ORLAND
UNIFIED SCHOOL DISTRICT

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
Orland Joint Unified School District	Dwayne Newman Superintendent	dnewman@orlandusd.net (530)865-1200

Plan Summary [2021-22]

General Information

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

Orland Unified School District's mission is to provide high quality, differentiated, effective instruction in a safe, positive, and diverse learning environment to prepare students for success in college, careers, and life. Our vision is to be the school district of choice for all students with our boundaries, and the best school in Glenn County.

OUSD's Core Values:
We put students' needs first and do what is best for students.
We ensure a positive and safe learning and working environment for all students and staff.
We use student growth as our measure of improved achievement.
We are respectful, honest, ethical, and transparent in all our activities.
We will maintain an attitude of perseverance and resilience - a "can do" approach even when faced with difficult problems.
We promote consistency, collaboration, and communication throughout the district and community.
We build and maintain strong community connections; recognizing that we must serve our community.
We pursue success for all students and high expectations in all areas of learning.
We strive to ensure all our practices are Research and Evidence-based.
Learning is an expectation for everyone in our system; students, staff, and leadership.
We expect accountability for everyone in our schools.

Orland Unified School District is located in Glenn County, about 100 miles north of Sacramento, in the fertile Northern Sacramento River Valley. Agriculture is the county's leading industry. Almonds and walnuts are the largest of the crops. Rice, apiary product, table olives and vine seeds (melons, pumpkins, squash, etc.) are also produced in quantity throughout the district. Many of the families in our community work either directly or in support of the agriculture industry. A strong sense of community pride makes Orland a great place to live, grow and raise children. The city of Orland is a family-oriented community with excellent schools, many churches, a well-managed city library, civic-minded service organizations, strong law enforcement and a Volunteer Fire Department which has provided fire protection to city and rural residents for over 75 years.

Orland Unified School District, the largest District in Glenn County, serves just over 2,300 students with diverse educational needs. Nearly 80% of our students and their families are qualified as socio-economically disadvantaged and 23% of our students are English Learners. 65% of our student are Hispanic/Latino; 30% are White; 2% Asian; and 1% are American Indian.

Approximately 100 Classified Staff members serve the students as secretaries, maintenance workers, bus drivers, instructional aides, nutrition services workers, and in other key support roles. The District also employs over 120 teachers, administrators and other credentialed staff who provide professional services to students. The majority of the staff live in Glenn County or commute from nearby communities. The District's yearly budget is nearly $30,000,000. As in all school districts, the majority of the revenues go toward paying staff salaries and benefits. The remaining amounts are allocated to operational expenses, paying long-term commitments, and maintaining facilities.

The District offers traditional TK-12 classes in four schools: Mill Street Elementary (TK - 2), Fairview Elementary (3-5), Price Intermediate (6-8) and Orland High School (9-12). Additionally, K-12 students may elect to take coursework through an Independent Study program, and North Valley High offers alternative classes and credit recovery for grades 9-12. The district also operates a Community School for students.

Both State and local data suggests that our students continue to struggle to master the state content standards. Our students and their families continue to come to school with increasingly diverse needs. OUSD is committed to improving student learning growth and closing those existing achievement gaps. By focusing on instruction, data driven decision making, and engaging our families, we will build a system which constantly improves student growth. As an educational community, OUSD is committed to creating a coherent system of support that connects all services and programs to the established academic expectations for all students. In order to create a system of constant improvement, we are committed to building and sustaining effective and productive teams of teachers, parents and administrators to carry out the work.

Reflections: Successes

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

Through the COVID Pandemic staff have continued to make progress toward systemic improvements.

Programmatic Progress:

The number of teachers who are considered "Highly Qualified" by the CA Commission on Teacher Credentialing remains at 100%.
Teachers implemented revised instructional plans based on the needs of students who were in Distance Learning during Spring of 2020.
The Social Emotional Learning team made progress in analyzing and rolling out strategies for supporting all students.
Two Way Dual Immersion implementation continues as planned.
Teachers and staff received extensive training on instruction during Distance Learning, Social / Emotional Support, and technology use.
OUSD was among the earliest District's providing some amount of In Person learning for students.
OUSD returned from break with schedules showing the highest amount of In-Person (IP) learning time for students as compared to other regional schools.
The English Language Arts, Math, Dual Immersion, English Learner Task Force, Technology and Data committees continued to meet and implement planned improvements.
SBAC 2019 results for ELA increased 4.2 points.
SBAC 2019 results for Math increased 10.6 points.
2019 Students graduating College / Career ready increased by 6.1%.
Chronic Absenteeism declined by 4.4% in 2019.
Suspension rates fell by 2.3% in 2019.
50.3% of English Learner students progressed at least one ELPI level in 2019.
OUSD's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families was rated at full implementation.
OUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children was rated as full implantation and sustainability.
OUSD's progress in providing families with information and resources to support student learning and development in the home was rated as full implementation.
No teachers were mis-assigned, and all students had access to their own copies of standards aligned instruction materials at school and at home.

