

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Tracy Independent Study Charter School (TISCS)
CDS Code:	39 75499 0139949
LEA Contact Information:	Name: Mary Petty Position: Principal Email: mpetty@tusd.net Phone: 209-830-3280
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$615,259.00
LCFF Supplemental & Concentration Grants	\$39,723.00
All Other State Funds	\$40,696.00
All Local Funds	\$0
All federal funds	\$0
Total Projected Revenue	\$655,955

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$413,992.00
Total Budgeted Expenditures in the LCAP	\$585,081.71
Total Budgeted Expenditures for High Needs Students in the LCAP	\$300,666.18
Expenditures not in the LCAP	\$-171,089.70

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$0
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$0

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$260,943.18
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP include: health services, administrative services such as fiscal, personnel and operations including maintenance, facilities and security.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Tracy Independent Study Charter School (TISCS)	Mary Petty Principal	mpetty@tUSD.net 209-830-3280

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and/or budgeted expenditures as TISCS is 100% online and virtual.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Unlike many other schools, districts, and programs, TISCS was designed to be a 100% online and virtual dependent charter school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
TISCS has purchased laptops, computer bags, and hot spots for each registered student into the school.	63,789.00	47,172.18	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Unlike many other districts and charter schools, because we are 100% online/virtual, we did not have any substantive difference between the planned actions and/or budget expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

TISCS is an online/virtual school that uses Edgenuity as the instructional platform. All students had access to a new laptop, new hotspot, and a new computer bag. TISCS had success with continuity of instruction in our first year as our teachers and students had access to functioning technology. On the LCAP Survey of 100% parents agreed or strongly agreed students used technology to support learning. Our staff had access to professional development opportunities offered by both Edgenuity and TUSD in regards to distance learning and pupil participation and progress.

Pupil participation was very high during distance learning which was a huge success. Attendance rates were above average, around 95%, compared to the daily attendance rate from previous years. While the attendance rate was high, some students were not engaged and failed classes. This was a challenge for TISCS and if teachers needed support, our office staff and administrators set up phone conferences with parents and/or conducted a home visit for reengagement and other opportunities that may be more successful for the student.

TISCS teachers were able to participate in TUSD Professional Development offerings for teaching virtually and for using Microsoft Teams. In addition, TUSD sites held additional professional development for their site specific needs, and if our TISCS teacher was on that site, they participated. Since TUSD shifted professional development topics to include more technology based training such as Blended Learning Best Practices, Microsoft Teams and Microsoft Office, TISCS teachers were also offered these trainings.

TISCS was able to provide support for pupils with unique needs by holding intervention and services remotely. Students with an IEP received their services through Microsoft Teams. Teachers weekly support schedules allowed for intervention periods where they could pull a small group of students or work one on one with a student to provide additional support, this includes English learners who received both designated and integrated English language development. On the LCAP Student Survey 82% of students agreed or strongly agreed the school provides support for struggling students before, during and or after the school day. The use of Zoom and Microsoft Teams also increased the amount of parents attending school site meetings such as parent teacher conference, IEP and SST meetings. With ongoing communication and collaborative efforts, staff, students and parents persevered by addressing challenges and working together.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Edgenuity Contract	39,200.00	39,200.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to our online learning platform, and weekly check in meetings with a teacher of record, there was no substantive differences between planned actions and/or budgeted expenditures for addressing learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Edgenuity and teacher of records were available to all students, including English learners, Foster Youth, and Pupils with exceptional needs and homelessness, 24 hours a day and 7 days a week. Although teachers may not respond to student requests immediately after contract hours, teachers did make it a point to address questions, be available, re-open assessments, etc. at their earliest convenience.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

If a student, parent, and/or teacher requested any type of social/emotional and or mental health support, our academic counselor and/or administrator would request this resource from an existing mental health provider contracted through TUSD prevention services that was available to support. According to our LCAP survey results from students and parents as the need for mental health services rated high as a top priority on the parent, student and staff LCAP Survey. There were several major successes in regards to mental health services. Mental health services were available to all students and outreach was available to parents by providing strategies to support their students at home. The challenge with providing such services virtually to our students was that often times students were not in a confidential or secluded space to speak freely. In the future we will try and encourage counseling sessions to take place in person in an office space on our campus.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

