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
Fullerton Joint Union High School District	Scott Scambray, Ed.D. Superintendent	sscambray@fjuhsd.org 714-870-2801

Plan Summary [2021-22]

General Information

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

The Fullerton Joint Union High School District (FJUHSD) was organized in 1893 and serves grades 9-12. It serves a fifty-square-mile area that includes the elementary districts of Buena Park, Fullerton, La Habra, and Lowell Joint. Six four-year comprehensive high schools are operated by the District -- Buena Park High School (BPHS), Fullerton Union High School (FUHS), La Habra High School (LHHS), Sonora High School (SOHS), Sunny Hills High School (SHHS), and Troy High School (TRHS). La Vista High School (LVHS), a continuation high school, and La Sierra High School (LSHS), an alternative high school, also serve FJUHSD students. The District's school year consists of 180 instructional days of 372 minutes each. A comprehensive summer school program is offered each year. The District serves a varied ethnic and socioeconomic population of families. Active parent organizations, an involved business community, and supportive higher education institutions are enjoyed by the District. Total Enrollment: 13,278 students. Approximately 580 certificated employees represented by the Fullerton Secondary Teachers Organization (FSTO) which is affiliated with the California Teachers Association and the National Education Association. Approximately 420 classified employees, most of whom are represented by the California School Employees Association (CSEA), Chapter 82. Students complete a rigorous course of study leading to graduation, where each student completes required and elective courses in English language arts (4 years), math (3 years), science (2 years), social science (3 years), visual and performing arts or world languages (1 year), PE (2 years), Health (1 quarter), and electives (75 units). Students may take more rigorous courses such as Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses that can lead to students receiving college credit if they pass the corresponding tests. The District also has a comprehensive support system for students with disabilities (SWD) and for students who, with additional support, can be successful in more challenging courses of study. The advancement via individual determination (AVID) program is one example.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the California Department of Education's website if they were determined to be valid and reliable. Information regarding the reporting status of data is available at: https://www.cde.ca.gov/ls/he/hn/coviddatareporting.asp

Reflections on the data revealed the following successes and/or progress:

Graduation rates remain high at 90%, well above the state average (84.5%). The District will work specifically with La Vista and La Sierra High Schools to increase the graduation rate at both schools through a focus on improving attendance.

The expulsion rate is very low (mostly because students were largely home during the pandemic) at 0.03%. That's just four students total for the year and about half of the state expulsion rate average. The District will continue to seek ways to prevent behaviors that result in expulsion referrals.

The chronically absent student rate dropped significantly from nearly 12% in 2018/19 to 3% in 2020/21, a four hundred student improvement. The District will continue to work with our consultants and in-house experts to reach students who are not consistently attending school and reduce barriers that prevent them from attending regularly.

a-g rates are consistent and English Learners and Low-Income graduate statistics are improving steadily. There is an emphasis on a-g requirements and classes taken by students at sites.

AP passing rates are up significantly at 73%, which is an 11% increase in the passing rate.

The District increased reading support to all schools utilizing the Read 180 reading program for students identified as reading below grade level in the 9th grade. Students will be screened both in ninth and tenth grade to ensure they are placed accordingly to their reading level.

The AVID program was expanded to Sonora High School beginning the 2021/22 school year. It is now at five District schools with a completion rate of over 90% for students entering the program. The District will sponsor additional training for AVID teachers to improve instruction and increase enrollment.

In spite of budget cuts, the District has continued to offer summer school.

Portable WiFi hotspots and Chromebooks were supplied to all students who needed them throughout the pandemic such that no student who needed connectivity was unable to receive the needed equipment and support. The District moved into Distance Learning only five days after Governor Newsom's executive order on March 13, 2020, to close schools to in-person learning. Technology upgrades were purchased Districtwide to enhance live-streaming capabilities and enhance instruction during the pandemic.

DAC meeting success with interpretation services has prompted the idea of increasing interpretation services to include Board of Trustee meetings and other parent meetings. The District Community Liaison and EL Family Liaisons continue to increase family participation in their school communities and improve the dissemination of local and regional resources to families in need, in particular families dealing with homelessness and students in foster care.

Social/emotional support to students has dramatically improved under the leadership of the District Mental Health Coordinator. The District will build upon these gains by hiring additional mental health experts to provide more site-based support to students during the school day as needed.

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.

According to DataQuest and local indicators, the following areas are in need of improvement due either to low performance or significant gaps among student groups. Included are steps that have been taken to address these areas:

Suspension Rate: 4.6%, higher than the county and state averages. The District instituted an Alternative to Suspension program hosted at La Sierra High School where student suspendable days can be reduced by attending Saturday school where they learn coping techniques related to their suspendable infraction(s): resilience to peer pressure to use drugs or consume alcohol or tobacco products, anger management, conflict resolution techniques, etc.

Among racial and ethnic groups, African American and Hispanic students rank among the lowest in the College Career Indicator (CCI). African American students are, as the Dashboard labels it, CCI prepared at 30% and Hispanic students meet CCI prepared status at just under 40%. Comparatively, all other racial and ethnic groups qualify at 55% and higher. Encouraging more of these two groups to take AP level classes and preparing them to be more successful on SBAC tests will increase their CCI ratings.

Foster youth and English Learners have the lowest graduation rates at 60% and 55% respectively. District schools are targeting graduation rate increases through heightened engagement/re-engagement strategies such as home visits by school staff, home assessments and services provided through outside agencies like Seneca, through community-building activities, and family outreach by the District Community Liaison and site-based EL Family Liaisons, among other school initiatives.