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.

Given the impacts of the COVID Pandemic, OUSD believes there is little reliable achievement data beyond anecdotal data based on teacher observation. Students who are worried about the health of their family, isolated from family and friends, impacted by the economic down-turn, and stressed by uncertainty, are not going to reliably demonstrate what they know or are able to do on traditional assessments.

Qualitative and quantitative data indicate:
Social emotional needs of students are at the highest levels seen in recent times.

Students who had connectivity issues experienced a greater level of learning loss.
During Distance Learning, students and teachers found it difficult to create the emotional connection necessary for high levels of learning.
Students with parents who were able to offer academic support during DL achieved at higher levels than those students who had parents who language, work, or other commitments which conflicted with instruction.
Economically disadvantaged students were more likely to experience connectivity issues, and therefore experienced higher rates of learning loss.
Students with special needs were served during Distance Learning, but the nature of those services makes DL much less productive than In Person instruction.
The learning losses occurred in every grade level and content area.
Learning gaps between sub groups likely increased, possibly by significant amounts. Homeless, Foster and Socio-Economically Disadvantaged students likely experienced greater learning loss than their peers.

Dashboard Data (2019) indicate these areas of need:
OUSD has 8 total sub groups, Students with Disabilities, English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, Asians, American Indian, and White.
Red, Orange and Yellow categories are the most concerning, green and blue the least.
ELA: Students with Disabilities are in the Red category, all other sub-groups are in the Yellow. As expected, English Learners are significantly behind their age peers in this area.
Math: Students with Disabilities are in the Red, English Learners are in the Orange.
53.5% of EL students were making progress towards proficiency.
SED and Hispanic students were in the Red / Orange categories (respectively) in the area of College and Career readiness.
In the area of Chronic Absenteeism, Asian students were in the Orange.

Steps which will be taken to address areas of need:
The District's first LCAP goal focus' on instruction. Staff, at every grade level and in every content area, will first gather data on each area of need, analyze the data, and plan for researched-based strategies to implement as interventions. This strategically formulated plan will improve conditions in many of the areas of need. For example: Data on Math Standards and instructional time will create instructional calendars which increase time spent on standards where students have performed below desired levels. That change to instruction will; address learning loss, provide improved direct instruction to all students; close the gap for Students with Disabilities (SwD) in Math SBAC scores, and increase students' confidence - creating a better connection with and engagement in school.
The District will take measures to provide additional hot spots or other technology for students who have poor home connectivity, and allow those students access to district networks before or after normal school hours.
The District's second LCAP goal will increase staff awareness of the emotional connection issue, and planned implementation of SEL strategies and curriculum will decrease student stress and increase school connectedness. Students who are experiencing homelessness, are in foster care, or are SED will experience greater gains as the district implements plans for improved and increased services in the SEL category.
Efforts through the District's third LCAP goal related to parent engagement, and particularly those emerging from the ELACs/DELAC, will support greater Hispanic parent involvement, more communication, and support increasing the rate at which EL students make progress

toward proficiency as well as supporting academic achievement resulting in learning gap decreases. Additionally, as the EL students gain proficiency, they should increasingly graduate having met the college and career readiness criteria.

LCAP Highlights

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

OUSD's LCAP (strategic plan) is focused on three main goals, and maintaining current conditions in other key areas.

The first goal is about implementing research - based best practices for instruction. The first year's efforts in this area will focus on gathering and analyzing achievement data, and the subsequent years will incorporate improvement ideas based on in-depth data analysis of the data.

The second goal focuses on the school culture in terms of social / emotional learning (SEL) and student adaptive skills. The SEL Committee, which has been working on these issues for several years, has created plans to gather further data and implement SEL strategies in classrooms system-wide.

Increasing parent and community support and participation is the third focus goal. Again, the first year of the LCAP will provide for analysis of data, implementation of some incremental improvement ideas, and using the data to make further adjustments to practices in subsequent years.

Finally, the remaining State Priorities, not addressed in the above focused goals, will be addressed in a single goal. That goal will use required measurements as a method to verify the district is maintaining existing performance levels. To be clear: OUSD staff have analyzed needs district - wide, and consensus is that operations in these other areas do not require significant changes at this time. We will not ignore these state priorities, and will make appropriate adjustments if issues arise, but these will not be major areas of focus through the term of this plan.