During the 2020-21 school year, TUSD dramatically increased communication with all stakeholders, that included TISCS parents and students. There were many successes due to increased communication. The Associate Superintendent held bi-weekly informational sessions for staff and parents to keep them updated on available resources and changing information due to the pandemic. Site and District staff conducted over 300 home visits to ensure students were receiving needed materials and were in safe environments, which included TISCS students. Per the TISCS petition, we host a parent advisory board. Teachers are available to parents and students on a standing weekly appointment, and when needed, contact with our academic counselor or administrator was readily available so that we could offer outreach and support services. When a student was not meeting academic requirements or engaging instruction teachers and site administrators contacted families to come up with a plan. TISCS held virtual SST meetings to support students and families with academic engagement. TISCS adopted the TUSD tiered reengagement plan to help students who were disengaged from learning. Tier I consisted of parent contact, Tier II Parent Meeting or home visit, Tier III referral to prevention services or the SARB process. Some challenges in providing outreach to families include a small percent of families who were unresponsive despite multiple attempts to engage.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

TISCS does not participate in our school nutrition program since we are 100% online and virtual. Should a student/family need or a teacher notice that a student or family needs assistance with food and/or nutrition, we would offer them a free lunch through the waiver TUSD was granted by USDA.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Since TISCS is a dependent charter school of TUSD, if our students need social and emotional support and/or mental health support, we will refer our students to the Coordinator of Prevention Services to seek services in these areas as needed.	TBD		
Distance Learning Program (Supports for Pupils with Unique Needs)	Since TISCS is a dependent charter school of TUSD, if our students need English Language support, we will utilize our full time EL Counselor and District EL Coordinator to work with EL our students and provide professional development to staff to support academic achievement as needed.	TBD		
Distance Learning Program (Supports for Pupils with Unique Needs)	Since TISCS is a dependent charter school of TUSD, if our students and/or their families need bilingual support, TUSD has employed a number of Bilingual Parent Liaisons to ensure families know and have access to school and community resources. In addition, the TUSD District Translator is available to help TISCS families with interpretation and translation services as needed.	TBD		

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

TISCS changed the process of directing all mental health referrals to our academic counselor instead of our Coordinator of Prevention Services. Should our staff need further support with mental health supports, we would then consult with the Coordinator of Prevention Services.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Due to the COVID 19 pandemic and the rise in mental health concerns, the 2020-21 programs should inform the 2021-24 LCAP to provide more mental health service providers TISCS students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to support our TISCS students through weekly check-in meetings with teachers, 24 hours/7 days a weeks support and availability with the Edgenuity platform and teacher availability. In addition, our academic counselor and administrator will continue to provide timely support to our students and staff. In addition, TISCS teachers did collaborate on hosting small-group intervention sessions by concept and/or subject if they felt students were needed more support in a particular area that required the attention of another TISCS teacher who had expertise in those areas, especially for our foster youth, english learners, student with exceptional needs and those with housing insecurity.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Due to TISCS being a 100% online/virtual charter school, there were no substantive differences between the description of actions and/or services that need to be increased or improved.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

TISCS was not in operation during the 2019-20 school year, therefore a 2019-20 LCAP does not exist. One area where we received some feedback from our elementary and middle school teachers was in the area of curriculum. Specifically our middle school teachers would like to see more alignment to our current STEM and NGSS standards, so we have reached out to TUSD's STEM implementer to begin this work. In addition, our elementary teachers have requested more alignment between Edgenuity and the Common Core Standards for California in the area of science and social studies. After some research and collaboration, TISCS purchased a program called Study.com to help fill this gap for our TISCS students.