CTE pathway completion rates have been inconsistent and low the past few years due to changes in the CALPADS pathway completers criterion. Pathway completion rates are identified on the Dashboard at 14.3%. The District will seek to increase that percentage by no less than 6% over the next three years.

The College Career Indicator can be increased by better reporting the number and percentage of students earning college credit while enrolled in high school. The District will work with Aeries, the District student information system, CALPADS representatives, and local

colleges to find standardized reporting systems to ensure students are given credit for college courses completed successfully while in high school.

Surveys indicated that students and parents would like to have more career exploration opportunities for students as well as opportunities to learn about personal finance. The District will work with guidance services at each District school to provide tools, time, and training to allow students to explore various careers via web-based platforms. The District will also work with outside agencies to provide personal finance seminars outside of the regular school day.

A more integrated and coordinated approach to professional learning is needed. The District will create a new three-year professional learning plan in collaboration between instructional staff and administration.

Reclassification rates for English Learners is down from previous years. Partly this is due to reclassification being allowed only once each school year in the spring rather than several times throughout the year where students have multiple opportunities to demonstrate fluency. Almost seven percent of EL students were reclassified in the 2020/21 school year. That is below the county and state averages. The District will work with ELD teachers and other support staff to increase the RFEP rate to meet or exceed state and county averages over the next three years (roughly an increase by 10%).

LCAP Highlights

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

Based on the most recent stakeholder engagement and reflection on progress toward LCAP goals from the 2019/20 school year, the District has developed the 2021/22 LCAP with three overarching goals and three to four actions and services within each of those goals. Each goal has a set of metrics that the District will use over the next three years to evaluate yearly and overall progress:

Goal 1 - Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, reading and writing fluency, technology fluency, and the other twenty-first-century Skills (State priorities 4 and 8)

Actions/Services (specific actions and services are listed in the LCAP):

1. Staffing to improve and increase student and family engagement and academic outcomes
2. Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional material platforms.
3. Services to provide academic guidance support and college exploration (a key feature based on stakeholder engagement from parents and students)

Goal 2 - all students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and students from low-income families.

Actions/Services

1. Basic Staffing, salaries, and benefits to provide professional learning, and extended learning opportunities for all students
2. Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments
3. Equipment, supplies, and technology to provide educational technology primarily targeting the needs of English learners, foster youth, and students from low-income families
4. Services to provide training, educational technology, learning intervention strategies, and to provide interpreting services

Goal 3 - The District engages students and their families as partners to create a climate of support and success

Actions/Servcies

1. Staffing to provide oversight and support to unduplicated student populations and all students
2. Equipment, supplies, and technology to reduce suspensions and help students develop coping strategies
3. Services to support student success and contribute to building a climate of support (another key feature requested highly by stakeholders specifically in the area of mental health services and social/emotional learning. The District invested highly in appropriate mental health support providers to respond to student emotional needs
coming out of the pandemic and now facing in-person instruction in the fall).

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.

La Sierra High School - graduation rate
La Vista High School - low performance on state testing in English and math

Support for Identified Schools

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

The District worked with each CSI school's school site council in developing the School Plan for Student Achievement (SPSA) which serves as the CSI plan for each. The School Site Council is made up of stakeholders that include parents, students, teachers, classified staff members, and administration.

The graduation rate at La Sierra High School is the lowest among District schools. This is largely due to the fact that La Sierra High School is an alternative high school offering independent studies. The District, in working with stakeholders of La Sierra HS, reviewed data that revealed a correlation between low graduation rates and low attendance rates. Research suggests that improving attendance rates has a positive effect on graduation rates (School Attendance, Absenteeism, and Student Success, www.ode.state.or.us/wma/researchschool-attendance--final-version.pdf, 2002). Quoting the study, "While low attendance, in itself, is not likely to be the cause of the lower probability of graduating from high school, measures taken to improve attendance have the potential to also improve high school graduation rates. With over 25 percent of 12th graders having attendance rates below 90 percent, and the strong relationship between attendance and on-time graduation, improvement of student attendance will likely improve graduation rates, perhaps substantially."

La Sierra has not had dedicated administrative staff to work with students to improve attendance rates for the past several years. Therefore, based in part on the research and in working with La Sierra staff, the District helped develop a plan to provided both internal staff and external agencies to increase student attendance and determine what barriers may exist that are keeping students from being successful in school.   La Sierra HS will utilize a dedicated administrator, a teacher on special assignment, the Seneca family of services, and Tasha's Consulting and Training to identify students who are chronically absent and work with them and their families to eliminate barriers that may be keeping them from consistent attendance. It is the position of the District that improved attendance will result in better connections to each student's school community and will improve graduation rates as a result. Again, research suggests that there are five essentials in a successful attendance improvement plan for students who are most at risk; relationship building, monitoring, problem-solving, affiliation building (creating a community for the student), and persistence. (Check and Connect: The role of monitors in supporting high-risk youth, Christenson, S.L., et al. Reaching Today's Youth: The Community Circle of Caring Journal, 2, 18–21. 1997).

