

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
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Plan Summary [2021-22]

General Information

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

McCloud Elementary School (MES) is located in McCloud, California, a small mountain community situated at the foot of Mt. Shasta. The population of the town of McCloud is about 1,100, and the school enrollment K-8 is currently 63. The community is predominantly white and English is the dominant language. The town has struggled economically for years due to lack of industry or jobs. The timber industry is no longer the main source of jobs. Many of the new jobs are in the service industry. The U.S. Forest Service and CAL Fire employ a large number of workers. Most of these jobs are seasonal, resulting in a low economic standing for the community. Many families face months of unemployment each year. In recent years, the town has made a movement toward tourism as a new economic base. Several new restaurants draw people to McCloud and weekend festivals and activities bring tourists to boost the economy. However, the town currently suffers from a shortage of rental housing for families to boost the school's enrollment. Families often come to the school looking to enroll children and asking for referrals to rentals. Unfortunately, the vacation rental numbers have increased over the years which has decreased the number of homes available for families seeking residence in McCloud. The town has 80% of all vacation rentals in Siskiyou County. The county board of supervisors recently placed an 18 month moratorium on vacation rentals, but the damage to the community housing pool has already been done. This factor has had more of an impact on the school enrollment than any single factor, including available employment. The school's enrollment has increased slightly this year due to the pandemic; many families moved to McCloud from other areas of CA and were able to place their children in school at MES.

McCloud Elementary School provides the following for all students: a stimulating environment, a well-maintained school plant, one administrator, 3 full-time certificated teachers and one part time teacher. The administrator teaches in the classroom three out of five days of the week and has office hours two days a week. The school employs classified staff for instructional aides, office, cafeteria, and custodial duties. The district provides all basic textbooks, all necessary supplies and materials, P.E. equipment, a well-stocked library, audio-visual equipment, computers and software. The District contracts with the Siskiyou County Office of Education for specialized services and personnel. These include a Resource Specialist, Speech and Language Specialist, School Psychologist, School Nurse and Occupational Therapist.

McCloud Elementary School also offers an after-school program for all of our students. Students receive a healthy snack, help with homework and the ability to participate in some interesting extracurricular activities such as: art, sewing, computer graphics and some culinary activities. Our sports program is also linked with our after-school program. The S.A.F.E. (Siskiyou Afterschool for Everyone) program begins at 12:30 P.M. for our kindergarten students, at 2:45 for the 1st to 3rd graders, and at 3:00 for all other students. The program is open until 6 PM each school day. The SAFE programs adjusted to the pandemic this year by reducing student numbers and reducing the day by 1/2 an hour to allow for extra pandemic cleaning. Our English learner population is currently zero and therefore the English learner proficiency metric and English learner reclassification metric do not apply to McCloud Elementary.

McCloud Elementary School utilizes funds from Title I, Title II and Title VI to support curriculum and instruction for our rural, low-income students. This school year the LEA also received a significant amount of funding from the CARES act. This document is the primary plan for McCloud Union School District. The Single Plan for Student Achievement refers to this document in regard to funding as it relates to Title I, II and VI funding.

Reflections: Successes

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

CAASPP testing was cancelled for the 2019/2020 school year due to the pandemic. School was closed on March 19, 2020 and testing would have taken place in April and May of that year. Data analyzed here will refer to the testing data from the prior school year (2018/2019) as well as include local testing data collected from FLOW 360 reading/math and Read Naturally.

The academic performance indicator for math went from orange to green from 2018 to 2019 which indicates a huge improvement of two levels. The points below standard were 15.3 points which reflected an increase of 14 points in math. If you look at the CA Dashboard indicators, you will see that there are not sub categories listed for student groups in each "color" (red, orange, yellow, blue, green) because our numbers are not statistically significant, meaning there are too few students tested in each grade level to be significant. Likewise, the ELA performance indicator shows that scores went from orange to yellow level for reading with a 6.5 point score below standard, which reflects a 23.6 point increase from the prior year. Because so few students test, it only takes one or two students with low scores or very high scores to reduce or increase our overall score and dramatically impact our indicators for academic performance. Consequently, as an LEA and a staff, we conduct data analysis per individual student to see trends in growth from prior years. Relying on the overall school performance to track progress doesn't work well because data is not analyzed for our small numbers by the state system of testing.

For the 2020/2021 school year, the LEA will rely on data from our local assessments such as FLOW 360, Read Naturally and curriculum assessments. According to analysis of the local data, in math 67% of students in 2-8 grades are AT/ABOVE grade level; 13% are ON WATCH; 7% are at INTERVENTION level and 13% are at URGENT levels. These indicators are the FLOW 360 indicators provided by Renaissance Learning in consideration of state standards. In ELA, 51% of students in 2-8 grades are AT/ABOVE grade level; 22% are ON WATCH; 15% are at INTERVENTION and 12% are at URGENT levels. We monitor individual student progress and strive to improve

individual scores in ELA and math by working with the student and allowing them to be a part of the process. Students are rewarded at a yearly assembly for their improved individual progress.