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tracy Independent Study Charter School (TISCS)	Mary Petty Principal	mpetty@tusd.net 209-830-3280

Plan Summary [2021-22]

General Information

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

The city of Tracy's mission is to provide the community with the basic and extended services that offer opportunities for individuals, families and businesses to prosper as they live, work and play in Tracy. Tracy's strategic location is a theme that runs throughout our town's history, even as the country's emphasis has shifted from railroads to highways. Tracy is now centered in a triangle formed by the major interstates of 580, 205 and 5. We are a community where neighbors and local merchants greet you by name and highly value traditions, family, education, and the arts within the community. In alignment with the city's purpose and vision, the Tracy Unified School District (TUSD) acts as the hub of the city in which students of diverse backgrounds engage in, on a daily basis in their educational environment. To keep up with the diverse needs of our students, TUSD developed Tracy Independent Study Charter School (TISCS), in 2019. TISCS's virtual educational platform is evidence that TISCS offers a progressive alternative for our students who want to reach their fullest potential in an alternative style learning environment. Although TISCS is a 100% online/virtual school community, each student has a weekly one-on-one, in-person meeting with their teacher of record. Additionally, each teacher is accessible to their students on a daily basis to offer support for academic or social/emotional needs. The TISCS school staff strives to prepare students to become the leaders of tomorrow and develop a love of lifelong learning in a way that is tailored to the individual student and their goals.

TISCS Vision

Preparing each student to succeed in their future and be college and career ready upon graduation.

TISCS Mission

As an virtual home-based educational program, Tracy Independent Study Charter School utilizes a standards-based education that addresses individual differences and learning styles and provides students the opportunity to select customized courses and pathways.

Although TISCS is its own LEA, it is a fiscally dependent charter school, authorized under TUSD. TISCS serves a highly-diverse group of students that are often simultaneously working on their personal passions while attending our on-line school. While supporting and enriching those passions, our teaching staff will also prepare each student to be well-rounded individuals of our community and build their knowledge and skill base in order to pursue college and/or career goals upon graduation. TISCS serves students from Kindergarten through 12th grade, and we are currently making plans to transition to our own school site for the 2021-22 school year. During the 2019-2020 school year, Tracy Independent Study Charter School served 221 students. We anticipate approximately 100 students will transition back to their zoned schools for the 2021-22 school year. In addition, we have gained new students during our open enrollment and anticipate more TUSD students to transition over to TISCS once TUSD returns to 100% in-person learning in the fall.

As a result of data analysis, goals and actions have been identified as a result of consultation and engagement with stakeholder groups throughout the 2020-2021 school year. To best serve our diverse student population TISCS will continue with the important TUSD adopted pillars of Rigor, Relevance, and Relationship. Such pillars are stated in Bill Daggett's book, *The Daggett System for Effective Instruction*, "Creating a school or district culture is the starting point in establishing an aligned system of instructional effectiveness." A culture in which, Vision/Values/Beliefs in action, that ALL students:

- Can and will learn to their fullest potential, given the right conditions
- Need foundational knowledge
- Need stretch learning based on high expectations, as determined by individual needs/abilities
- Need to be energized and actively engaged in their own learning
- Need to develop personal skills of responsibility, respect, and more

These beliefs are the core of TUSD and TISCS LCAP goals, actions, and services to guide specific behaviors and practices for student achievement.

Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 2: Provide a safe and equitable learning environment for all students and staff.

In alignment with these goals, TISCS is concentrating actions, services and resources on the following initiatives:

- a. Social/Emotional (SEL) supports for students
- b. Early Literacy education for all students
- c. Increased NGSS and STEM curriculum offerings for all students
- d. Alignment of Edgenuity coursework and California State Common Core Standards
- e. Intervention and acceleration for at risk students

The team continues to evaluate state and local data to focus all attention on academic and social emotional needs of students. TISCS will continue to support the two LCAP Goals and 5 initiatives with existing financial resources and grant funding dependent of TUSD to target

areas of improvement with a clear and coherent focus on student learning.

Reflections: Successes

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

Since TISCS was a brand new charter school for the 2019-20 school year, there is no baseline data available from the California School Dashboard and/or local data. TISCS did have 21 senior high school graduates, and two of the seniors graduated early.