La Vista High School students have consistently underperformed on state testing in ELA and math in comparison to other District schools. In working with school leadership, the District helped develop a plan to address student performance on state testing and professional development that will help school staff identify students who need additional support. The District created a TOSA position dedicated to improving student performance on state testing outcomes at La Vista High School. The TOSA will coordinate support services and resources to help students and teachers identify areas for needed growth and focus and will work with school leadership to provide professional development related to improving student academic outcomes. In addition, Tasha's Consulting and Training will provide mentorships and tutoring specifically dedicated to helping the most at risk students who need support in ELA and math. Tutoring and mentorship support are provided both during and after school as well as on the weekends. Boot camps in the weeks prior to state testing will reinforce learning and help students with learning retention. Again, research shows that positive relationships coupled with intensive tutoring specifically in ELA and math improve student outcomes on state standardized testing. "Tutoring has a long documented history as a reliable method to improve student achievement" (Slavin, 1999). "Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement" (Burns, Senesac, & Symington, 2004). It is the position of the District that these dedicated staff members and tutoring plans will result in improved student outcomes in state standardized testing.

Monitoring and Evaluating Effectiveness

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

The District will, along with stakeholders from each school eligible for CSI, annually review outcome data specific to graduation rates, math scores on state tests, and English scores on state tests through the annual needs assessment process in developing the SPSA. Identified needs will be addressed through yearly goals.

Stakeholder Engagement

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

The District employed three main avenues for receiving input from stakeholders:

The annual LCAP survey to all stakeholders. This year the survey included questions specific to the effects of the Covid 19 pandemic.

Parent responses: 2,468 - much higher than previous years (almost double). Surveys were sent to all parent groups including parents of English learners, parents of students identified as low income, parents of students with exceptional needs including special education and high-performing students, parents of homeless students, foster students, and parents of every ethnic subgroup represented in the District.
Student responses: 3,727 - much lower than previous years (usually around 8,000) Surveys were sent to all student subgroups.
Staff responses: 534 - close to average response level. Surveys were sent to teachers, instructional aides, guidance staff members, clerical staff, maintenance staff, administrators, and other support staff.

The District Advisory Committee (DAC) met four times with a possible fifth meeting in the weeks prior to the June 8th Board meeting:

February 24, 2021 - Orientation and introduction to the LCAP process and developed 2021 LCAP survey questions
March 10, 2021 - Reviewed and approved the draft of the LCAP survey
April 21, 2021 - Began review of student performance data
April 29, 2021 - Completed the review of student performance data, drew conclusions, and made recommendations for the LCAP

The District Advisory Committee is comprised of representatives from each of the following stakeholder groups: Parents, parents of English Learners, parents of students with disabilities, students from all grade levels, support staff, and members of the local chapter of the California School Employees Association (CSEA), members of the Fullerton Secondary Teachers Association (FSTO) including teachers, counselors, and other certificated staff members, community members and business partners, site and district administration. Each of these groups contributed to the analysis of student performance data, in the development and analysis of the results of the LCAP survey, and in the recommendations for actions, services, and expenditures that made their way into the plan.

The District English Learner Advisory Committee (DELAC) met two times (one meeting was canceled)

January 19, 2021 - Orientation to the LCAP and reviewed LCAP survey questions and made recommendations
March 16, 2021 - Reviewed student performance data and made recommendations for the LCAP

Notes were taken by subgroups within each committee and submitted with their recommendations to District administration along with clarifying discussions in the group. District administration took the feedback, both verbal and written and where there were repetitive recommendations, District administration added those recommendations to the LCAP draft.

A summary of the feedback provided by specific stakeholder groups.

As stated above, the District Advisory Committee is comprised of representatives from each of the following stakeholder groups: Parents, parents of English Learners, parents of students with disabilities, students from all grade levels, support staff, and members of the local chapter of the California School Employees Association (CSEA), members of the Fullerton Secondary Teachers Association (FSTO) including teachers, counselors, and other certificated staff members, community members and business partners, site and district administration. Each of these groups contributed to the analysis of student performance data, in the development and analysis of the results of the LCAP survey, and in the recommendations for actions, services, and expenditures that made their way into the plan.

Each stakeholder group was asked four focus questions based on their analysis of survey responses and discussions. A short summary of the most repeated responses is listed under each:

1. What's working?

"a-g" completion rates are increasing - all stakeholder groups agreed that "a-g" completion rates are increasing over the past few years, a trend that parents, in particular, had been concerned about in previous years in that they believed the percentage was too low. They were pleased to see that it is steadily increasing.

Chronic absenteeism is dropping - Last year chronic absenteeism was at nearly 12%. One community member representing local businesses indicated that this was a very positive step in that over 400 fewer students were identified as chronically absent. This sentiment was bolstered by both parent groups (DAC and DELAC), and students.

Graduation rates continue to be high - Parents and administrators liked that graduation rates, in spite of the pandemic remain high for the District, especially in comparison to county and state averages.

2. What's not working?

Increased D and F rates (probably due to Covid)
The new ELPAC assessment is more rigorous and difficult for students and could have affected reclassification rates
The reclassification rate has dropped considerably in the past year

3. What's missing?

Though D and F rates are higher than normal, professional learning opportunities to address instructional practices in the new models of education (Distance Learning or Hybrid) might be helpful.
Tutoring to address D and F rates

4. What's confusing?

Covid! It has skewed much of the data and left the District with student performance data that is two years old. D and F rates are higher largely due to Covid.

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

Specific stakeholder input resulted in the following actions/services in the LCAP

Goal 1

Tutoring before, during, and after school
Parents and students asked for extended/expanded opportunities to take advantage of tutoring as well as interested community members. These requests came from the LCAP survey results, DAC, and DELAC meetings).

Increased mental health services

Students, parents, administration, the Special Education Local Plan Area Administrator (SELPA) administration, and community members all asked for more mental health services in DAC meetings and on the LCAP survey. Additional licensed clinicians and interns will be assigned to each District school in order to provide more immediate and personalized social/emotional support to students as well as their families.