Our state indicator for the suspension rate went from orange in 2018 to green in 2019 which was an improvement from the prior year. We had a decrease in suspensions that school year, as a student with severe emotional disturbances was the student primarily responsible for the prior year suspensions. That student moved to another school. There has been only 3 suspensions to date (4.19.21) in the 20/21 school year; 2 incidents involved students acting violently towards classmates and the 3rd suspension was due to a violent outburst caused by a student being hurtful to himself and disrupting the school wing. There has not been an expulsion in over twenty years at McCloud Elementary. We will continue the implementation of the behavior plan and reinforce positive school culture with low incidents of bullying and violence.

The LEA's implementation of science standards is also making great progress as we enrich our curriculum with STEM resources, new technological, computer-based textbooks and hands-on science labs. We will maintain support of our science curriculum and move ourselves further towards sustaining the Next Generation Science Standards (NGSS) and STEM implementation. New Discover Kids magazines were purchased to enhance science and social studies curriculum. The online curriculum and assessment portals have been critical this year for analysis of student progress and were implemented regularly in class and during intervention periods. The volunteer program, Mountain Mentors, was unable to be implemented this year due to the pandemic, but hopes to return next school year. The continued use of a Health Assistant greatly reduced our incidence of head-lice in classrooms and related absences. We will continue to fund the stipend for the Health Assistant to directly benefit our low income students by reducing absences related to head-lice treatment. In the past, we partnered with Remi-Vista, a mental health organization, to provide peer counseling and interaction with two programs: Girls' Circle and Boys' Council. Both groups included at risk students (as identified by staff) that worked with counselors to learn communication skills and interact with each other in positive affirming ways through activities. The programs were cancelled due to the pandemic in the school year, but will also return when COVID-19 restrictions are removed.

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.

Our academic indicators reflect our continued need to put focus on math in our school to maintain or improve scores and increase our status to at least one step of growth and/or maintain "green" status on the academic indicator. Reading remains a concern even though our scores increased 23.6 points, because the LEA goal is to reach green or blue status. Only 51% of students test AT/ABOVE grade level according to STAR (Flow 360) assessments and ideally more students need to move towards proficiency in ELA. The LEA staff and administration recognize that our small student numbers mean that a handful of students can have significant impact on test scores, status and change. Consequently, we need to focus more of our intervention time on reading to move students who have "nearly met" the standard to "standard met" or those who have met the standard to "exceeds standard." In the past, we have focused more of our instructional minutes on school-wide math intervention and left reading intervention to classroom level; however, our indicator in reading reinforces our need for school-wide intervention for reading as well. To fulfill that need, Read Naturally was introduced as a weekly reading intervention program for at risk and below grade level students.

Only having 4 teachers and 3 instructional aides makes it difficult to set aside time to focus on intervention when classroom instruction remains the primary focus. In the past, our resource specialist was able to assist with interventions, but half way through the current school year, we received a new resource specialist who's schedule does not allow for additional assignments other than current students with IEPs. This has severely limited concentrated intervention times school-wide and placed the burden of intervention on classroom teachers and regular class time. Teachers need intervention programs that can be independently accessed by individual students and monitored by teachers and aides. Due to the nature of our multi-grade level classrooms (ex: 6/7/8 combination class) teachers must rotate students for direct instruction and independent work constantly. Our teachers and aides need programs that students can access while in rotation from direct instruction to individual skills practice and assessment. In addition to independent practice for reading and math, students need data feedback from programs that assess their growth in particular standards for reading and math. Teachers and students need data from assessments to design independent practice for students when a teacher or aide is not available for one-to-one instruction or reinforcement. Primary grade teachers used to benefit from on-site reading specialists who could evaluate beginning and emergent readers quickly and frequently. Now, with staffing shortages, it is difficult to consistently test and evaluate young readers as often as needed. Flow 360 and Read Naturally provide methods of intervention that are independent. Some training was provided last school year, but more training is needed in both of these platforms so that teachers may better utilize the programs for intervention and monitoring. Unfortunately, due to the pandemic, training was suspended for cohort and safety purposes as well as not wanting to add to teachers' already stressful schedules and duties during the pandemic.

Last year, some enrichment resources and updated supplies were purchased for GATE (Gifted and Talented Education), and more supplies are needed to continue development of the program and allow it to run once a week for consistency. So much effort has been placed in curriculum and programs for low performing students and interventions that GATE and enrichment have been neglected at times. The LEA needs to update curriculum and technology to reflect modern interests and STEM standards like coding, circuitry, robotics, forensics and other hands-on resources and technology to keep students abreast of 21st century technology as they prepare to enter high school and college. Some of the items were purchased last year, but more of an inventory would better the program and allow the coordinator to vary projects from one year to the next so that returning students wouldn't have to repeat activities every year.

Lack of parent involvement at formal meetings such as school site council meetings and board meeting reflects our need for more proactive and persistent recruitment of parent input at these important stakeholder meetings. Likewise, average daily attendance dropped this year (in large part to extreme weather, illness and pandemic related safety protocols) which is related to school culture and parent involvement. Our attendance rate was still relatively high this year, but anticipating future issues with chronic absenteeism will focus our efforts on developing an attendance program that extends from our current policy and involves parents more. Our statistical data for chronic absenteeism does not match our CA Dashboard indicator as we calculate it through our Aries attendance. We cannot produce the same numbers that the state reports for our absentee numbers, but our LEA reported number is significantly lower than what the dashboard indicates. Combining parent involvement with issues of truancy will improve both categories of school culture and our status on a state and local level.

