Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.
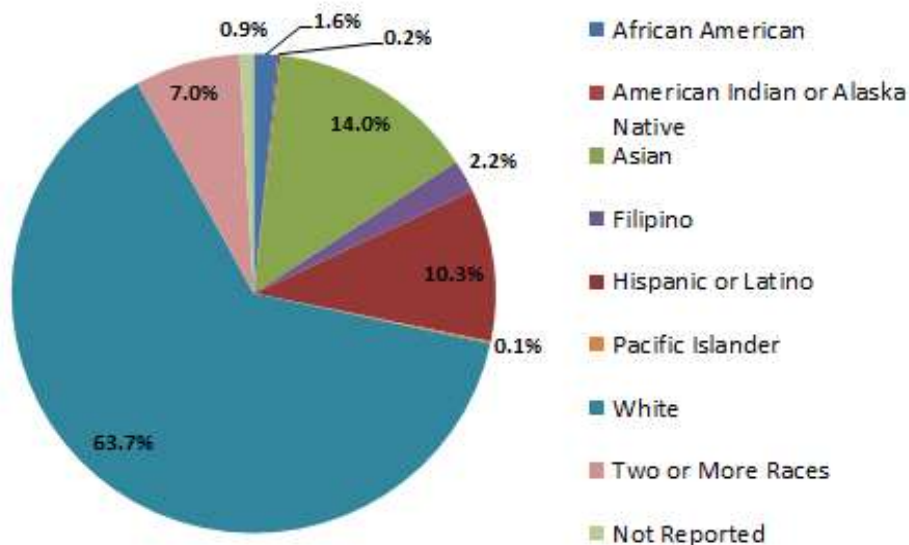
Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Acalanes Union High School District	John Nickerson, Superintendent	superintendent@auhsdschools.org (925)280-3900

General Information

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

The Acalanes Union High School District is considered one of the highest performing school districts in California. The District partners with five K-8 districts. Four comprehensive high schools and one alternative independent study school serve approximately 5575 students.

The 2020-2021 enrollment by ethnicity depicted graphically is as follows or can be viewed at the CDE website Dataquest:

0.9%   1.6%   0.2%
7.0%
14.0%
2.2%
10.3%
0.1%
63.7%

- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White
- Two or More Races
- Not Reported

The 2020-2021 count of unduplicated students considered foster youth, English learners or who qualify for free and reduced priced meals is 7.53%. 1.3% and 7.8% of the students are identified as English learners and Reclassified Fluent English Proficient, respectively, in 2020-2021. The 2020 cohort graduation rate was 96.7%. 98% of the AUHSD Class of 2019 entered a 2-year (22%) or 4-year (76%) college program.

The Conditions of Learning, Student Outcomes and Engagement in the AUHSD are strong and supportive. A competitive compensation schedule and strong professional development have enabled the District to maintain high quality, fully credentialed teachers and other support staff. A series of local bond measures has resulted in excellent facilities. And the District has been actively adopting new courses of study and instructional materials aligned to the new California Standards. Equity and access have been a commitment providing access to Advanced Placement for all and supporting the completion of the UC/CSU entrance requirements.

Students of the AUHSD have accomplished high achievement on the Smarter Balanced Assessments of the California Assessment of Student Progress and Performance. In 2019, 89% and 72% of students exceeded or met standards in ELA/Literacy and Mathematics, respectively.

Student engagement is high and school climate is very healthy. Expulsion rates are 0%. Surveys regarding the student high school experience demonstrate students feel high pressure and stress to succeed. The survey demonstrates the stress manifests itself in negative ways. Parent engagement in the schools is extraordinarily high.

The COVID-19 pandemic presented challenges in the spring of 2020 and during the 2020-2021 school year. While the District pivoted quickly to launch distance learning after the shelter in place was announced in March 2020 and started distance learning for students immediately, the program was not robust. Significant system and staff development during the summer of 2020 resulted in a robust distance learning program in the fall of 2020. The District waited for the 2nd semester and the Red Tier to launch the in-person hybrid learning program. Approximately 60% of the students, Cohorts A & B, participated in the hybrid program beginning March 16. The remote learners, Cohort C, "streamed" into the classroom. Teachers rose to the challenge of teaching three cohorts at a time.