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 OUSD has no schools in CSI

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 OUSD has no schools in CSI

Monitoring and Evaluating Effectiveness

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

N/A OUSD has no schools in CSI

Stakeholder Engagement

OUSD's culture values are inclusion, equity, and transparency. The District realizes that all stakeholders play key roles in making the system successful, and every group is essential in helping students receive an excellent education. Achieving our vision is only possible if we listen to, and act upon those improvement suggestions which maximize benefits for students. To avoid "mission drift" (confusion and diffused efforts) we take all suggestions and actively search them for ideas which will create positive impacts in multiple areas.
For example:
By focusing on using data to improve instruction, all classrooms will improve outcomes for all students. This avoids the see-saw effect of focusing improvement efforts on very specific grade levels or content areas. Typically, when a district focuses on improving ELA test scores, the ELA scores may improve, but other content areas stagnate or decline because they are not seen as a priority. By focusing on instructional improvement, all students will experience more efficient, effective, and engaging classrooms. The success the students experience will add to their feelings of school connectedness, and drive down Chronic Absenteeism. When student's become confident in their ability to master content, they will be more likely to engage in more challenging classes driving up the overall College and Career Readiness. We call these key areas "Leverage Points". Leverage Points create positive ripple effects throughout the system, and create increased momentum toward sustainable, systemic improvement.

The process for stakeholder engagement began prior to the COVID Pandemic outbreak in March of 2020. Staff members were engaged at the site levels with root cause analysis, and needs assessments. Community groups like the Fire Department and Farm Bureau were visited by administrators and invited to share improvement ideas. Board meeting agendas included agenda items specific to the LCAP and focused on the 8 State Priorities. District-wide, school site, and departmental staff meetings included agenda items focused on inclusion, improvement, and leverage points. Administration met directly with classified staff by department, explained the LCAP process, and encouraged staff to submit suggestions for improvement. Students in both the comprehensive and alternative high schools met with the Superintendent to share their thoughts about needed changes. School site councils and ELACs / DELAC served as parent advisory committees.

As the pandemic began to wane, in the winter of 2021, the LCAP process began again. Staff and parent committees refreshed their memories of the needs assessments. All stakeholder groups were reminded of the data and results driving the District's improvement planning. Conversations in the various committees and groups returned focus to long-term improvement and the LCAP creation process. Again, the LCAP became a regular reoccurring topic on the Board agenda. Generally, the process was to include improvement planning in pre-existing scheduled meetings. However, with the Bargaining Units, SELPA, Parents/Community Members, and Students, special meetings were held to specifically discuss LCAP.

A summary of the feedback provided by specific stakeholder groups.

Feedback from Students

Pre-pandemic the student suggestions were generally focused on some of the more immediate aspects of their experience. They asked for things like different food choices in the cafeteria, longer breaks, new sports equipment and facilities. However, when discussing longer term changes they suggested greater variety of options for classes; fewer required courses and more electives; variation in the rigor of courses; inconsistency of grading practices; lack of clarity on learning goals/objectives; and some frustration about their ability to give feedback on school processes (requirements, rules, and courses). Post-pandemic the students main concerns were a return to more normal operations, and how they were going to make up missed learning and experiences.

Feedback from Staff
Pre-pandemic the instructional staff had suggested, and the early drafts of the LCAP included, a more broad approach to instructional improvement. After the crest of the COVID pandemic passed, it became clear that the most pressing needs were gathering and analyzing data, helping students cope with the social and emotional impacts, and engaging families to surround students with supports. The LCAP goals reflect these changes. Non-instructional staff had similar ideas, and suggested more supports for students through additional aides, more programs outside normal school hours, and more improvements to the district's technology.

Feedback from Parents / Community Members
This too changed after the pandemic. Initial inputs were more focused around minor changes in management or courses offered. Two meetings with parents and the community members in Spring of 2021 evidenced a shift to supporting students academically, helping students make up for missed credits, changing grading policies in acknowledgement that distance learning was not effective for many students, and supporting the mental health needs of students.

Feedback from Principals & Administrators
This group was the origin of the idea to use the 21/22 SY for data gathering and analysis. As the planning process evolved, it became clear that the needs assessments done prior to the pandemic would not accurately reflect students' abilities.

Feedback from Labor Organizations
Neither of the units submitted written comments, and neither offered any suggestions beyond those submitted during the Staff discussions.

Feedback from SELPA
Consulting with the SELPA Director, it was suggested that Special Education improvements be considered among the Maintenance Goal (#4) The district will work to maintain compliant and efficient SPED operations and improve as opportunities present themselves.

