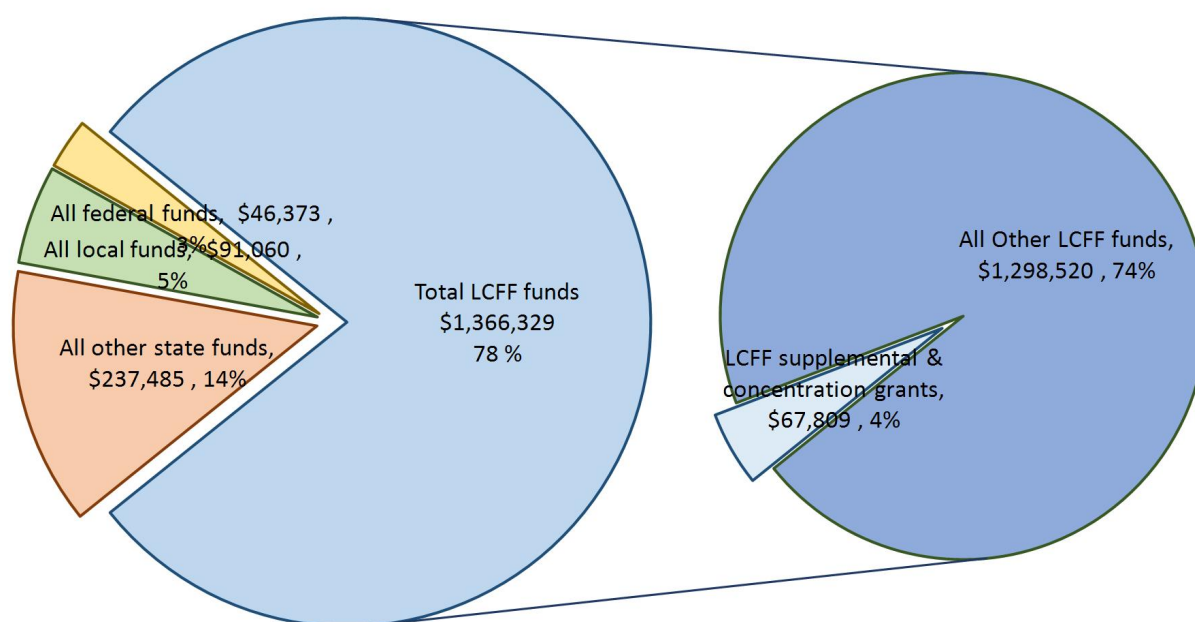
Director

thicks@wildflowerschool.com

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

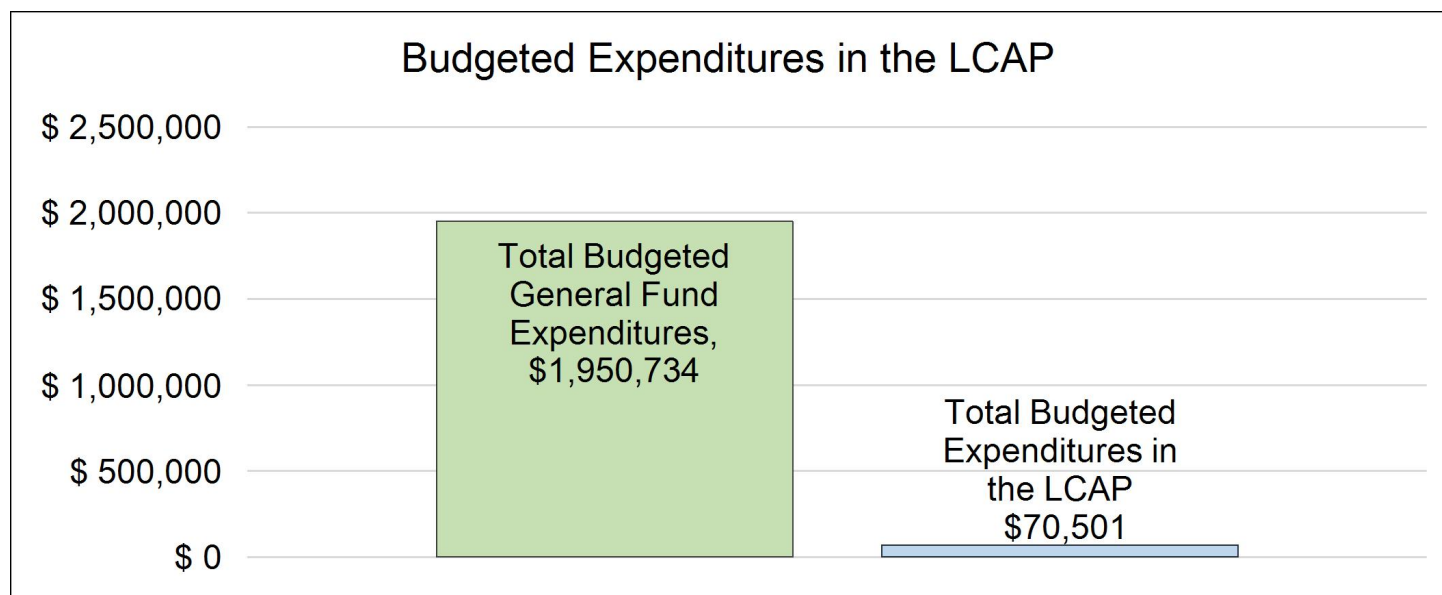


This chart shows the total general purpose revenue Wildflower Open Classroom expects to receive in the coming year from all sources.

The total revenue projected for Wildflower Open Classroom is \$1,741,247, of which \$1,366,329 is Local Control Funding Formula (LCFF), \$237,485 is other state funds, \$91,060 is local funds, and \$46,373 is federal funds. Of the \$1,366,329 in