Guidance services to foster career exploration
Both parents and students indicated repeatedly that more opportunities to explore career exploration were needed in order to balance college and career readiness. So, more guidance services including web-based tools will be included in the educational program to foster career exploration and encourage career technical education as
electives for students.

Goal 2

Educational technology for both students and teachers to improve instruction and learning
Teachers and administration recognized the need to continue to provide technology (both hardware and software) to maximize learning through educational technology. Funds have been set aside to replace Chromebooks for students and teachers. Funds have also been set aside to enhance various career-specific pathways, particularly
in the area of digital media arts, gaming design and simulation, robotics, advanced manufacturing, and more.

Professional learning for teachers and paraeducators in new educational technology

The pandemic made it abundantly clear to teachers, para-educators, and administration that educational technology must be included and integrated into all professional learning. The District will be hiring a full-time educational technology coordinator to help the District facilitate coordination between the curriculum committees, teachers on special assignment among the various subject areas, instructional aides, and the educational technology coaches to provide professional learning that supports best instructional practices with the most effective educational technology.

Goal 3

Increased social/emotional learning
Counselors, teachers, the Special Education Local Plan Area Administrator (SELPA) leadership, and administrators asked for more training in mental health and social/emotional support in order to meet the needs of students as we come out of the pandemic

Increased mental health services
Parents of students with special needs, SELPA leadership, parents of EL, counselors, speech and language pathologists, psychologists, and administration all indicated through DAC and DELAC that there is a need to continue social/emotional services with outside agencies for specific student and family needs; specifically for students with disabilities and
students in foster care and those experiencing homelessness. The District will continue to partner with Care Solace, Congruent Lives, TTC, and other local agencies to support students and their families that are experiencing social/emotional difficulties that are barriers to student learning and growth.

Goals and Actions

Goal

Goal #	Description
1	Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, reading and writing fluency, technology fluency, and the other twenty-first-century skills (State Priority 4 and 8).

An explanation of why the LEA has developed this goal.

This goal reflects the values of the District as described in the Priorities of the Board of Trustees. It also reflects two of the eight state priorities; priority four - Pupil Achievement and priority eight - Other Pupil Outcomes. Finally, it reflects the values and priorities of the various stakeholder groups including students, parents, teachers, support staff members, community members, and administration.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students meeting or exceeding state summative assessments (SBAC): English	63%				70%
Percent of students meeting or exceeding state summative assessments (SBAC): Math	42%				50%
Percent of students completing UC/CSU "a-g" requirements	54%				60%
Percent of students identified as "CSU ready" in English on the Early Admission Program (EAP)	34%				40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment results; the questions for which are embedded in the state summative (SBAC) English test					
Percent of students identified as "CSU ready" in math on the Early Admission Program (EAP) assessment results; the questions for which are embedded in the state summative (SBAC) math test	22%				28%
Percent of students passing AP exams with a score of 3 or better	73%				78%
Percent of students passing IB exams with a score of 4 or better	85% (Baseline taken from 18/19 data - no IB tests administered in 19/20 or 20/21 due to Covid pandemic)				Meet or exceed baseline metric
ELPAC: Baseline year for new summative assessment (18/19)	18% well developed (proficient) (state = 16%) 34% moderately developed (state = 38%) 28% somewhat developed (state = 30%)				Meet or exceed baseline metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	19% minimally developed (state = 16%)				
Percent of students meeting qualifications for the State Seal of Biliteracy	28%				33%
Percent of students completing a CTE pathway	14%				20%
Percent of students receiving one or more industry certifications	Baseline year (percent to be calculated for 20/21 school year)				Meet or exceed baseline metric
Percent of students receiving college credit during high school	Baseline year (percent to be calculated for 20/21 school year)				Meet or exceed baseline metric
Percentage of students indicated as meeting "prepared" status on the College Career Indicator (CCI) of the California School Dashboard	54%				60%
Percent of students completing a computer science course or demonstrating technology fluency	Baseline year (percent to be calculated for 2021 school year)				Meet or exceed baseline metric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassified Fluent English Proficient (RFEP) rate	6.5%				16%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing to improve and increase student and family engagement and academic outcomes	Staff support primarily directed to increasing/improving services to EL, Foster, and Low Income Youth includes: • Tutoring both inside and outside the school day. • TOSA's, Community Liaison, and other personnel dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community • AVID program instructors and tutors • The 10th-grade Opportunity program at LVHS • Florence Crittenton Foster Youth programs (Kate Weller Barret School and Unaccompanied Minors Programs) • Guidance services for increased academic support and career exploration • Instructional Aides in general education classes • District Administrative support	$3,093,941.00	Yes
2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms	Equipment, supplies, and technology to improve instruction and increase access to AP/IB testing primarily for EL, foster, and low-income students but will benefit all students includes: • AP and IB Test sponsorships for low-income students • AVID supplemental materials and equipment	$282,400.00	Yes
3	Services to provide academic guidance	Services to provide academic guidance support and college exploration include:	$100,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support and college exploration	• College tours and field trips for AVID students, most of whom are either low income or EL or both. • the Naviance web-based guidance program at BPHS, LHHS, FUHS, and TRHS.		
4	Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and ELD for language proficiency.	Support to EL students includes • EL TOSA - to facilitate district-wide training in ELD standards and instructional strategies for teachers of EL in mainstream classes • EL Family Liaison at each District school to work with EL students and families. • Translation/Interpretation services •	$660,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and low income students.

An explanation of why the LEA has developed this goal.