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.

Since TISCS was a new school in 2020-21 we have no dashboard data. However, based on local data, Edgenuity, and student grade reports, we have determined that there is a gap in Science and NGSS standards.

LCAP Highlights

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

Through analysis of local data, along with input from all stakeholder groups including a variety of surveys and meetings, the TISCS team identified four key initiatives to be addressed during the 2021-2022 school year.

- a. Social/Emotional supports for students
- b. Early Literacy education for all students
- c. Increased NGSS and STEM curriculum offerings for all students
- d. Alignment of Edgenuity coursework and California State Common Core Standards
- e. Intervention and acceleration for at risk students

To support the key components of the LCAP TISCS will:

Continue monitoring K-2 students reading level to be at grade level by the end of third grade, using TUSD literacy assessments. Analyze and monitor student assessment data to provide responsive interventions to all K-2 students. TISCS will continue to research and supplement additional literacy components and lessons using Study.com, which offers our teachers additional lessons and the capability to design targeted assignments in all subject areas. Study.com will also align all instructional supports with the California Common Core Standards.

TISCS staff will continue to provide ELA/ELD and Math through Edgenuity and TUSD supplemental programs and materials to provide rigor, relevance, and strong relationships. Since TISCS is dependent on TUSD, a recipient of the Education Innovation and Research Grant, TUSD will continue a system of support for year 4 implementation to assist teachers and sites implementing integrated STEM units for grades K-8. The TUSD STEM project components will include: develop and deliver interdisciplinary curricula centered on engineering and computer science, engage partners to refine curricula provide field-based learning experiences, and provide staff with professional learning to effectively, implement the new curricula. Students will engage in hands-on inquiry based science/5-E lessons, science talks, and science writing/sense making notebooks. Additional funds have been allocated for materials to support design challenges and hand on activities. TISCS staff will work with the STEM Director and Professional Learning staff to align and implement NGSS and STEM curriculum for all students.

TISCS will implement professional development for all teachers in Edgenuity and also utilize TUSD professional development offerings to increase student success and achievement. For those students who are at-risk and need interventions, TISCS teachers will offer additional one-to-one and/or small group intervention times by subject matter in collaboration with their colleagues. Additionally, TISCS students will be offered additional interventions offered by TUSD site programs to aid in the acceleration process for students who are at risk. Such interventions will support students during and after the school day.

Social Emotional Learning Curriculum will be accessible to all TISCS teachers who support students in grades K-8, in which students and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. TISCS will also have full access to TUSD prevention and mental health services as TUSD has increased mental health services to 5 days a week at each site for the 2021-22 school year.

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.

Tracy Independent Study Charter School (TISCS) is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

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Stakeholder Engagement

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

Throughout the 2020-2021 school year and the Covid-19 Pandemic, increased its efforts to solicit feedback from parents, students and staff. Biweekly informational meetings were held by the Associate Superintendent of Educational Services. During these sessions, information regarding TUSD and TISCS was given regarding resources available to staff, students and community. Students, staff and community submitted questions before the meetings and staff addressed the questions during the informational sessions. Any question or feedback was read and responded to. Several surveys were administered regarding distance learning and the needs of the community. TISCS personnel such as the principal, counselor, office staff, and teachers were in constant communication with students and families regarding student needs. In addition to these informal stakeholder feedback opportunities, there were several meetings and a survey given specifically regarding the LCAP. Surveys were administered to staff, community members and students in grades 4 through 12 in February of 2021. TISCS students and families who were a part of our school for the first semester were invited to take the LCAP survey. TISCS had 60 student responses, 38 parent responses and 8 staff responses for the LCAP Surveys. There were three TUSD evening LCAP Community Stakeholder Meetings held using Zoom, on March 18th, April 15th and April 29th, 2021, where feedback was noted. During these meetings, data from the surveys and the California Dashboard was shared, along with previous actions and services from the prior TUSD LCAP. Community members gave input on what actions they felt were most important as well as actions that were not previously in the LCAP. Notes were taken at each meeting with stakeholder comments or suggestions. On March 19, 2021 consultations with each bargaining unit (TEA and CSEA) were held. TUSD survey data which includes TISCS was shared with TEA and CSEA at these meetings, and both units gave input for actions they felt were needed to meet the goals of TUSD including TISCS. On March 22nd, TISCS held a Parent Advisory meeting to specifically review TISCS LCAP student, parent, and staff data. Notes were taken by the principal on school-wide successes and gaps. On May 5th, a draft of the TUSD LCAP was shared with the SELPA to ensure alignment with the Special Education Local Plan. Suggestions were incorporated into the TISCS LCAP. On June 8th a public hearing was held for the LCAP. The LCAP was posted on the TUSD and TISCS website from June 9th through June 22nd for public comment.