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

As noted above, the most commonly voiced ideas were those issues exposed by the effects of the COVID pandemic. It became clear that OUSD had to gather valid and reliable data about student achievement; use that data to assess learning loss; and then change programs and add supports to improve the learning trajectory for all students. Additional areas shaped by input were the action items related to revising grades and grading practices; adding supports for SEL needs; incorporating some of the technology gains to increase parent engagement; and finding ways to communicate more frequently with parents.

Specific changes to the LCAP as a result of Stakeholder input:

1. Needs assessments completed prior to February 2020 were revisited. New needs assessments using new information from the data available in the 20/21 School Year.

2. Action items related to curriculum were revisited and revised in light of the changes necessitated by student Learning Loss during the pandemic.

3. Staffing was re-assessed and recommendations revised as a result of the learning loss data and the availability of various recovery funding sources.

4. Timelines for implementation of previously planned actions were revised in response to the implementation of distance learning, and the increased need for Social Emotional Learning supports.

5. Equipment purchases, particularly Chromebooks, hotspots, servers and other network devices, accelerated as the need to provide remote access became more pressing.

6. It was determined that Goals #1-3 Should be Broad Goals, and all other State Priorities be addressed in Goal #4: a Maintenance of Progress.

7. Including metrics, other than those required by the state, was determined to be in the best interest of the students as the results of those measures will verify and validate results from state-mandated testing.

8. For Goal #2, it was decided that utilizing the action items previously planned by the Social Emotional Learning Team made sense in response to the heightened SEL needs resulting from the pandemic.

Goals and Actions

Goal

Goal #	Description
1	Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

An explanation of why the LEA has developed this goal.

Quality instruction is the key to improved student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	36.41% Met or Exceeded				41% Met or exceeded
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	18.49% Met or Exceeded				23% Met or exceeded
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	53.5% making progress toward EL Proficiency				56.5% making progress toward EL Proficiency
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	Score on District Writing Assessment weighted Average 65.2%				Score on District Writing Assessment weighted Average 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	Score on District Math Assessment Scoring Thorough Understanding 21% Scoring Adequate Understanding 19 Scoring Partial Understanding 15% Scoring Minimal Understanding 45%				Score on District Math Assessment Scoring Thorough Understanding 27% Scoring Adequate Understanding 19 Scoring Partial Understanding 15% Scoring Minimal Understanding 39%
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	iReady Reading Tier 1 = 20%; Tier 2 = 42%; Tier 3 = 38%				iReady Reading Tier 1 = 26%; Tier 2 = 42%; Tier 3 = 32%
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	iReady Math Tier 1 = 13%; Tier 2 = 51%; Tier 3 = 35%				iReady Math Tier 1 = 19%; Tier 2 = 51%; Tier 3 = 29%
Priority 2: Local Indicator/Implementation of State Standards/ELD	17.7% of ELs decreased one ELPI level				10% or fewer students will decrease one ELPI level

Actions

Action #	Title	Description	Total Funds	Contributing
1	Systemic Data Analysis	Grade level and content area teams will meet to determine which data to use for evaluating student learning loss.		Yes

Action #	Title	Description	Total Funds	Contributing
2	Using Data to Improve Instruction	Grade level and content area teams will use data to make appropriate modifications to interventions, curriculum maps and instructional calendars.		Yes
3	Assessing Grading Practices	Continue Professional Development and discussions about grading with the target of revising grading practices where needed, to reflect best practices based on current research about grades/grading.	$212,098.00	Yes
4	Adding caring adults	Create positions and hire teachers, and aides, and other instructional positions, to support students as they recover from the effects of the pandemic and return to normal school routines; including before, during and after school student support opportunities.	$3,892,650.00	Yes
5	Professional Development	Identify professional development related to instructional best-practices and implement.	$133,396.00	Yes
6	Forward Thinking	Identify topics or issues to be addressed in years two and three of this plan, and begin discussions of needed Professional Development and other supports (release time, planning time, etc.)		Yes
7	Continuing the Work	Site and District level teams will continue their work related to instructional improvement.	$86,000.00	No Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Increase knowledge, application, and implementation for social and emotional learning strategies and promote positive school cultures and student adaptive skills.

An explanation of why the LEA has developed this goal.