Goal two insures equity for students in relation to three state priorities:

Basic services, which includes being taught by appropriately credentialed and experienced teachers, in clean and safe schools (Priority 1)
Standards-based instruction and curriculum (Priority 2)
Course Access including access for students with disabilities, English learners, foster youth, homeless students, and low-income students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of high-quality (appropriately credentialed) teachers (Williams Settlement Report)	92%				95%
Triennial Professional Learning Plan goals and expenditures	Develop a triennial Professional Learning Plan with goals and projected expenditures				Meet triennial professional development plan goals in expenditures and subject matter through annual review and training evaluations
Meet or exceed previous year's rating in facilities site	Facilities site inspections. Three-quarters each rated				Meet or exceed baseline metric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
inspections (Williams Settlement Report)	"Good" (Williams Settlement Report)				
Maintain deferred maintenance program at $1,000,000 (Williams Settlement Report)	Met deferred maintenance program goal at $1,000,000 (Williams Settlement Report)				Meet or exceed baseline metric
All students will have access to all required standards-aligned instructional materials (Williams Settlement Report)	100%				Maintain baseline metric
CSU/UC "a-g" completion rate	54%				60%
Enrollment of unduplicated students in honors, AP and/or IB courses including EL, foster, and low income student populations	39% all students Determine a baseline for EL, foster, and low-income student populations				Meet or exceed baseline metric
Enrollment of students in CTE courses	59%				Meet or exceed baseline metric
Enrollment of students in VAPA courses	35%				Meet or exceed baseline metric
Enrollment of students in world languages courses	61%				Meet or exceed baseline metric
Implementation of the academic content and performance	Develop an annual review template to ensure 100% implementation of the				Maintain baseline metric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards adopted by the state board	academic content and performance standards adopted by the state board				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic staffing, salaries and benefits to provide professional learning, and extended learning opportunities for all students	Basic Staffing and salary and benefits to provide professional learning, and extended learning opportunities include: • Districtwide basic staffing (LCFF Base) • Maintaining 186 workdays for teaching staff • Maintaining a 28.5:1 student to teacher basic ratio • Summer school • Enhancing CTE pathway instruction • Professional Learning administrative support • Professional Learning to improve/increase standards-based learning for all students with an emphasis on English learners, Foster youth, homeless students, and students with special needs. • Extended library services	$126,265,102.00	No
2	Equipment, supplies, and technology	Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments include: • Industry-standard equipment and supplies for CTE pathways • Deferred maintenance on facilities • Adoption of new instructional materials (Social Science) • Maintenance services • Educational technology: both hardware and software. • Instructional materials to meet Williams Settlement requirements (replacement of used books)	$10,175,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Equipment, supplies, and technology	- Educational technology: both hardware and software primarily targeting the needs of English learners, foster youth, and low-income students	$200,000.00	Yes
4	Services to provide training and educational technology	Services to provide training and educational technology include: • Consultants and conferences for professional learning • Continued professional development related to Universal Design for Learning (UDL) • Continued professional development and implementation of a multi-tiered system of supports (MTSS), Standards-based instruction • Ongoing professional learning for teachers to ensure EL students receive appropriate instruction in ELD and in mainstream classes where additional language support for EL is needed so that EL are afforded instruction in ELD standards and in the state standards in each course. • Reading and Math intervention through both dedicated courses and after-school programs of support (accelerated learning due to Covid) • Translation and interpretation services	$1,075,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	The District engages students and their families as partners to create a climate of support and success.

An explanation of why the LEA has developed this goal.

This goal summarizes the District's value in engaging parents and students in decisions that affect their educational program so that they can be supported and successful. This goal addresses three state priorities: priority 3- parent Involvement, priority 5 - pupil engagement, and priority 6 - school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent participation rate on LCAP survey	2468 responses				Meet or exceed baseline metric
Average attendance at ELAC and DELAC meetings	ELAC - 8 average DELAC - 8 average				Increase to 12 for both committees
Number of EL family surveys completed	69				100
Parent participation at DAC meetings	12				21
chronic absenteeism rate	8.8%				5%
suspensions	991				940
expulsions	2 (pandemic made this number much lower than normal years)				Maintain baseline metric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduation rate	90%				Meet or exceed baseline metric
dropout rate	7.1%				5%
School attendance rate	91%				94%
Parent participation in programs for individuals with exceptional needs	Baseline year for parent participation in District Special Education Committee and in Parent committee for students with exceptional needs.				Exceed baseline metric

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing to provide oversight and support to students	Staffing to provide oversight and support to students includes: • District Community Liaison • Administration to support English learners, foster youth, homeless students, and students with exceptional needs. • Restorative teams for students returning from suspension, long term illness, or hospitalization • Support staff for the Kate Weller Barrett school for foster youth through Florence Crittenden • support staff for the unaccompanied minor program through Florence Crittenden	$1,789,800.00	Yes
2	Equipment, supplies, and technology	Equipment, supplies, and technology includes: • Instructional materials for suspension reduction efforts to help students develop coping skills	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Services to support student success and contribute to building a climate of support, safety, and connectedness.	Services to support student success and contribute to building a climate of support include: • The annual LCAP survey facilitated by the Orange County Department of Education through a contract with the District which includes responses related to school safety and school connectedness for all grade levels of students. It also includes perception responses about safety and school connectedness for parents and staff members. • The Annual EL parent survey • Parent committees for students with exceptional needs • The annual senior survey that is also administered six months after seniors have graduated. • Social/emotional training for staff • Parent institutes utilizing PIQE or other agencies • Social/emotional and mental health services to students utilizing agencies that will connect students and families to resources at their level of need.	$2,305,000.00	No
4	Services to support student success and contribute to building a climate of support	Services to support student success and contribute to building a climate of support specific to foster and homeless youth • Specific support to vulnerable student population of foster and homeless students and students with exceptional needs that includes mental health services, social/emotional coping skill training, tutoring, mentorships, and resources specific to students physical and health-related needs.	$300,000.00	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.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.39%	$12,336,395