A summary of the feedback provided by specific stakeholder groups.

The bulk of the stakeholder feedback came from the LCAP surveys which were administered in February of 2021. The survey indicated parents, students, and staff felt that STEM needed to be more of a focus. 40% of our parents felt TISCS could improve on offering courses in a wide variety of STEM-related careers, and 21% were unaware if we did or not. Furthermore, at our parent advisory meeting, two teachers spoke up about the need to spiral and implement more STEM lessons and curriculum into the Edgenuity platform and curriculum.

Student feedback centered around the need for or knowledge of mental health services. 47% of our students expressed they did not know what mental health services were available. 82% of our students expressed that TISCS supports them with tutoring and/or interventions before, during, and after school. At our Parent Advisory meeting in March, teachers expressed a desire for more 51% of our students stated that they did not know, disagreed, or strong disagreed that STEM was better learned when they are able to touch, hold, and make things as part of their learning process.

The TISCS Staff Survey indicated 100% of our teachers felt strongly satisfied or satisfied with our school, and 72% felt that their work environment is safe.

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

There are several action items that address the feedback provided from stakeholders:

Goal 1:

STEM Actions: 14

Intervention Actions: 7,8

Professional Development Actions: 1,3

Goal 2:

Unconscious Bias Training for Staff: Action 5

Prevention Services/Mental Health Services: Action 4

Goals and Actions

Goal

Goal #	Description
1	Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

An explanation of why the LEA has developed this goal.

TISCS chose this goal because our local data (LCAP stakeholder feedback), shows the need for continued academic growth in the area of STEM which impacts multiple subject matter knowledge and future STEM-related careers. TISCS would like to improve in the area of College and Career readiness and ensure all students are ready for the workforce and or higher education. Due to the COVID pandemic TISCS recognizes there will be a need to accelerate learning and tiered supports to help students who may have experienced learning loss. We plan to focus in these areas and will measure progress toward our goal using the identified metrics:

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a- Percentage of Teachers Appropriately Assigned and Fully Credentialed in Subject Areas for which they teach	100% 2020-21 SARC Report				100%
1.b.- Percentage of Sufficient Access to Standards Aligned Instructional Materials for TISCS students	100% Edgenuity Platform & AP materials ordered through IMC				100%
2.a- Implementation of SBE Adopted Academic and Performance	Subject/Q1/Q2 ELA: 4/4				Subject/Q1/Q2 ELA: 5/5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards.	ELD: 4/4 Mathematics: 4/4 Next Generation Science Standards: 3/3 History/Social Science: 3/3 2020-21 Local Indicator/LCAP Staff Survey				ELD: 5/5 Mathematics: 5/5 Next Generation Science Standards: 5/5 History/Social Science: 5/5
4.a- Statewide Assessment Participation Rate ELA/Literacy and Math Grades 3-8, & 11 Science (CAST) Grades 5,8,11, & 12					100% Participation 80% Met or Exceeded
4.b- Percent of students successfully completing A-G					100%
4.c Percent of students successfully completed CTE course from Edgenuity					25%
4.d Percent of students successfully completed both A-G requirements					25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.e. Percentage of English Learner progress toward English Proficiency as measured by ELPAC					70%
4.f- Percentage of English Learner Reclassification					25%
4.g- Percent of students passing Advanced Placement (AP) Exams with 3 or higher					85%
4.h.- Percent of students demonstrating college preparedness Early Assessment Program exam (EAP) in Math and English Language Arts in 11th Grade					70% ELA 45% Math
5.a- School attendance Rate					98%
5.b- Chronic Absenteeism Rate					1%
5.c.- Middle School Drop Out Rate					0%
5.d- High School Drop Out Rate					0%
5.e- High School Graduation Rate					100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>7.a- Pupils have access to and are enrolled in a Broad Course of Study described under EC section 51210 and 51220 (a)-(i) as applicable, including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02 as implemented by Section 42238.03.</p> <p>This will be measured by the percent of students having access to a broad course of study using master schedules</p> <p>This will also be measured using the percent of student and student groups</p>	<p>K-12 students had access to a broad course of study, as verified by Edgenuity.</p> <p>A-G Requirements: All Student- English Learners- Socio-Economically Disadvantaged-</p>				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completing A-G requirements.					
8 Percentage of pupils meeting prepared on the College/Career Indicator 2019-20 All Student- All English Learners- EL Socio-Economically Disadvantaged- SED	College Career Indicator 2019-20 All Student- English Learners- Socio-Economically Disadvantaged-				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Supplemental Basic Services	TISCS staff utilized additional instructional minutes beyond state minimum requirement to close the achievement gap were utilized. Provide all basic services as defined in TUSD/TISCS Resolution 10-04; Clarifying the Primary and Secondary Purposes and Functions of the Tracy Unified School District, and Discerning Core Services from Supplemental Services, and	\$231,404.00	No
2	Staff-attendance clerk	Part-time (4.0) attendance clerk to greet students and families, track attendance, answer phone calls, etc.	\$20,556.25	No
3	Staff-Registrar	part-time (4.0) registrar to handle grading, engagement/attendance tracking and monitoring, meet with students and families, work side by side with academic counselor for course selections and class scheduling.	\$23,655.28	No

Action #	Title	Description	Total Funds	Contributing
4	Staff - EL Support	Continue to provide EL Coordinator and testing team services to support all English learners in TISCS.	\$2,700.00	Yes
5	Edgenuity & Pathblazer	Continue to contract with Edgenuity and Pathblazer to provide an on-line learning and curriculum platform for TISCS students grades K-12.	\$39,200.00	Yes
6	Part time Academic Counselor	Provides course scheduling for all TISCS students, meets with students and families for various supports, schedules and manages SST meetings, etc., liaison for Edgenuity etc.	\$8,094.00	Yes
7	Intervention - Curriculum Supplemental Support	TISCS staff will be able to provide supplemental curriculum support and intervention services for all K-12th high need students for during and after the school day.	\$10,000.00	No Yes
8	Intervention - Undetermined Support Services	Allocate additional funds to provide undetermined support services by district and/or sites as the need is defined during the school year, in which TISCS would be able to utilize.	\$15,000.00	Yes
9	CTE/ROP - Supplemental College/Career Programs & Services	TISCS/Edgenuity will have access to CTE/ROP Supplemental Programs, services, and courses to provide students with learning opportunities related to the Real-world and allow them to explore potential career paths for the future.	\$5,000.00	Yes
10	College/Career - UC/CSU	TISCS staff will have access to the Implementation and monitoring of the plan to increase the number of At-risk students meeting UC/CSU requirements upon graduation. Provide professional development for site administrators and counselors of TISCS.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	College/Career - Dual Enrollment	TISCS students will have access to a partnership with San Joaquin Delta College which will allow "Dual Enrollment" opportunities for high school students to earn Junior College credits while completing high school.	\$0.00	Yes
12	Technology	Purchase technology to support teaching and learning through the implementation of CA State Standards per the district Technology Plan. Provide ongoing training opportunities which will support teaching and learning for all students in TISCS.	\$47,172.18	Yes
13	Professional Development	TISCS teachers will attend professional development through TUSD to increase student achievement.	\$150,000.00	Yes
14	Curriculum STEM Enrichment	TISCS staff will have access to additional hands-on materials and supplies to support STEM education, Edgenuity curriculum, and Girls Who Code after school enrichment.	\$5,000.00	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.