Mental health concerns remain an issue for our students as we have no on site counselor and services are difficult to find in Siskiyou County. During the pandemic, many programs were limited due to spacing requirements and safety concerns. Online therapy has seen a rise in our county, but resources are still very limited and expensive. Remi Vista will partner with us again next school year and our hope is to increase services to students in need of mental health intervention.

LCAP Highlights

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

- * Professional Development for classified staff
- * Professional Development for certificated staff in new intervention & enrichment curriculum & technology
- * Focus on increased reading intervention and maintaining math intervention levels (based on CA Dashboard Data)
- * Purchase of new, updated, standards-aligned curriculum & technology as well as investment in Teachers Pay Teachers library additions
- * Increase hands-on science lab days with Jason Singleton through SCOE (17 days)
- * Update internet access for desktop (hard wired) and laptops (wireless)
- * Update lighting fixtures from fluorescent to LED for energy efficiency and cost-effectiveness
- * Continue subscriptions to online intervention programs to assess, monitor and instruct students in areas of need
- * Continued subscriptions to ESGI online assessment platform for beginning and emergent readers
- * Purchase of enrichment materials for classrooms and GATE to provide resources to gifted & high performing students
- * A stipend for a dedicated GATE/Enrichment/Intervention coordinator to streamline the programs and keep continuity for students
- * Maintaining instructional aide levels at three for classroom support of teachers and students
- * Update & repair computers (desk top and chromebooks) if needed to maintain student to computer ratio to 1:1 for access to curriculum/intervention programs
- * Maintenance and updating of iPads to the student to iPad ratio for K-3 beginning reading applications
- * Purchase of computer hardware (printers, projectors, document cameras, and charging stations) as needed to facilitate technology use
- * Maintaining enrichment and support programs: music, art, athletics, Bullying Prevention, Positive Prevention Plus, Tobacco Education, SAFE, GATE and field trips
- * Provide counseling referrals and add nursing days to support emotional and physical health
- * Support nutritional health by partnering with Great Northern to provide food to families
- * Support nutritional health by partnering with Great Northern to provide a pantry of snacks for hungry students at school
- * Decrease chronic absenteeism
- * Maintain low rate of suspension and zero expulsions by implementing the positive behavior policy & peer conflict resolution (Hawk Talk)
- * Increase parent involvement at formal meetings
- * Maintain volunteer and participation rates at informal meetings and gatherings
- * Continue collaboration with the Mountain Mentors and implementation of the program
- * Maintain student engagement programs: acknowledgement, assemblies, awards and rewards
- * Continue support of health services with additional nurse days and Health Assistant position.
- * Implement peer support programs and continue programs in partnership with Remi Vista (Girls' Circle & Boys' Council)
- * Consult an online therapy service for students who need immediate mental health treatment and collaborate with teachers and staff to identify those students most in need of services.

The above listed highlights are those that directly impact the success of students. By providing updated, enriching curriculum along with hands-on learning, as well as programs that support the social-emotional health of our students, we build a foundation that is conducive to learning. Our low income population of students come hand-in-hand with issues related to poverty (truancy, hunger, mental instability, depression, substance abuse, neglect, lack of education, etc) We must first prepare our students to be healthy, contributing members of society so that they have the opportunity to become life-long learners.

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.

N/A

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.

Due to the COVID-19 pandemic, stakeholder engagement was extremely low. The LEA offered meeting via Zoom or in alternate locations where distance could be accommodated; however, no parents or community members attended meetings this year. Due to an abundance of caution, the LEA respected stakeholders' right to refrain from in-person participation. Many families in the community of McCloud do not have access to devices or reliable internet, so Zoom calls were often spotty at best. The gym is where the admin hosted meetings, but the gym itself does not have wireless internet access, so internet signal to the gym and the ability to broadcast meetings via Zoom was also unreliable at best. Emails, letters and text were also sent to parents requesting feedback, but no responses were provided. In the past, a reward was offered to students to encourage them to get their parents' responses, but without that reward system in place, the expected return of surveys is expected to be very low, if they are returned at all. The community of McCloud has suffered economically and the housing crisis has made living very difficult for families and students during the last year. The LEA had no desire to increase stress by persisting in asking for input on the LCAP or other financial documents.

A summary of the feedback provided by specific stakeholder groups.

There was very little feedback upon request and no feedback that pertained to the creating of the LCAP for 2021-2024 at this time. The LEA hopes that when the pandemic is over, parents will be more able to provide input, but completely understands that families do not need extra burdens on their time during the pandemic.

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

As no relevant input was provided by stakeholders, the goals reflect input from the staff and administrator, but largely build off of existing goals from prior years that still need to be addressed or further developed. Some goals are the result of the pandemic response and the related loss of learning mitigation.

Goals and Actions

Goal

Goal #	Description
1	All students will be provided a broad course of study by appropriately credentialed and assigned teachers utilizing instructional materials aligned to the California State Standards, in a safe, nurturing learning environment that promotes student success. (Priorities 1, 2, & 7)

An explanation of why the LEA has developed this goal.