A student's feelings of safety and comfort correlate highly to achievement scores. Following the COVID pandemic, extra attention will need to be given to social and emotional health in order to maximize student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: Local Indicator/Local tool for school climate	HKCA Survey Key Indicator on School Connectedness Average of grades 7,9 & 11 is 60.3% marking Agree or Strongly Agree				HKCA Survey Key Indicator on School Connectedness Average of grades 7,9 & 11 is 65.0% marking Agree or Strongly Agree
Priority 6: Local Indicator/Local tool for school climate	HKCA Survey Key Indicator on School perceived safety Average of grades 7,9 & 11 is 64.0% marking Agree or Strongly Agree				HKCA Survey Key Indicator on School perceived safety Average of grades 7,9 & 11 is 67.0% marking Agree or Strongly Agree
Priority 6: Local Indicator/Local tool for school climate	Kelvin Pulses show 75% of students in grades 3-12 reported "Favorable" perceptions of feeling supported at school.				Kelvin Pulses show 81% of students in grades 3-12 reported "Favorable" perceptions of feeling supported at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	Foster Youth suspension rate 15.2%				Foster Youth suspension rate 8%
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	Students with Disabilities suspension rate 8.6%				Students with Disabilities suspension rate 6%
Priority 6: Local Indicator/Local tool for school climate	CA School Staff Survey Indicator on Student Mental Health: 70% of teachers marked agree or strongly agree that Student depression is a moderate/severe problem.				CA School Staff Survey Indicator on Student Mental Health: 64% of teachers mark agree or strongly agree that Student depression is a moderate/severe problem.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Building Leadership Capacity	Infuse Leadership Team meetings with SEL strategies (ie: check-ins, mindfulness moments, quotes, reflection)		Yes
2	Defining SEL Success	Create/expand profile of a successful student; include in district statement	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Implementing Strategies	Define and implement monthly campaigns across the district, post slogans, reminders at sites.	$1,500.00	Yes
4	Stakeholder Outreach	Define and introduce SEL to stakeholders - staff, parents, students, community partners - through the Orland Collaborative, and other venues.		Yes
5	Showcasing Success	Showcase existing successes and champions ("Bright Spots") through district communications.	$1,500.00	Yes
6	Embedding SEL Instruction	Develop Instructional Playbook with SEL practices crosswalk and defining measurement, implement Professional Development, and supply Prep time		Yes
7	Supporting SEL Professional Development	Define what Professional Development is needed, based on site level SEL Implementation Plans. Provide PD as defined.	$10,000.00	Yes
8	Analyzing SEL Data	Gather "pre" and "post" data. Analyze data, share results, and plan/implement modifications to current plan.	$7,500.00	Yes
9	Adding caring adults	Create positions and hire additional Counselors, Social Workers, Aides, SEL Coaches, and other SEL related positions to accelerate student coping and pro-social skills in the wake of the COVID Pandemic.	$1,496,221.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Forward Thinking	Identify topics or issues to be addressed in years two and three of this plan, and begin discussions of needed Professional Development and other supports (release time, planning time, etc.)	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increase parent and community partnership through consistent communication to build support and participation for our families, students and community members.

An explanation of why the LEA has developed this goal.

Parent involvement is a key component of student success. OUSD's assessment of the current situation indicates that the district has multiple opportunities to improve in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: Local Indicator/Local tool for school climate	California School Parent Survey (CSPS) results from Spring 21 will be baseline.				California School Parent Survey (CSPS) results from Spring 21 will improve yearly.
Priority 6: Local Indicator/Local tool for school climate	Attendance at District Meetings: 21/22 School Year will be baseline				Attendance at District Meetings will improve yearly.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Dashboard Parent & Family Engagement self reflection tool from 2019 will be baseline. Item #3 Full Implementation and sustainability Item #1,4,6,7,9,10 Full Implementation				Dashboard Parent & Family Engagement self reflection tool will show movement towards full implementation and sustainability in each category. Those already in FI&S will remain at that level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Item # 2,5,8,11,12 Initial Implementation				
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Parents participating in ELAC, DELAC, School Site Councils and after-school events will be counted and the 21/22 counts used as baseline. Data for unduplicated pupils' parents (ELs, FRPM students, Foster, and Homeless) and Special Education students' parents will be disaggregated.				Parents participating in ELAC, DELAC, School Site Councils and after-school events will increase yearly. Data for unduplicated pupils' parents (ELs, FRPM students, Foster, and Homeless) and Special Education students' parents will be disaggregated.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Marketing efforts will be recorded during the 21/22 SY and that information will be used as baseline. Data for unduplicated pupils' parents (ELs, FRPM students, Foster, and Homeless) and Special Education students' parents will be disaggregated.				Each year marketing efforts will be recorded, and should improve or increase for each target group. Data for unduplicated pupils' parents (ELs, FRPM students, Foster, and Homeless) and Special Education students' parents will be disaggregated.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Gathering and Assessing Data	All sites will collect and analyze data about parent participation.	$1,000.00	Yes
2	Incentivize parent engagement	All sites and the District will implement ideas for incentivizing parent participation.	$119,000.00	Yes
3	Increasing communication	All sites and the District will increase the number of contacts with parents.	$4,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	OUSD will maintain or improve current levels of performance in all other areas identified as State Priorities.