LCFF Funds, \$67,809 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 Wildflower Open Classroom plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Wildflower Open Classroom plans to spend \$1,950,734 for the 2021-22 school year. Of that amount, \$70,501 is tied to actions/services in the LCAP and \$1,880,233 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

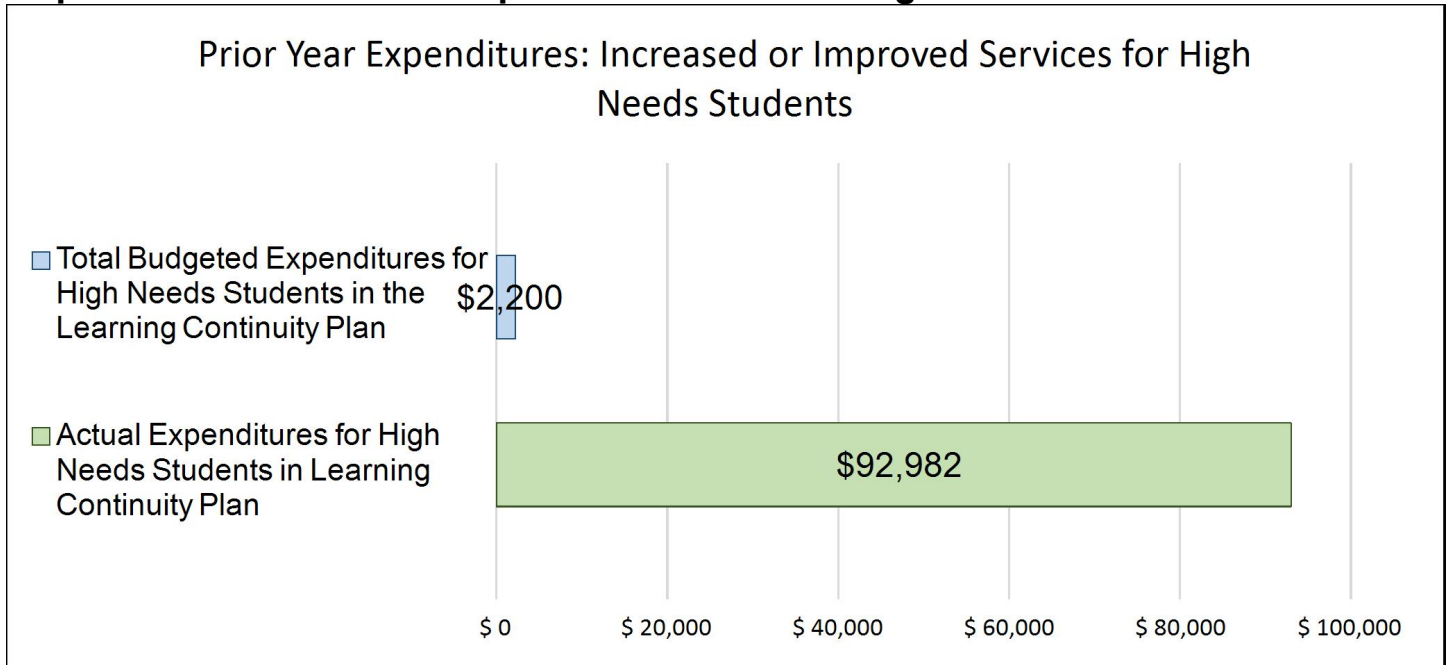
Expenses not discussed in the LCAP are those usual and customary expenses necessary to support the day-to-day actions of running a school site.