The LEA wishes to provide students with relevant curriculum that follows CA State Standards by fully credentialed teachers who use differentiated instruction along with the frameworks for each subject. Curriculum needs to be updated to align with CA State Standards: The reading and science textbook/basal curriculum are older adoptions. Teachers may need professional development in newly acquired curriculum and intervention programs. The LEA will continue to purchase new curriculum to align with CA State Standards in all subject areas. Most curriculum has been updated in the last three years.

The internet infrastructure has not been update in 10-15 years, so an overhaul and update of both hard-wired and wireless internet need to be updated to accommodate student learning and learning loss due to the pandemic. Many subjects are online, in addition to being in hard copies, and students cannot access the curriculum without efficient internet.

The roof of the school building has been repaired in the most damaged areas, but leaks and some damage still exist. The LEA wishes to continue maintaining the building as determined by the facilities inspection tool and maintenance plan. The parking lot & the north playground has been repaired and resurfaced, but the south playground needs resurfacing as well.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials List	Instructional materials are aligned with State Standards.				Students will continue to have access to instructional materials aligned with State Standards.
Commission on Teacher Credentialing	Teachers are appropriately				All teachers will be appropriately

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	credentialed and assigned.				credentialed and assigned.
Lesson plans / teacher observation	All students receive instruction aligned to state standards.				All students will receive daily instruction aligned to state standards, including ELA, math, science, social studies, visual and performing arts, health and physical education. Enrichment & support services will be provided as needed.
Facilities Inspection Tool	The facilities are in "good" condition.				The facilities (including outdoor play surfaces and parking area) will be in "good" to "excellent" condition as measured by the Facilities Inspection Tool.
Williams Quarterly Report	There have been zero Williams Quarterly Report complaints.				All students will have access to instructional materials as measured by the Williams Quarterly Report. The internet and supporting infrastructure will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					updated through out the building to allow access to search engines, curriculum and state testing portals.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Professional Development	Professional Development Opportunities for Certificated and Classified Staff As Needed or Requested by Staff, including PD related to intervention programs and data collection programs (FLOW 360, ESGI, & Read Naturally), as well as technology in the classroom.	\$1,000.00	Yes
2	1.2 Curriculum & Supporting Labs/ Materials Purchase	<p>English Language Arts (Textbooks) materials will be purchased to bring curriculum up to date with adopted reading materials and to maintain alignment with the common core standards for ELA.</p> <p>Extra LAB services (Science Days with Jason Singleton /SCOE) will be purchased to supplement and support curriculum that is aligned with the California Standards and Next Generation Science Standards (NGSS).</p> <p>Purchase of materials from Teachers Pay Teachers will boost reading, math, science and history curriculum for support and intervention.</p>	\$13,500.00	Yes
3	1.3 Maintain Update of Internet & Infrastructure	The LEA will maintain the updated infrastructure for internet, including wireless for laptops and hard-wired internet ports for desk tops. The updated internet will allow for access to databases, word processing	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		(google.docs), email, online curriculum and state testing. (Updates budgeted in 2020-21)		
4	1.4 Updated Lighting Fixtures	The LEA will update all lighting from fluorescent to LED lighting to reduce power costs and increase efficiency.	\$16,000.00	No
5	1.5 Implementation of Standards-based Instruction	Teachers will continue to implement standards-based instruction and collaborate to identify the most effective strategies for student achievement as reflected on standardized tests.	\$0.00	No
6	1.6 Assessment & Data Collection	Teachers will use data to make necessary adjustments in intervention strategies with online curriculum.	\$0.00	No
7	1.7 GATE, Enrichment & Intervention	<p>High performing students will continue to have the opportunity to participate in enrichment courses as provided by the Gifted and Talented Education Program (GATE) if student numbers support the program. The purchase of enrichment curriculum and supplies (ex: robotics, coding, circuit kits, etc,) will boost the GATE program and enrichment programs within the classrooms. (Cost is for supplies)</p> <p>A stipend will be paid to a teacher to organize, manage, maintain and implement the new intervention and GATE/enrichment programs. The teacher will also participate in training related to the new intervention & enrichment programs (if any). Intervention and enrichment (GATE) programs will be implemented weekly throughout the school year. (Costs include a stipend of \$15,000 plus related benefits)</p>	\$20,194.00	Yes
8	1.8 SAFE and Enrichment/Extracurricular Activities	Students will continue to have the opportunity to participate in the Safe After School For Everyone (SAFE) program and in enrichment courses such as art, music (instrumental and choral), GATE and athletics. Low	\$55,134.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Income students receive these programs free of charge through grants or scholarships. (Included in cost: salaries, benefits and supplies)		

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	All students will demonstrate increased proficiency in all academic content areas through the use of multiple measures of student achievement. (Priorities 4 & 8)

An explanation of why the LEA has developed this goal.