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Goals and Actions

Goal

Goal #	Description
2	Provide a safe and equitable learning environment for all students and staff.

An explanation of why the LEA has developed this goal.

TISCS chose this goal because providing a safe and equitable environment both mentally and physically is of the utmost importance to TISCS stakeholders. Mental health services and awareness of those services was a high priority for students on the LCAP survey. Due to the COVID-19 pandemic and virtual learning being new to most, students and staff need to feel safe returning to in-person learning. We plan to focus in these areas and will measure progress toward our goal using the identified metrics:

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.c- School Facilities maintained in good repair	100% 2020-21 FIT Report				100%
3.a- Parental Involvement - LCAP Survey	Spring 2021 (38.71% & 58.06% strongly agreed or agreed) 2021 LCAP Parent Survey				50%
3.b- Parent Involvement (Unduplicated Students)	100% TISCS has documentation verifying announcements and contacts made throughout the school year.				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 School year recruited parents of unduplicated students to participate in Parent Advisory Board through school-wide emails and teacher communications.				
3.c- Parental Involvement (Individuals with Exceptional Needs)	<p>100% TISCS has documentation verifying announcements and contacts made throughout the school year.</p> <p>2020-21 School year recruited parents of unduplicated students to participate in Parent Advisory Board through school-wide emails and teacher communications.</p>				100%
5.a- School attendance Rate					98%
5.b- Chronic Absenteeism Rate					1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.a- Pupil suspension rate- the percentage of pupils who are suspended at least once during the academic year	0% 2019-20 Discipline Dashboard Aeries				0%
6.b- Pupil expulsion rate- the percentage of pupils who are expelled from the district during the academic year	0% 2019-20 Discipline Dashboard Aeries				0%
6.c- School Climate and Safety	<p>School Safety Climate Data:</p> <p>Parents: 16% and 28% strongly agreed and agreed that there students were safe at school.</p> <p>Students: 16% and 44%% strongly agreed/agreed that they felt safe at school.</p> <p>Staff: 43% and 29% strongly agreed/agree that they felt safe at work.</p> <p>2021 - LCAP Parent, Student and Staff Surveys</p>				85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8.a- Other pupil outcomes -	Social/Emotional and behavioral support and counseling offered by contracted mental health agencies for TISCS will be advertised and available to students 5 days a week.				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	FIT Report	Complete deferred maintenance at non-bonded schools (ICGC location is non-bonded), per district timeline to meet facility district standards and to address areas identified from the FIT Report.	\$3,000.00	No
2	HVAC and Water filtration	TISCS will utilize (as needed) such funds to purchase HVAC units and water filtration systems to promote clean air and water.	\$5,300.00	No
3	Personal Protective Equipment (PPE)	Purchase PPE for students and staff of TISCS to address COVID-19 as the need arise.	\$500.00	No
4	Prevention Services	TISCS high need students will have access to all preventative services offered by TUSD. Such services include mental health, community resources, social/emotional curriculum, suicide awareness and sex education/awareness.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Staff Training-Unconscious Bias	Provide Unconscious Bias and Culture Competency Training for all TISCS staff to increase awareness and positive responsiveness to diversity and equity.	\$1,000.00	Yes
6	Parent Education	Parent education services and programs can be accessed by TISCS parents, and provided by TUSD.	\$2,500.00	Yes
7	Mental Health/ Social/Emotional & Behavioral Agencies	Contract with outside agencies to provide academic, social/emotional, and behavioral support for the needs of TISCS students in K-12 (i.e. Mental Health Workers, etc.) ,Tier 2.	\$10,000.00	Yes
11				

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.

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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
7.26%	\$41,272.00

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.