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

In 2021-22, Wildflower Open Classroom is projecting it will receive \$67,809 based on the enrollment of foster youth, English learner, and low-income students. Wildflower Open Classroom must describe how it intends to increase or improve services for high needs students in the LCAP. Wildflower Open Classroom plans to spend \$70,501 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 Wildflower Open Classroom 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 Wildflower Open Classroom 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, Wildflower Open Classroom's Learning Continuity Plan budgeted \$2,200 for planned actions to increase or improve services for high needs students. Wildflower Open Classroom actually spent \$92,982 for actions to increase or improve services for high needs students in 2020-21.

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
Wildflower Open Classroom	Tom Hicks Director	530.892.1676 thicks@wildflowerschool.com

Plan Summary [2021-22]

General Information

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

Wildflower Open Classroom is a charter school serving students kindergarten through eighth grade. Wildflower is located in the city of Chico in northern California. Established in 2011 our school is authorized by Chico Unified School District. Our projected enrollment for the 2021-2022 school year is 160 students. Our enrollment growth plan demonstrates increased enrollment over the next four years stabilizing with between 210 and 220 student's total.

Wildflower Open Classroom is an innovative school that invites children, teachers and parents to collaborate as a community to inspire and celebrate the adventure of learning.

We focus on the education of the "whole child" by supporting the cognitive, social, emotional, and physical needs of our students. With a diverse learning environment, students flourish through the use of innovative curriculum and instruction. Our goal is that each child is empowered to reach their innate intellectual, creative, and leadership potential.

We are committed to the celebration of diversity, stewardship of the earth, positive interpersonal relationships, and appreciation of the arts and academic excellence. WOC strives to create a supportive student-centered learning environment that provides a standards-based curriculum where students can work both independently and cooperatively.

Wildflower's demographic data is representative of the greater Chico area. Student race and ethnicity data from latest CA Dashboard shows: 1.1% American Indian, 14.4% Hispanic, 5.2% African American, 69% White, 6.9% Two or More Races and .6% Filipino. Additional demographics include: 13% Students with Disabilities, 1% English Language Learners and 26% Socioeconomically Disadvantaged. Our school is consistently working toward achieving greater levels of diversity and inclusion. It is noteworthy to point out that Wildflower currently has low percentages of students identified as Foster Youth and English language Learners.