The LEA needs more intervention time for mathematics and ELA. The LEA will continue to update computers and other technology (iPads & SMART boards, etc.) to maintain a student to computer ratio of 1:1 so that students can access online curriculum, enrichment, and intervention programs throughout the day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Results	2016-17 CAASPP Results Math: 25% of students met or exceeded standards ELA: 31% of students met or exceeded standards				Math: 50% of students will meet or exceed standards ELA: 50% of students will meet or exceed standards
California Dashboard Report	CA Dashboard indicates "yellow" status for math and "orange" status for ELA				CA Dashboard will show Math: "Green" level or better ELA: "Yellow" level or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance Participation	95% or more of students participate in school performances				95% or more of students will participate in school performances.
Projects	95% or more of students complete classroom projects				95% or more of students will complete classroom projects.
EL Progress	Currently no EL students				This metric does not apply
EL Reclassification Rate	Currently no EL students				This metric does not apply
Report Card Grades					

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Progress Monitoring	Teachers will continue to collaborate across grade levels, using the staff developed rubric, to monitor the progress of standards implementation and instructional strategies as well as to monitor student achievement.	\$0.00	No
2	2.2 Master Schedule Adjustments	Teachers and the administrator will collaborate to adjust the master schedule to allow more time for additional instruction in math and reading classes when needed. (LOCAL) Master schedule adjustments will take into consideration how Low Income students will be best served with additional instructional minutes. (no cost)	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	2.3 Collaboration Days	Teachers will continue to collaborate monthly to share teaching strategies, best practices and success stories in order to promote and celebrate personal and professional success. (LOCAL)	\$0.00	No
4	2.4 Additional Instructional Time & Intervention for LI Students	Low performing students will receive extra instructional time, or intervention, in reading and math to help improve understanding of grade-level concepts.	\$0.00	Yes
5	2.5 Instructional Aides	The LEA will maintain instructional aide levels (3) in order to support the teaching staff and the implementation of differentiated instruction in classrooms.	\$88,588.00	Yes
6	2.6 Data Analysis of Assessments	Teachers will continue to use data from prior years' testing in addition to current assessments from the curriculum, classroom tests and Accelerated Reading & Math (via Flow 360), and Read Naturally assessments to evaluate/monitor student learning. Additionally, ESGI assessment platform will inform teachers with students in K-3 of beginning and emergent reader status	\$0.00	Yes
7	2.7 CAASPP Data Driven Educational Strategies	Teachers will update their understanding of the CAASPP Assessments and make changes in instructional strategies, classroom environment, and use of technology as needed.	\$0.00	Yes
8	2.8 Academic Performance Monitoring	Report cards will continue to reflect student learning and effort and will help guide teachers in the development of individualized instruction based on student needs. A grade point average of 3.0 will be considered an indication of performance at grade level proficiency. Data from Online Intervention Programs (FLOW 360 & Read Naturally) will inform teachers and administration of success and improvement in reading and math.	\$0.00	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
3	McCloud Elementary will provide a welcoming school environment that promotes parent, student, and staff participation in the decision-making process and encourages positive behavior in a healthy school climate. (Priorities 3, 5, & 6)

An explanation of why the LEA has developed this goal.

Core curriculum is the main focus of the academic program at the LEA; however, enrichment programs like music, athletics, performances and the SAFE program are also vitally important to the overall social-emotional well-being of students. Parent and student surveys indicate that the community values enrichment activities such as music, art and athletics. The LEA recognizes the correlation between participation in extracurricular/enrichment activities and improving academic achievement and attendance.

Parent and guardian attendance at School Site Council (SSC) meetings, Parent Teacher Organization (PTO) meetings and School Board meetings remains low.

The LEA desires to decrease chronic absenteeism and realizes that poverty relates to chronic absenteeism. As our Free and Reduced Lunch percentages increase, our absences increase. The attendance support programs needs to be enhanced. MES has not had a resident counselor for many years and referrals to local agencies are consistent. Parent involvement at formal meetings and in the truancy meeting process is low. Students, particularly those in poverty, need support programs that encourage a positive, nurturing, and safe environment at school. This climate will result in better attendance and increases in academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SAFE Survey	The results of the SAFE survey show overall satisfaction with the SAFE program.				SAFE surveys will continue to show overall satisfaction with the SAFE program.
Attendance Rate	94%				Attendance rate will be 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	4%				Chronic Absenteeism rate will be 3% or lower
Suspension Rate	0%				Suspension Rate will remain below 3%
Expulsion Rate	0%				Expulsion Rate will remain at 0%
Middle School Dropout Rate	0%				Middle School Dropout Rate will remain at 0%
Sign-in Sheets	<p>All parents are given the opportunity to become members of the School Site Council, to participate in Local Control Accountability meetings, and school board meetings.</p> <p>< 10% parent participation at formal meetings (school board, school site council and Parent Teacher Organization).</p>				<p>All parents will be given an opportunity to become members of the School Site Council, to participate in Local Control Accountability meetings and school board meetings.</p> <p>Parent participation at formal meetings will increase.</p>
Sign-in Sheets	95% or more parents participate in school events and parent/teacher conferences				95% or more parents will participate in school events and parent/teacher conferences