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 Fullerton Joint Union High School District has a large population of EL, foster youth, homeless and low-income students. When considering the reality that of the 13,125 students who will all need additional support to recover learning loss due to COVID-19, there are populations of students that will have the most difficult time in connecting with their school while in Distance Learning. EL, foster youth, homeless students, and low-income students; these are the students who traditionally underperform. Additional actions and services ought to be, therefore, generated with them in mind first. To take that approach is consistent with the District's broad support of Universal Design for Learning (UDL). While all students will benefit from the supports outlined in this plan, they will do so because the District has considered first the equitable services that will meet the needs of those student populations who need the support the most. Social/Emotional support aimed first at foster and homeless youth who often struggle to make lasting and meaningful connections to school even in the best of circumstances will benefit all students who are experiencing mental health and/or social/emotional issues.

Goal 1, Action 1: Staffing to improve and increase student and family engagement and academic outcomes. Staff support primarily directed to increasing/improving services to EL, Foster, and Low Income Youth includes:

- Tutoring both inside and outside the school day. TOSA's, Community Liaison, and other personnel dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. AVID program instructors and tutors. The 10th-grade Opportunity program at LVHS. Florence Crittenton Foster Youth programs (Kate Weller Barret School and Unaccompanied Minors Programs). Guidance services for increased academic support and career

exploration. Instructional Aides in general education classes. District Administrative support

The highest percentages of students identified as needing increased support in order to be college and career ready are among foster youth, homeless youth and EL as evidenced in:

Graduation rates: 88.0% for all students as reported on Data Quest for the 2019/20 School year as compared to:

Foster Youth = 44.2%
Homeless Students = 77.0%
English Learners = 63.8%

Chronic Absenteeism Rate: 12.0% for all students as reported on Data Quest for the 2018/19 school year as compared to:

Foster Youth = 69.6%
Homeless Students = 32.7%
English Learners = 18.6%

suspension rates: 4.6% of all students as reported on Data Quest for the 2019/20 school year as compared to:

Foster Youth = 13.%
Homeless Students = 12.2%
English Learners = 9.6%

and academic indicators according to the 2019 Dashboard: The all students category performed at 39.9 points above standard in ELA. The all students category performed at 21.4 points below standard in Math; as compared to:

Foster Youth - ELA = 25.4 points below standard; Math = 147.8 points below standard
Homeless Students - ELA = 35.7 points below standard; Math = 100.4 points below standard
English Learners - ELA = 69.4 points below standard; Math = 129.9 points below standard

In order to address this disparity for these three subgroups, Foster Youth, Homeless, and English Learners we will increase tutoring utilizing both internal and external staff (outside agencies), continue providing dedicated staff members and outside agencies to specifically target and build mentoring relationships with EL (EL Family Liasions, District Community Liaision, EL TOSA, and dedicated administrative support though the Assistant Principal of Student Services position), dedicated staff and outside agencies to support foster and homeless students in connecting them to their school community and providing one to one and group mentoring support with academic tutoring, counseling, and wrap-around services for their families (Leaders in Resiliency, Tasha's Consulting and Training, Seneca Family of Supports, Dedicated administrative support at La Vista High School specifically aimed at supporting foster and homeless youth, TOSA assigned to support

homeless and foster youth, etc)

These actions are being provided on an LEA-wide basis and we expect/hope that all students who are performing below standards will benefit. However,
because of the lower performance level of Foster Youth, Homeless students, and English Learners and because the actions meet needs most associated with the chronic
stresses and experiences of students in these conditions, we expect that the performance level for our Foster Youth, Homeless students and English Learners will increase
significantly more than the average performance of all other students.

the actions are the most effective use of funds to meet the needs of unduplicated pupils and the basis for this determination. "Youth from backgrounds of environmental risk and disadvantage appear most likely to benefit from participation in mentoring programs..."
(Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review; American Journal of Community Psychology, Vol. 30, No. 2, April 2002 (°C 2002)

Goal 1 Action 2: Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms

Equipment, supplies, and technology to improve instruction and
increase access to AP/IB testing primarily for EL, foster, and low-income students but will benefit all students includes:
AP and IB Test sponsorships for low-income students
AVID supplemental materials and equipment

In reviewing student surveys at each District school to determine the number of students who planned to take either or both AP and IB tests in the spring, survey results showed that a significant number of students who qualified for free/reduced-priced meals did not plan to take all of the tests they were qualified to take due to financial hardships. Therefore, the District has set aside funds to sponsor students who otherwise would not take AP or IB tests due to the costs of the exams and registration fees. Test sponsorships for AP and IB testing for low-income students will allow them full and equitable access to rigorous tests that can qualify them for college courses early, saving them time and money once they have matriculated to college. While these sponsorships are designed specifically with low-income student's needs first, other students who may be experiencing temporary economic hardships will also benefit from the funds

AVID students are predominantly low-income and EL. Equipment and supplies, including multifunctional learning furniture and technology to foster the AVID tutorials and virtual field trips, will allow low-income and EL students the opportunities to take full advantage of the AVID curriculum and program. The support is offered LEA wide and the District expects that all students who participate in the AVID program will benefit. However, because of the inequities experienced by low-income and EL students, the District expects that the performance level of low-income and EL students will increase significantly more than the average performance of all other students. Therefore, supporting the AVID program districtwide benefits students whose population is largely made up of low-income and EL students.