TISCS has an unduplicated pupil count of 41%. All actions in Goal 1 and 2 are accessible and available to all of TISCS students, staff, and families, since we are a dependent charter of TUSD. The expenditure of supplemental and concentration funds on an LEA-wide or site-wide level is justified by the fact that each of these items are researched practices and programs goal to prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups. Thus, each action places a special emphasis on better meeting the needs of unduplicated students.

Goal one actions are intended to support the academic achievement of all students, but specifically foster youth, English learners and low income students. In the area of ELA, specifically early literacy education and STEM related education, TISCS students need more support as defined by LCAP survey results and discussed by our staff in our parent advisory sessions. Goal 1 action 1 demonstrates the increased services within TISCS exceeds the number of basic instructional minutes mandated by the state of California. Research indicates effective strategies to support student living in poverty include longer school days.

Staff development (Goal 1 Actions 13 and 14) are intended to train educators on strategies and pedagogy to address the achievement gap that exists amongst student groups. Professional development includes ELD, K-12 Ca Standards in Literacy and Math and STEM. TUSD will expand it's professional learning department by hiring addition Teachers on Special Assignment to support professional learning needs, including TISCS teachers. Research as shown improving pedagogical knowledge and content knowledge when using sustained, intensive professional development models of implementation improves student achievement.

TISCS will continue to offer current intervention actions and increased interventions available students with LCFF Funds and grant funding through TUSD. Goal 1, Actions 7 and 8, outline curriculum and intervention actions to improve student achievement including intervention

paraprofessionals, literacy intervention materials and curriculum, after school and/or in-school tutoring, inclusion support and training for special education students. Foster youth, English Learner and low income students will be given priority in participating in these interventions based on their academic need. Research states that students need access to targeted interventions to have an opportunity to build ELA/ELD skills directed to these needs.

Goal 1, Actions 9, 10, and 11 are intended to increase the number of TISCS students who are prepared for college and or career. Actions include increasing the number of academic counselor at each site, which will directly benefit our TISCS counselor who provides support at another TUSD site, provide CTE/ROP courses at TISCS, increase awareness of the CTE pathways, monitor the number if students meeting UC/CSU requirements and partner with Delta College to provide dual enrollment opportunities for students.

Goal 1, Action 12 gives students the appropriate access to technology and library services by purchasing technology for both students and staff, replacing outdated student devices, providing hotspots, to support students with literacy, research and tech support. Such technology and library supports will directly benefit TISCS students.

Goal 2 addresses the safety of students both physically and mentally. TISCS staff and students will have access and direct support through expanded district-wide grant funding and LCFF funds and actions to ensure safety. Goal 2, Action 4 will expand the Prevention Service department to include a Community Works Coordinator to provide direct support to students who are at risk or have social/emotional, mental health or truancy needs, this includes unduplicated students. These support providers are needed as students who are low income, foster youth, and socio economically disadvantaged need more support, according to Dashboard data indicators in TUSD. Since TISCS students are primarily made up of former TUSD students, we will continue to offer such support.

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

TISCS has an unduplicated pupil count of 41%. All actions in Goal 1 and 2 are provided on a LEA-wide or school-wide basis in order to meet the needs of all at risk students in TISCS. The expenditure of supplemental and concentration funds on TUSD-wide funds is justified by the facts that each of these items are researched practices and programs goal to prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups. Thus, each action places a special emphasis on better meeting the needs of unduplicated students in TISCS.

Through grant funding, federal funds and LCFF funds, TUSD continues to provide actions specifically for unduplicated students that will benefit students and staff of TISCS. TUSD Goal 1, Action 4 will provide English Learner support through EL Counselor and the District EL Coordinator. These positions provide direct support to TISCS students and their families as well as to TISCS staff through professional

development and coaching. TUSD is continuing with STEM Education with a focus on equity for all student specifically underrepresented student groups, which will be a direct support to our TISCS school community. Goal 1, Actions 14 and 15, increase professional development of all core subject areas, including STEM education in TUSD. STEM ensures that every student has a solid learning trajectory that progresses through elementary, middle and high school and there by increases the number of underrepresented students engaged in rigorous STEM learning. This improves the ability of all TISCS students to be college and career ready.

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Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.