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Surveys	Parents: 95% return rate Students: 100% return rate				Parents: Return rate will be 95% or higher Students: Return rate will be 100%
Survey Results	Students, staff and parents report a high level of satisfaction with the overall school environment. Annual surveys of parents and students indicate a high level of satisfaction in regard to safety, culture and school policies.				Students, staff and parents will continue to report a high level of satisfaction with the overall school environment. Annual surveys of parents and students will indicate a high level of satisfaction in regard to safety, culture and school policies.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Support Services & Programs	Students will continue to receive instruction and support from the following programs as they are available: DARE (Drug Abuse Resistance Education), Bullying Prevention, Project Alert, and Positive Prevention. Low income students will benefit from these programs whose topics may directly relate to issues associated with poverty. (no additional cost)	\$0.00	Yes
2	3.2 Physical and Social-Emotional Health Resources	McCloud Elementary School will continue to collaborate with the McCloud Community Resource Network (as available) and the McCloud Healthcare Clinic to provide family support services and	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counseling services to students and families. MES will also collaborate with Great Northern to provide nutritional support to families during school holidays. Remi-Vista will provide mental health support services via the Boys' Council and Girls' Circle. (LOCAL). (No additional costs)		
3	3.3 Counseling Services	The LEA will contract with an online mental health service provider to address the social-emotional health of students who have little to no access to counseling services. The LEA anticipates an increase in mental health concerns due to the COVID-19 pandemic. Students in Low Income families will have priority in planning for counseling services.	\$15,000.00	Yes
4	3.4 Music Participation	Instrumental and choral performances will continue to demonstrate the students' level of participation and commitment to the music program. (LOCAL)	\$0.00	No
5	3.5 Art Participation	Exhibitions of artwork throughout school, in classrooms and in the community will continue to measure the students' learning of art concepts as well as the level of participation and commitment to the art program. (LOCAL)	\$0.00	No
6	3.6 Athletics Participation	Participation in athletic practices and events, both individualized and team oriented, will continue to measure students' commitment to a team, goal setting and skill building. Sportsmanship and citizenship displayed during sporting events will also be a measure of student achievement. (LOCAL)	\$0.00	No
7	3.7 Volunteer Program Participation	McCloud Elementary School will continue to support our parent and community volunteer program. Volunteers will be acknowledged publicly at monthly assemblies, at school events, in the local	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		newspaper, on our website and with thank you letters, notes, and special certificates.		
8	3.8 School Site Council Participation	The School Site Council will continue to consist of staff, parents, and community members. McCloud Elementary School will support parents and community members by meeting at dates and times that accommodate their schedules.	\$0.00	Yes
9	3.9 Board Meeting Participation	Parents will continue to be encouraged to attend board meetings and give input about school policies and expenditures	\$0.00	Yes
10	3.10 Parent-Teacher Conference Participation	Parent-Teacher conferences will be scheduled in November of each year prior to Thanksgiving Break, but will also be arranged as needed to support students' progress, intervene when necessary, and/or discuss concerns.	\$0.00	Yes
11	3.11 Parent Teacher Organization (PTO) Participation	The Parent Teacher Organization (PTO) will continue to raise funds for special programs or field trips and make decisions regarding the expenditure of those funds. Parents will be actively invited to join the PTO and participate in fundraisers and plan events for students.	\$0.00	Yes
12	3.12 Student Acknowledgement Participation	Parents will continue to be invited to and welcomed to Back to School Night Dinner, Open House and Ice Cream Social, monthly awards assemblies and musical performances.	\$0.00	Yes
13	3.13 Attendance Support Program	Student attendance will continue to be encouraged and supported through individual and public acknowledgment at assemblies, conferences and in the local newspaper. Student engagement will continue to be measured by a low number of absences and high or perfect attendance rates.	\$175.00	No

Action #	Title	Description	Total Funds	Contributing
		Engagement will also be measured by low chronic absentee rates.		
14	3.14 Citizenship Acknowledgement Program	Monthly citizenship and daily Pat on the Back awards will continue to measure student engagement and encourage and reward positive behavior. (LOCAL)	\$175.00	No
15	3.15 Student Engagement Monitoring	Student engagement will continue to be measured by participation rates in school sponsored extracurricular activities such as athletics, music, art, student groups/clubs and participation in SAFE activities. Student engagement will continue to be measured by annual student surveys that will address school culture, safety, curriculum, instruction, and engagement.	\$0.00	No
16	3.16 Positive Behavior Support	<p>Suspension and expulsion rates will continue to be kept low with the school wide behavior policy. The policy supports positive behavior and discourages suspension through alternative consequences such as one-on-one counseling with a teacher or the principal, as well as referrals to counseling services as needed. "Hawk Talk", our behavior and peer resolution program, will be implemented.</p> <p>Teachers, staff, and the administrator will continue to collaborate in order to keep rules, procedures and consequences consistent and fair across the grade levels in order to prevent suspension and expulsion.</p> <p>Violence will continue to be discouraged at McCloud Elementary School. Students who participate in violent acts will be dealt with fairly, consistently and swiftly.</p>	\$0.00	Yes
17	3.17 Positive School Culture & Anti-Bullying Programs	DARE (when available) and the Bullying Prevention Program, as well as classroom activities which promote compassion and address bullying, will continue to promote	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a positive school culture that discourages all forms of bullying and disrespect. Boys' Council and Girls' Circle will continue in collaboration with Remi-Vista and Bullying Prevention will continue with Siskiyou County Domestic Violence. (LOCAL)		
18	3.18 School Nurse Days	The LEA will contract with SCOE Health Services Department for additional school nurse days.	\$944.00	Yes
19	Health Assistant	The LEA will provide a Health Assistant to monitor the occurrences of lice in classrooms and to assist the nurse and families with treatment of the lice and related issues. The Health Assistant will work with the school nurse to provide information to families and keep the nurse apprised of health concerns.	\$1,287.00	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.