An explanation of why the LEA has developed this goal.

In order to avoid "Mission Drift" and ensure clear focus on the three goals identified as most crucial at this time, OUSD will maintain current levels of service and support in these areas. The metrics will be monitored, and any indication of decline will be addressed, but the performance indicators in these areas are generally good, and no modifications to practice are needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	100% of teachers appropriately credentialed and no mis-assignments				100% of teachers appropriately credentialed and no mis-assignments
Priority 1: Local Indicator/ Instructional materials	Williams Act reports show that all students have access to required instructional materials.				Williams Act reports will show that all students have access to required instructional materials.
Priority 1: Local Indicator/ Facilities in good repair	Facility Inspection Tool (FIT) reports show all campuses in the Good category, and the overall score will increase.				Facility Inspection Tool (FIT) reports will show all campuses in the Good category, and the overall score will increase.
Priority 2: Local Indicator/Implementation of State	Staff surveys rate implementation at a average of 3.6				Staff surveys rate implementation at 4.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards/Local Evaluation Tool					
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Chronic Absenteeism rate of 7.8%				Chronic Absenteeism rate of 6%
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	Graduation Rate 96%				Graduation rate at or above 96%
Priority 5: Local Metric/Middle school dropout rate	2 Middle School Dropouts				0 Middle School Dropouts
Priority 5: Local Metric/Student Engagement/High school dropout rate	13 Dropouts in grades 9-12				6 Dropouts in grades 9-12
Priority 5: Local Metric/Student Engagement/School attendance rates	96% Attendance Rate				Attendance Rate will be 96% or above
Priority 6: State Indicator/Student Suspension Indicator	3.8% Suspension Rate				Suspension Rate will be 3.8% or below
Priority 6: Local Metric/Expulsion rate	0.25% Expulsion Rate				Expulsion Rate will be 0.25% or below
Priority 7: State Indicator/College/ Career Indicator (HS only)	38.6% of students classified as College / Career ready				College / Career Readiness will be at or above 38.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	iReady Reading Scores Tier 1 20% Tier 2 42% Tier 3 38%				iReady Reading Scores Tier 1 26% Tier 2 48% Tier 3 26%
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	iReady Math Scores Tier 1 13% Tier 2 51% Tier 3 35%				iReady Math Scores Tier 1 19% Tier 2 57% Tier 3 24%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Periodic monitoring	All Priority items listed will be monitored periodically, and any significant change addressed through the appropriate channels.	$70,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
30.75%	$6,158,586

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 needs of Foster and Homeless Youth (FHY), English Learners (Els) , and Low-Income students (LI) are always a top priority for OUSD. Because the vast majority of our students fall into one of these categories (known collectively as the "unduplicated" pupils), the needs of those students are the foundation of every improvement discussion.

Goal #1 Action #1Systemic Data Analysis: Grade level and content area teams will meet to determine which data to use for evaluating student learning loss.
- The data for EL, FHY, and LI students will be aggregated with overall data. The grade level and content area teams will ensure that FHY, Els and LIS are all flagged in the data system to allow quick visualization of any patterns or trends among these groups.

Goal #1 Action #2 Using Data to Improve Instruction:
Grade level and content area teams will use data to make appropriate modifications to interventions, curriculum maps and instructional calendars.
- Every modification will include consideration of the ELs, FHY and LI students' needs. Patterns within and between groups will also be used to formulate interventions specific to the needs of the group(s).

Goal #1 Action #3 Assessing Grading Practices:
Continue Professional Development and discussions about grading with the target of revising grading practices where needed, to reflect best practices based on current research about grades/grading.
- Poor grading practices skew scores disproportionally against the EL, FHY, and LI students performance. By improving practices, these groups will see a more accurate and fair picture of what learning the student can demonstrate.

Goal #1 Action #4 Adding caring adults:
Create positions and hire teachers, and aides, and other instructional positions, to support students as they recover from the effects of the pandemic and return to normal school routines; including before, during and after school student support opportunities.
- More caring adults means more support particularly for our EL, FHY, and LI populations. The specific interventions selected will be customized to fit the needs of these groups as revealed by the disaggregated data.

Goal #1 Action #5 Professional Development
Identify professional development related to instructional best-practices and implement.
- The district is taking a "rising tide" approach to improving services to EL, FHY, and LI students. Quality first instruction is show to improve outcomes and learning for these populations as a rate higher than that of other groups. By focusing on teaching teachers how to improve instructions, sub-groups will see greater benefits.