Reflections: Successes

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

The latest data available from the Dashboard is from 2019-2020 and the latest CAASPP scores available are from 2019. Both are due to COVID-19 effects on California public schools. As such, much of our success can be measured by our response to school campus closure, the need for distance learning and a return later in the year under a hybrid model. The COVID-19 pandemic has had a large impact on our students, parents, staff and the larger Wildflower community. Our school campus closed for in-person instruction beginning on March 16, 2020 and remained closed for the remainder of the 2019-2020 academic year. At that time our instructional and administrative staff reacted quickly to the closure, providing distance learning beginning on March 16, 2020. Wildflower began the 2020-2021 school year with full distance learning and transitioned to a hybrid model of in-person learning on February 23, 2021.

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.

Data from both local indicators and CA School Dashboard indicate need for improvement in a number of areas that are addressed as goals and activities in our LCAP. Data from the 2019 Dashboard indicates a chronic absenteeism rate of 13.6% which is above the state average of 10.1%. Chronic absenteeism was difficult to monitor during the 2020-2021 due to the nature of distance learning, yet it is clearly an area needing improvement at Wildflower. Student success as demonstrated by CAASPP scores is also an area of need. The last available CAASPP data available is from 2019 and shows that 42% of our students met or exceeded standards in math and 61% of our students met or exceeded standard in ELA. While the Dashboard demonstrated some improvement, our scores demonstrate an identified need for improvement. Local school surveys also identify the need to improve school climate and services related to the social emotional well being of our students.

LCAP Highlights

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

The Wildflower LCAP contains two broad goals and specific actions associated with those goals.

Goal One, improve student achievement in English Language Arts and Math as demonstrated by multiple measures of student progress. Activities and services include: intervention programs, teacher CAASPP & technology coordinators, purchase of books and curricular materials related to reading and math programs, implementation of a local assessment NWEA and professional development centered on reading instruction.

Goal Two, improve school culture through community engagement, improved student attendance, effective communication and services directed at the social and emotional well-being of Wildflower students. Activities and services include: school counselor, PE aide, nutrition

program, development of a social emotional library and learning center and the purchase of technology related items to improve student success.

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.

Wildflower Open Classroom is not in 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.

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Stakeholder Engagement

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

As a practice, our school strives to garner input from all stakeholders in all our endeavors, including the Local Control Accountability Plan. Input from all stakeholder groups looked a little different this year as a result of COVID regulations prohibiting much of our yearly in-person stakeholder meetings, including town halls and Wildflower Community Council Meetings. In preparation for the development of our LCAP, we collected input from the following stakeholders: students, teachers, support staff, school director, board members, parents and the larger Wildflower community.

We utilized a variety of methods to communicate with our stakeholder groups in an effort to seek input in the development of our LCAP, including: a virtual town hall meeting held in the Spring of 2021, multiple board meetings, consultation with our Wildflower Community Council president, board of director's retreat, multiple teacher meetings and parent and staff surveys. In addition, a Google Doc was created for staff to provide input and ideas regarding the LCAP over the course of the year.

A draft of the current LCAP was presented and reviewed at our Board of Director's June 7 meeting, which served as our Public Hearing. The LCAP was approved the June 28, 2021 Board of Director's Meeting.

A summary of the feedback provided by specific stakeholder groups.

Parent survey data directed at the development of our LCAP indicated the following: One, a need to return to full time in-person instruction. Two, a need to increase services to accelerate student growth due to potential learning loss. Three, a need for programs and services directed at the social emotional well being of our students. Four, a need for additional physical education and movement activities. Five, reintroducing field trips into the curriculum.

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

Stakeholder input was utilized to identify all needs and goals on the school's LCAP. Stakeholder input will continue to be sought as we work toward achieving the goals set forth through the LCAP process. The following groups had a large impact on the development of the Wildflower LCAP: parent & guardians, students, board members, instructional staff, support staff, administrative and office staff, and community members. As many of our goals include the development of committees to perform the actions and services, there will be a continued influence from all stakeholders as the LCAP process unfolds. The needs selected for inclusion in the LCAP and subsequent goals represent the most important improvements that need to be addressed at the current time.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement in English Language Arts and Math as demonstrated by multiple measures of student progress.