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
18.07%	\$123,607

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.

The estimated totals of Supplemental and Concentration grants for McCloud Elementary School are \$123,607 for 2021-2022. Due to declining enrollment and maintenance of our staff (4.0 FTE), we are often deficit spending. The phrase “no additional cost” throughout each section (Goals, Actions, Expenditures, and Progress Indicators) reflects our lack of funds to expend on new programs. Our LCAP details the programs we already have in place which are paid for with existing funds. There are some goals centered around CARES funding that was received for the pandemic and related issues. We plan to spend any allocated money on a district-wide basis. In order to maintain our small teaching staff of 4.0 FTE who serve approximately 60 students, our district has opted to deficit spend when necessary; therefore, additional costs will not appear in the LCAP often. In order to maintain a low student to teacher ratio, the district prioritizes staffing at the highest level possible. Necessary Small Schools (NSS) revenue provides us with funding for 3 teachers, so we are using supplemental and concentration funds to support the 1 FTE over that funding amount as well as staffing instructional aides to assist teachers and students. We have become very adept at providing services to our students with the limited funding we receive. We are able to pay our staff and our bills, but we don’t typically have “extra” funds to spend. This year we are fortunate to have additional funds to spend for needs and services related to the pandemic and learning loss . We believe the strength of our program for students is reflected in our goals and services; our LCAP shows that we plan to maintain the programs that make our school special and increase services for intervention and enrichment programs that serve our low income students in particular.

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

2021-2022 18.07%

These percentages are the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. McCloud Elementary School (MES) will easily meet or exceed its proportionality agreement through goals detailed the plan MES plans to provide actions and services on a school/district-wide basis; however, for the most part, the goals are designed to inherently aid and support our largest subgroup - Low Income (LI) students (Below). Stakeholder meetings were held (though poorly attended) throughout 2020-2021 school year to discuss plans for expenditures related to the support of all students while also specifically addressing the needs of LI students. Priority will be given to these actions and services which are provided on a school-wide basis, but meet the needs of low income students:

- 1) Action 1.1 meets the needs of LI students by preparing teachers via Professional Development designed for low performing and low income students.
- 2) Actions 1.2, 2.2, 2.4, 2.6 and 2.7 meet the needs of LI students by providing intervention in reading and math and additional assessment data for teachers which will directly benefit LI students as they are frequently students who have lower assessment scores.
- 3) Action 1.7, 1.8, 3.1 and 3.17 meet the needs of LI students by providing enrichment programs that benefit LI students, specifically Safe After School for Everyone, Gifted and Talented Education, art, music, and athletics. Other beneficial programs that will address the issues of low income students are: Drug Abuse Resistance Education, Bullying Prevention, Project Alert, Positive Prevention, Girls' Circle and Boys' Council.
- 4) Action 2.5 supports Low Income students in the classrooms by maintaining the level of instructional aides at three.
- 5) Action 3.2 meets the needs of LI students by building a partnership with the McCloud Community Healthcare Center to provide counseling services to all students, but more specifically to our LI population. The partnership with Great Northern, in particular, provides our low income students with nutritional support during school vacations and summer.
- 6) Action 3.3 supports Low Income students by providing mental health services via online programs for therapy and counseling. Therapy will specifically address the concerns and issues developed or exasperated during the COVID-19 pandemic for families in poverty FIRST and students who have those same needs, but are not in poverty, second.
- 7) Actions 3.7 - 3.12 continue the tradition of partnering with parent groups to provide ample opportunities for parents to be active participants in our school community. Low Income students will directly benefit from parent attendance at events which support families and provide needed services.
- 8) Action 3.16 Positive behavior reports support students in managing social-emotional behaviors and strategies for coping with stress related to poverty and the unintended consequences of the pandemic.
- 9) Action 3.18 supports Low Income students by adding two additional nursing days to the contract with SCOE Health Services Department. This provides students more access to health resources as needed and above mandated responsibilities of the school nurse. This is particularly important for LI students and parents as their access to resources is limited.