Goal 1, Action 3: Services to provide academic guidance support and college exploration

Services to provide guidance support and college
exploration include:
*College tours and field trips for AVID students, most of whom
are either low income or EL or both.
* the Naviance web-based guidance program at BPHS, LHHS,
FUHS, and TRHS.

Evidence suggests that students who are given the opportunity to tour college campuses may increase their desire to take more challenging courses in high school and apply for college. Quoting a 2019 study, "As preliminary as the study is, it appears to be among the first research specifically on college campus visits. An older study on Upward Bound — an intensive program that aimed to help prepare low-income students for college, including through campus visits found it had no overall effect on college completion, but did seem to help students who started with lower academic aspirations. A recent study of GEAR UP in Iowa found that it boosted college enrollment by 3 to 4 percentage points. (What College Visits do for Middle Schoolers? Get Them Taking Tougher Classes, New Research Hints, Chalkbeat, March 27, 2019).

In addition, career exploration has been shown to have a positive effect on student outcomes. "Career exploration works; it is associated with both positive educational and employment outcomes, keeps students engaged in school, and helps them develop a better sense of self."
 (Association for Career and Technical Education (ACTE). (2017). Career exploration in middle school: Setting students on the path to success. Alexandria, VA: ACTE and Career Cruising. Retrieved on February 25,2020 from https://www.acteonline.org/wp-content/uploads/2018/02/ ACTE_CC_Paper_FINAL.pdf).

Again, AVID students are predominantly low-income and EL. The AVID program and the online guidance program, Naviance and programs like it will allow low-income students who would not normally have the funds to visit prospective colleges or have the opportunity to explore various career opportunities with a virtual college/career exploration experience that will help them work with guidance staff in putting together their four-year high school plan.

The support is offered LEA wide and the District expects that all students who participate in the AVID program and career exploration units will benefit. However, because of the inequities experienced by low-income and EL students, the District expects that the performance level of low-income and EL students will increase significantly more than the average performance of all other students. Therefore, supporting the AVID program, Naviance and other career exploration programs like it districtwide benefits students whose population is largely made up of low-income and EL students.

Goal 1, Action 4: Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and ELD for language proficiency.

Support to EL students includes
- EL TOSA - to facilitate district-wide training in ELD standards and instructional strategies for teachers of EL in mainstream classes
- EL Family Liaison at each District school to work with EL students and families.
- Translation/Interpretation services

In both the EL Parent survey and in the LCAP annual survey parents of EL expressed the need for more translation services for parents both in written communications and in-person meetings. In addition, surveys also revealed that parents of EL would like continued personalized support for EL families to better connect both students and their families to their school community. Staff surveys indicated that instructional staff desire more professional learning, in part to address the specific learning needs of EL acquiring English as they teach in content areas.

These actions are effective in meeting the goals for these students by providing professional learning to instructional staff on best practices in ELD and in differentiating instruction for EL. more personalized support to ensure EL students are making progress in acquiring the English language while learning content along with their English-only peers. Translation and interpretation services will provide parents the opportunity to fully engage in their student's education.

Goal 2, Action 3: Equipment, supplies, and technology
- Educational technology: both hardware and software primarily
targeting the needs of English learners, foster youth, and low-income
students

These actions are effective in meeting the goals for these students districtwide by targeting educational technology to the unique needs of unduplicated student populations. Educational Technology directed at English language acquisition emphasizing academic language vocabulary, comprehension skills, and writing fluency will help ELs acquire the language while keeping up with the rigorous learning of their English-only peers. While primarily directed toward providing the hardware and software to support EL, foster and homeless youth, all students will benefit and will allow unduplicated student populations to have equitable access to technology.

Goal 3, Action 1: Staffing to provide oversight and support to students

Staffing to provide oversight and support to students includes:
* District Community Liaison
* Administration to support English learners, foster youth, and
homeless students
* Restorative teams for students returning from suspension,
long term illness, or hospitalization
* Support staff for the Kate Weller Barrett school for foster
youth through Florence Crittenden

* Support staff for the unaccompanied minor program through
Florence Crittenton (foster youth)

Given the underperformance of English Learners, foster youth, and low-income students and the increased suspension rates for the same student populations (See above Goal 1, action 1), and given the research suggesting that mentorships, personalized attention, and specific interventions targeting EL, foster youth and low-income students result in positive student outcomes (Goal 1, action 1), the District has set aside funding for support staff directed primarily toward connecting students and their families to the school community, providing administrative support specific to EL, foster youth, low-income, and homeless students, creating school-site restorative teams for students returning from suspension or long-term hospitalization, and staff specifically hired to educate the foster and displaced students in the Kate Weller Barrett and Unaccompanied minor programs.

The support is offered LEA wide and the District expects that all students will benefit from these services. However, given the

These actions are offered LEA-wide and will benefit all students. However, it is the expectation/belief that these actions will be most effective in meeting the goals for unduplicated students in that the Community Liaison, dedicated administrative staff, and restorative teams will supply community resources that will address the academic and social/emotional needs of our highest needs student populations of EL, foster, low-income, and homeless youth. The District expects that EL, foster, and low-income students will benefit the most from these actions and services.
For example, foster and homeless youth make up the largest percentage of students who qualify for graduation requirement waivers but the waivers also benefit all students who may find themselves in need of such waivers due to unforeseen circumstances related to the pandemic and the economic hardships that have become a reality for many families.