Goal #1 Action #6 Forward Thinking:
Identify topics or issues to be addressed in years two and three of this plan, and begin discussions of needed Professional Development and other supports (release time, planning time, etc.)
- EL, FHY and LI students will be a focus of these discussions and planning efforts.

Goal #1 Action #7 Continuing the Work: Site and District level teams will continue their work related to instructional improvement.
- As detailed in the prior LCAP, the district is already implementing programs specifically designed to support unduplicated pupils. The work of the site foster liaisons, district social workers, counselors, etc. will continue to grow services and supports.

Goal #2 Action #1 Building Leadership Capacity:
Infuse Leadership Team meetings with SEL strategies (ie: check-ins, mindfulness moments, quotes, reflection)
- As leaders model SEL strategies, the staff will have concrete demonstrations of the importance of this work, and how best to implement SEL in practice. This expands services to unduplicated pupils in that their SEL needs tend to be the most severe within our schools. Increasing SEL awareness and implementation results in a better overall atmosphere and culture of inclusion.

Goal #2 Action #2 Defining SEL Success:
Create / expand profile of a successful student; include in district statement.
- This work must be sensitive to the needs and challenges of the unduplicated pupils. The profile will be screened for unconscious bias and developed in a way that includes consideration of the specific needs and challenges faced by EL, FHY, and LI students.

Goal #2 Action #3 Implementing Strategies:
Define and implement monthly campaigns across the district, post slogans, reminders at sites.
- Here again, the rising tide will lift the unduplicated students furthest. These campaigns will disproportionally benefit students who have challenges.

Goal #2 Action #4 Stakeholder Outreach:
Define and introduce SEL to stakeholders - staff, parents, students, community partners - through the Orland Collaborative, and other venues.
- The focus here is to expand the supports, which support mostly unduplicated pupils, to the entire community. Students in these sub-groups will experience support outside the school grounds which will help them perform better in school.

Goal #2 Action #5 Showcasing Success:
Showcase existing successes and champions ("Bright Spots") through district communications.
- Our unduplicated pupils tend to see less positive reinforcement than their peers. The showcasing will include consideration of the growth by EL, FHY, and LI students, and particularly focus on their successes.

Goal #2 Action #6 Embedding SEL Instruction:
Develop Instructional Playbook with SEL practices crosswalk and defining measurement, implement Professional Development, and supply Prep time
- Here again, the practices developed must be particularly sensitive to the needs and challenges of the unduplicated pupils. The profile will be screened for unconscious bias and developed in a way that includes consideration of the specific needs and challenges faced by EL, FHY, and LI students.

Goal #2 Action #7 Supporting SEL Professional Development:
Define what Professional Development is needed, based on site level SEL Implementation Plans. Provide PD as defined.
- The district is taking a "rising tide" approach to improving services to EL, FHY, and LI students. Quality SEL implementation will improve outcomes and learning for these populations as a rate higher than that of other groups. By focusing on teaching teachers how to improve instructions, sub-groups will see greater benefits.

Goal #2 Action #8 Analyzing SEL Data:
Gather "pre" and "post" data. Analyze data, share results, and plan/implement modifications to current plan.
- The data for ELs, FHY, and LI students will be aggregated with overall data. The grade level and content area teams will ensure that SEL data for FHY, Els and LIS is flagged in the data system to allow quick visualization of any patterns or trends among these groups.

Goal #2 Action #9 Adding caring adults:
Create positions and hire additional Counselors, Social Workers, Aides, SEL Coaches, and other SEL related positions to accelerate student coping and pro-social skills in the wake of the COVID Pandemic.
- More caring adults means more support particularly for our EL, FHY, and LI populations. The specific interventions selected will be customized to fit the needs of these groups as revealed by the disaggregated data.

Goal #2 Action #10 Forward Thinking:

Identify topics or issues to be addressed in years two and three of this plan, and begin discussions of needed Professional Development and other supports (release time, planning time, etc.)

- The district is taking a "rising tide" approach to improving services to EL, FHY, and LI students. Planning to improve outcomes and learning for these populations will "lift their boats" at a rate higher than that of other groups. By focusing on teaching teachers how to improve SEL instruction, sub-groups will see greater benefits.

Goal #3 Action #1 Gathering and Assessing Data
All sites will collect and analyze data about parent participation.

- The data for ELs, FHY, and LI students will be aggregated with overall data. The grade level and content area teams will ensure that FHY, EL and LIS are all flagged in the data system to allow quick visualization of any patterns or trends among parent / guardian participation in these groups.

Goal #3 Action #2 Incentivize parent engagement:
All sites and the District will implement ideas for incentivizing parent participation.

- All EL, FHY, and LI students' families or guardians will receive priority for incentives.