10) Action 3.19 supports Low Income students by providing a Health Assistant to help facilitate healthcare for issues related to lice infestation. This resource provides Low Income students and family a liaison to connect them to prescriptions, appointments and health professionals that assist in treatment for lice and reduce absences related to treatment.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$23,288.00	\$65,644.00	\$100,402.00	\$22,663.00	\$211,997.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$169,147.00	\$42,850.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	1.1 Professional Development			\$1,000.00		\$1,000.00
1	2	Low Income	1.2 Curriculum & Supporting Labs/ Materials Purchase			\$13,500.00		\$13,500.00
1	3	All	1.3 Maintain Update of Internet & Infrastructure					\$0.00
1	4	All	1.4 Updated Lighting Fixtures			\$16,000.00		\$16,000.00
1	5	All	1.5 Implementation of Standards- based Instruction					\$0.00
1	6	All	1.6 Assessment & Data Collection					\$0.00
1	7	Low Income	1.7 GATE, Enrichment & Intervention			\$20,194.00		\$20,194.00
1	8	Low Income	1.8 SAFE and Enrichment/Extracurricular Activities		\$50,644.00	\$4,490.00		\$55,134.00
2	1	All	2.1 Progress Monitoring					\$0.00
2	2	Low Income	2.2 Master Schedule Adjustments					\$0.00
2	3	All	2.3 Collaboration Days					\$0.00
2	4	Low Income	2.4 Additional Instructional Time & Intervention for LI Students					\$0.00
2	5	Low Income	2.5 Instructional Aides	\$21,057.00		\$44,868.00	\$22,663.00	\$88,588.00
2	6	Low Income	2.6 Data Analysis of Assessments					\$0.00
2	7	Low Income	2.7 CAASPP Data Driven Educational Strategies					\$0.00
2	8	All	2.8 Academic Performance Monitoring					\$0.00
3	1	Low Income	3.1 Support Services & Programs					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	Low Income	3.2 Physical and Social-Emotional Health Resources					\$0.00
3	3	Low Income	3.3 Counseling Services		\$15,000.00			\$15,000.00
3	4	All	3.4 Music Participation					\$0.00
3	5	All	3.5 Art Participation					\$0.00
3	6	All	3.6 Athletics Participation					\$0.00
3	7	Low Income	3.7 Volunteer Program Participation					\$0.00
3	8	Low Income	3.8 School Site Council Participation					\$0.00
3	9	Low Income	3.9 Board Meeting Participation					\$0.00
3	10	Low Income	3.10 Parent-Teacher Conference Participation					\$0.00
3	11	Low Income	3.11 Parent Teacher Organization (PTO) Participation					\$0.00
3	12	Low Income	3.12 Student Acknowledgement Participation					\$0.00
3	13	All	3.13 Attendance Support Program			\$175.00		\$175.00
3	14	All	3.14 Citizenship Acknowledgement Program			\$175.00		\$175.00
3	15	All	3.15 Student Engagement Monitoring					\$0.00
3	16	Low Income	3.16 Positive Behavior Support					\$0.00
3	17	Low Income	3.17 Positive School Culture & Anti-Bullying Programs					\$0.00
3	18	Low Income	3.18 School Nurse Days	\$944.00				\$944.00
3	19	Low Income	Health Assistant	\$1,287.00				\$1,287.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$23,288.00	\$195,647.00
LEA-wide Total:	\$23,288.00	\$160,953.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$34,694.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.1 Professional Development	Schoolwide	Low Income	All Schools		\$1,000.00
1	2	1.2 Curriculum & Supporting Labs/ Materials Purchase	Schoolwide	Low Income	All Schools		\$13,500.00
1	7	1.7 GATE, Enrichment & Intervention	Schoolwide	Low Income	All Schools		\$20,194.00
1	8	1.8 SAFE and Enrichment/Extracurricular Activities	LEA-wide	Low Income	All Schools		\$55,134.00
2	2	2.2 Master Schedule Adjustments	LEA-wide	Low Income	All Schools		\$0.00
2	4	2.4 Additional Instructional Time & Intervention for LI Students	LEA-wide	Low Income	All Schools		\$0.00
2	5	2.5 Instructional Aides	LEA-wide	Low Income	All Schools	\$21,057.00	\$88,588.00
2	6	2.6 Data Analysis of Assessments	LEA-wide	Low Income	All Schools		\$0.00
2	7	2.7 CAASPP Data Driven Educational Strategies	LEA-wide	Low Income	All Schools		\$0.00
3	1	3.1 Support Services & Programs	LEA-wide	Low Income	All Schools		\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	3.2 Physical and Social-Emotional Health Resources	LEA-wide	Low Income	All Schools		\$0.00
3	3	3.3 Counseling Services	LEA-wide	Low Income	All Schools		\$15,000.00
3	7	3.7 Volunteer Program Participation	LEA-wide	Low Income	All Schools		\$0.00
3	8	3.8 School Site Council Participation	LEA-wide	Low Income	All Schools		\$0.00
3	9	3.9 Board Meeting Participation	LEA-wide	Low Income	All Schools		\$0.00
3	10	3.10 Parent-Teacher Conference Participation	LEA-wide	Low Income	All Schools		\$0.00
3	11	3.11 Parent Teacher Organization (PTO) Participation	LEA-wide	Low Income	All Schools		\$0.00
3	12	3.12 Student Acknowledgement Participation	LEA-wide	Low Income	All Schools		\$0.00
3	16	3.16 Positive Behavior Support	LEA-wide	Low Income	All Schools		\$0.00
3	17	3.17 Positive School Culture & Anti-Bullying Programs	LEA-wide	Low Income	All Schools		\$0.00
3	18	3.18 School Nurse Days	LEA-wide	Low Income	All Schools	\$944.00	\$944.00
3	19	Health Assistant	LEA-wide	Low Income	All Schools	\$1,287.00	\$1,287.00

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.