An explanation of why the LEA has developed this goal.

An analysis of student achievement data from the 2019 CAASPP results has demonstrated the need for improvement in the areas of English Language Arts and Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	61% of Students Met or Exceeded Grade Level Standards. (2019 CAASPP Data)				70% of Students Will Meet or Exceed Grade Level Standards.
CAASPP Math	42% of Students Met or Exceeded Grade Level Standards. (2019 CAASPP Data)				50% of Students Will Meet or Exceed Grade Level Standards.
NWEA	Implementing new school-based assessment in 2021. Baseline data will be available in 2021.				Comparable to CAASPP Outcomes.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Services	Provide intervention services to students identified as needing additional support in the areas of English Language Arts and Math.	\$57,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Students will be identified through multiple measures, including: CAASPP, NWEA and teacher assessments.		
2	CAASPP Data Analysis	Contract with Ed Tech, a data analysis firm, to provide a comprehensive evaluation of yearly CAASPP results, including local comparison schools. Develop a written plan for utilizing results to inform instruction.	\$2,000.00	Yes
3	CAASPP Coordinator	Provide the services of a CAASPP Coordinator. Coordinator will provide support to instructional staff, oversee training and coordinate assessments.	\$2,000.00	Yes
4	NWEA Assessment Program	Purchase NWEA assessment program. Implement assessment as a local measure of student progress.	\$7,290.00	No
5	Teacher Technology Coordinator	Provide the services of a Teacher Technology Coordinator. Coordinator will provide support to instructional staff regarding implementing technology to improve instruction and student outcomes.	\$2,000.00	Yes
6	Online Learning Platforms	Purchase online learning platforms to support classroom instruction and student progress.	\$1,400.00	Yes
7	Reading Intervention Program	Purchase SPIRE reading intervention program to provide instruction to those students identified as needing reading support.	\$3,054.00	No
8	Reading Books	Purchase additional reading books, including emergent reader series, and materials to support and accelerate student success.	\$5,873.00	No

Action #	Title	Description	Total Funds	Contributing
9	Math Books	Purchase additional math books and materials to support and accelerate student success.	\$3,000.00	No
10	Professional Development	Provide professional development to teachers centered on improvement student performance in the areas of reading and math. Teachers will be trained in the following programs: LTRS Reading, Big Dipper Reading and NWEA Assessment Program.	\$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Improve school culture and community engagement through attendance, communication and services directed at the social and emotional well-being of Wildflower students.

An explanation of why the LEA has developed this goal.

An analysis of local survey results and input from staff demonstrated the need to develop a goal centered on the improvement of school culture and related social emotional support of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	13.6% Chronically Absent Rate (2019 Dashboard Data)				6% Chronically Absent Rate.
Climate Survey	88% Approval of School Climate (2019 school climate survey)				92% Approval of School Climate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselor	Provide services of school counselor to provide services to students identified as in need of social emotional support. Includes related counseling supervision.	\$26,750.80	Yes
2	Physical Education & Movement Aide	Provide the services of a physical education and movement aide to provide movement and physical education activities under the direction of a classroom teacher.	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Attendance Procedures & Support	Revise current attendance policies with a focus on improved student attendance and reducing the percentage of student identified and chronically absent. Develop written procedures including tiered levels of support. No additional cost.		No
4	Social Emotional Resource & Learning Center	Develop a Social Emotional Resource & Learning Center. The center will provide resources and instructional materials to teachers and support staff and students. Purchase all related materials.	\$3,500.00	Yes
5	School Climate Surveys	Purchase Kelvin to survey and assess the social-emotional well being of students. Purchase So-Go Survey to survey parents, students and staff regarding school climate.	\$2,850.00	Yes
6	Nutrition Services	Provide nutritionally adequate meals to students that qualify for free & reduced meals. Includes meals and staffing services.	\$10,000.00	Yes
7	Web Filter	Purchase Go Guardian for web filter services and to manage student access to the internet and all technology related devices.	\$3,500.00	Yes
8	Technology Coordinator	Provide the services of a Technology Coordinator to support student and staff devices and online platforms.	\$4,500.00	Yes
9	Web Hosting	Contract with Apptegy to provide web hosting serves and communication tools.	\$3,000.00	Yes
10	Student Information System	Contract with School Wise to provide student information system services. Student information system will be utilized to track attendance and identify students as chronically absent.	\$3,000.00	Yes