Goal #3 Action #3 Increasing communication:
All sites and the District will increase the number of contacts with parents.

- Increasing communication to parents and guardians will disproportionally improve outcomes for EL, FHY, and LI students. Increasing parent participation at a rate higher than that of other groups will have an effect size much greater for these unduplicated students.

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

Supplemental and concentration grant funds will support the three overarching Orland Unified School District's LCAP goals.
Supplemental, Concentration, and other district funds will be used to:
1. Provide targeted and intensive support for struggling students, including but not limited to foster youth, EL students and low income students (See adding caring adults items)
2. . Provide more social-emotional, mental health counseling & support for students, including but not limited to foster youth, EL students and low income students (Expansion of the Student Support Division, additional Psychologists, District Social Workers, and targeted oversight and coordination by the Director of Student Services)
3. Expand opportunities for Independent Study and Alternative High School students through use of the Accellus program offer a broader range of class options.

4. Expand opportunities for students and parents K-12 to connect to their school and be increase engagement both inside and during co-curricular activiites.
5. Expand the support system for Foster Youth (District Social Worker)
6. Increase supports for EL, FHY, and IL students by increasing the number of SEL coaches and intervention teachers.
7. Create smaller class sizes K-3
8. Technology investments to create a one-to-one device classroom for all students and hot-spots for students who need connectivity.
10. Addition of Independent Study Teacher and an Intervention Teacher at North Valley to expand alternative educational options for all students.
11. Provide expanded learning options for students (additional after school program slots, expanded enrichments opportunities and academic supports)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$5,731,795.00	$23,000.00	$12,000.00	$290,570.00	$6,057,365.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,127,919.00	$929,446.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Systemic Data Analysis					
1	2	English Learners Foster Youth Low Income	Using Data to Improve Instruction					
1	3	English Learners Foster Youth Low Income	Assessing Grading Practices	$212,098.00				$212,098.00
1	4	English Learners Foster Youth Low Income	Adding caring adults	$3,892,650.00				$3,892,650.00
1	5	English Learners Foster Youth Low Income	Professional Development	$72,396.00		$12,000.00	$49,000.00	$133,396.00
1	6	English Learners Foster Youth Low Income	Forward Thinking					
1	7	All English Learners Foster Youth Low Income	Continuing the Work	$86,000.00				$86,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Building Leadership Capacity					
2	2	English Learners Foster Youth Low Income	Defining SEL Success	$1,000.00	$1,500.00			$2,500.00
2	3	English Learners Foster Youth Low Income	Implementing Strategies	$1,000.00			$500.00	$1,500.00
2	4	English Learners Foster Youth Low Income	Stakeholder Outreach					
2	5	English Learners Foster Youth Low Income	Showcasing Success	$1,500.00				$1,500.00
2	6	English Learners Foster Youth Low Income	Embedding SEL Instruction					
2	7	English Learners Foster Youth Low Income	Supporting SEL Professional Development	$10,000.00				$10,000.00
2	8	English Learners Foster Youth Low Income	Analyzing SEL Data				$7,500.00	$7,500.00
2	9	English Learners Foster Youth Low Income	Adding caring adults	$1,262,651.00			$233,570.00	$1,496,221.00
2	10	English Learners Foster Youth Low Income	Forward Thinking	$20,000.00				$20,000.00
3	1	English Learners Foster Youth Low Income	Gathering and Assessing Data	$500.00	$500.00			$1,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Incentivize parent engagement	$119,000.00				$119,000.00
3	3	English Learners Foster Youth Low Income	Increasing communication	$3,000.00	$1,000.00			$4,000.00
4	1	All	Periodic monitoring	$50,000.00	$20,000.00			$70,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,681,795.00	$5,987,365.00
LEA-wide Total:	$5,681,795.00	$5,987,365.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systemic Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	2	Using Data to Improve Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	3	Assessing Grading Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	$212,098.00	$212,098.00
1	4	Adding caring adults	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,892,650.00	$3,892,650.00
1	5	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,396.00	$133,396.00
1	6	Forward Thinking	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	7	Continuing the Work	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,000.00	$86,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Building Leadership Capacity	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2	Defining SEL Success	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$2,500.00
2	3	Implementing Strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,500.00
2	4	Stakeholder Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	5	Showcasing Success	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
2	6	Embedding SEL Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	7	Supporting SEL Professional Development	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	$10,000.00
2	8	Analyzing SEL Data	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,500.00
2	9	Adding caring adults	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,262,651.00	$1,496,221.00
2	10	Forward Thinking	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
3	1	Gathering and Assessing Data	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Incentivize parent engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$119,000.00	$119,000.00
3	3	Increasing communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$4,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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)).

o   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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.