Goal 3, Action 4: Services to support student success and contribute to building a climate of support

Specific support to the vulnerable student populations of foster and homeless students and students with exceptional needs that include mental health services, social/emotional coping skill training, tutoring, mentorships, and resources specific to students' physical and health-related needs.

Through the LCAP survey parents, students, and teaching staff indicated a need for additional social/emotional and mental health services. Research indicates social/emotional training and mental health support improves student engagement and student outcomes, especially among high-needs student populations of EL, foster, and low-income students. "A 2011 study [focusing on students of poverty] reviewed over 200 studies that involved more than 200,000 children. It found that school-based SEL programs, implemented by teachers in primary, middle and secondary schools not only improved children's SEL skills but also improved their mental health/behavioral problems and their standardized achievement test scores. In short, we have a robust evidence-based approach to help close the cognitive/academic and social/emotional gaps in learning" (Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream, AEI/Brookings Working Group on Poverty and Opportunity, 2015).

EL, foster youth and low-income students, as well as students facing homelessness have and traditionally feel more acutely the effects of economic downturns than all other student groups. This has been especially true during the pandemic where isolation has increased the need for mental health supports nationwide. These services are offered Districtwide and will benefit all students but given the added trauma experienced by EL, foster, homeless, and low-income students the District expects/believes that these unduplicated student populations will benefit most and receive an increased benefit as a result of offering these services.

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

Services for foster youth, English learners, and low-income students are being increased or improved in the following ways as outlined in the goals of the LCAP:

- Tutoring both inside and outside the school day.
- TOSA's, Community Liaison, and other personnel dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and
academic achievement in the school community
- AVID program instructors and tutors. The program is predominantly populated with unduplicated student populations
- The 10th-grade Opportunity program at LVHS
- Florence Crittenton Foster Youth programs (Kate Weller Barret School and Unaccompanied Minors Programs)
- Guidance services for increased academic support and career exploration
- Instructional Aides in general education classes to help with language acquisition and other academic needs
- District administrative support to coordinate services to unduplicated student populations
- AP and IB Test sponsorships for low-income students
- AVID supplemental materials and equipment
- College tours and field trips for AVID students, most of whom are either low income or EL or both.
- the Naviance web-based guidance program at BPHS, LHHS, FUHS, and TRHS.
- Educational technology: both hardware and software primarily targeting the needs of English learners, foster youth, and low-income students
- District Community Liaison to connect families of English learners, foster youth, and at-risk students to their school community and local resources
- Site administration to support English learners, foster youth, and homeless students
- Restorative teams for students returning from suspension, long term illness, or hospitalization
- Support staff for the Kate Weller Barrett school for foster youth through Florence Crittenden
- support staff for the unaccompanied minor program through Florence Crittenden
- Specific social/emotional and mental health support to the vulnerable student population of foster and homeless students

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$13,927,013.00	$121,355,592.00	$10,321,928.00	$646,970.00	$146,251,503.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$131,798,843.00	$14,452,660.00

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	Staffing to improve and increase student and family engagement and academic outcomes	$2,936,971.00			$156,970.00	$3,093,941.00
1	2	English Learners Foster Youth Low Income	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms	$282,400.00				$282,400.00
1	3	English Learners Foster Youth Low Income	Services to provide academic guidance support and college exploration	$100,260.00				$100,260.00
1	4	English Learners	Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and ELD for language proficiency.	$660,000.00				$660,000.00
2	1	All	Basic staffing, salaries and benefits to provide professional learning, and extended learning opportunities for all students	$4,615,102.00	$111,328,072.00	$10,321,928.00		$126,265,102.00
2	2	All	Equipment, supplies, and technology	$210,000.00	$9,965,000.00			$10,175,000.00
2	3	English Learners Foster Youth Low Income	Equipment, supplies, and technology	$100,000.00			$100,000.00	$200,000.00
2	4	All	Services to provide training and educational technology	$685,000.00			$390,000.00	$1,075,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Staffing to provide oversight and support to students	$1,762,280.00	$27,520.00			$1,789,800.00
3	2	All	Equipment, supplies, and technology	$5,000.00				$5,000.00
3	3	All Students with Disabilities Students with exceptional needs	Services to support student success and contribute to building a climate of support, safety, and connectedness.	$2,270,000.00	$35,000.00			$2,305,000.00
3	4	Foster Youth Low Income	Services to support student success and contribute to building a climate of support	$300,000.00				$300,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$6,141,911.00	$6,426,401.00
LEA-wide Total:	$6,041,651.00	$6,326,141.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$100,260.00	$100,260.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Staffing to improve and increase student and family engagement and academic outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,936,971.00	$3,093,941.00
1	**2**	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms	LEA-wide	English Learners Foster Youth Low Income	All Schools	$282,400.00	$282,400.00
1	**3**	Services to provide academic guidance support and college exploration	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BPHS, FUHS, LHHS, TRHS, SOHS	$100,260.00	$100,260.00
1	**4**	Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and ELD for language proficiency.	LEA-wide	English Learners	All Schools	$660,000.00	$660,000.00
2	**3**	Equipment, supplies, and technology	LEA-wide	English Learners Foster Youth	All Schools	$100,000.00	$200,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	1	Staffing to provide oversight and support to students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,762,280.00	$1,789,800.00
3	4	Services to support student success and contribute to building a climate of support	LEA-wide	Foster Youth Low Income	All Schools	$300,000.00	$300,000.00

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:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.