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.

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
5.22%	67,809

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.

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

Using the FCMAT calculator version 22.1b and an enrollment projection of 160 pupils, we estimate LCFF funding of \$1,366,329. Of that funding \$67,809 is generated by the projected unduplicated pupil enrollment of 41. Budgeted expenditures in the LCAP which are contributing exceed projected revenues, thereby meeting the requirement for increased or improved services for Foster Youth, English Learners, and Low-Income Students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$70,500.80	\$29,217.00		\$57,000.00	\$156,717.80

Totals:	Total Personnel	Total Non-personnel
Totals:	\$89,450.80	\$67,267.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Intervention Services				\$57,000.00	\$57,000.00
1	2	English Learners Foster Youth Low Income	CAASPP Data Analysis	\$2,000.00				\$2,000.00
1	3	English Learners Foster Youth Low Income	CAASPP Coordinator	\$2,000.00				\$2,000.00
1	4	All	NWEA Assessment Program		\$7,290.00			\$7,290.00
1	5	English Learners Foster Youth Low Income	Teacher Technology Coordinator	\$2,000.00				\$2,000.00
1	6	English Learners Foster Youth Low Income	Online Learning Platforms	\$1,400.00				\$1,400.00
1	7	All	Reading Intervention Program		\$3,054.00			\$3,054.00
1	8	All	Reading Books		\$5,873.00			\$5,873.00
1	9	All	Math Books		\$3,000.00			\$3,000.00
1	10	All	Professional Development		\$10,000.00			\$10,000.00
2	1	English Learners Foster Youth Low Income	School Counselor	\$26,750.80				\$26,750.80

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	Physical Education & Movement Aide	\$6,000.00				\$6,000.00
2	3	All	Attendance Procedures & Support					
2	4	English Learners Foster Youth Low Income	Social Emotional Resource & Learning Center	\$3,500.00				\$3,500.00
2	5	English Learners Foster Youth Low Income	School Climate Surveys	\$2,850.00				\$2,850.00
2	6	English Learners Foster Youth Low Income	Nutrition Services	\$10,000.00				\$10,000.00
2	7	English Learners Foster Youth Low Income	Web Filter	\$3,500.00				\$3,500.00
2	8	English Learners Foster Youth Low Income	Technology Coordinator	\$4,500.00				\$4,500.00
2	9	English Learners Foster Youth Low Income	Web Hosting	\$3,000.00				\$3,000.00
2	10	English Learners Foster Youth Low Income	Student Information System	\$3,000.00				\$3,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$70,500.80	\$70,500.80
LEA-wide Total:	\$70,500.80	\$70,500.80
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	CAASPP Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
1	3	CAASPP Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
1	5	Teacher Technology Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
1	6	Online Learning Platforms	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,400.00	\$1,400.00
2	1	School Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,750.80	\$26,750.80
2	2	Physical Education & Movement Aide	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00
2	4	Social Emotional Resource & Learning Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$3,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	School Climate Surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,850.00	\$2,850.00
2	6	Nutrition Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	7	Web Filter	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$3,500.00
2	8	Technology Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	\$4,500.00
2	9	Web Hosting	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	10	Student Information System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00

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

[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.