Wellness programs and resources, both in-person and remote activity, were provided since the beginning of the pandemic throughout the school year at each school.

The 2019 California School Dashboard for the AUHSD can be accessed through this link. The 2020 California School Dashboard is incomplete as state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Reflections: Successes

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

The 2020 California Dashboard is incomplete as State law has suspended the reporting of State and local indictors on the 2020 Dashboard. The following highlights successes on the 2019 California Dashboard, 2020 data reported through Dataquest, but not reported through the Dashboard, and local data regarding the 2020-2021 school year.

2019 Dashboard –

Academic performance improved significantly across the District in both English Language Arts (ELA) and Mathematics as measured by the Smarter Balanced Assessment and maintained the top performance level: Blue. The State reports that three of four subgroups in Green achievement for ELA improved performance: English Learners, Hispanic, and Students with Disabilities. One of two subgroups in Yellow achievement for Mathematics improved performance: Students with Disabilities. Both subgroups in Green improved performance: English Learners and Hispanic. The growth in academic achievement as measured by the Smarter Balanced Assessment can be attributed to the targeted intervention through the Academy program as well as the use of interim assessments to guide and inform instruction.

2020 Data

Despite the onset of the global pandemic, the four-year cohort graduation rate increased from 2019 to 2020 by .4% to 96.7%. The introduction of stronger Tier 2 interventions, such as Academy and Wellness Centers likely contributed to this improvement. Additionally, the improvements to the Acalanes Center for Independent Study programming also might have contributed to this improvement.

2020-2021 Data

During the pandemic and distance learning, academic achievement and engagement levels in the District remained high. Five-year semester grade analysis shows AUHSD breaking from the national and statewide trends where students are seen failing at increasing numbers. Under Distance Learning in the 1st semester, the number of students earning As or Bs remained constant, and those earning As increased by 7%.

Attendance data demonstrate increased student attendance during the pandemic. The average attendance climbed from 96.5% to 97.41%, as calculated through the average monthly attendance counts for the district from the start of the school year and until April 30, 2021 including the Distance Learning program through March 15 and the Hybrid and Full Remote learning programs from March 16.

Student engagement was high at 98.07% as measured by students engaged in Canvas, the AUHSD Learning Management System, as calculated by the number of students who have not participated in at least two or more courses in Canvas during either semester one or semester two.

Accelerated efforts for equity and inclusion

The events from the summer of 2020 prompted student, alumni, parent, staff and greater community call for accelerated work in the District on equity and inclusion, and in particular systems related to racial equity. The District responded with strategic planning and new programs and systems to address inequities and campus climate. Additional metrics have been established to evaluate needs and progress.

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.

The 2020 California Dashboard is incomplete as State law has suspended the reporting of State and local indictors on the 2020 Dashboard. The following reflects identified needs based on the 2019 California Dashboard, 2020 data reported through Dataquest, but not reported through the Dashboard, and local data regarding the 2020-2021 school year.

2019 Dashboard –

While academic performance improved significantly across the District in both English Language Arts (ELA) and Mathematics as measured by the Smarter Balanced Assessment, significant gaps persist between subgroups reported by the State. The subgroups English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities performed significantly lower than the Asian, Two or More Races and White subgroups.

State indicators in which a subgroup performed two or more performance levels below the "all student" performance include:

- Socioeconomically Disadvantaged and Students with Disabilities (Yellow) and All Students (Blue) in Mathematics Smarter Balanced Assessment

- English Learners (Orange), Students with Disabilities (Yellow) and All Students (Blue) in College/Career.

- English Learners (Orange), Students with Disabilities (Yellow) and All Students (Blue) in Graduation Rate.

- English Learners and Socioeconomically Disadvantaged (Orange), Filipino, Two or More Races, Students with Disabilities (Yellow) and All Students (Blue) in Suspension Rate.

2020-2021 Data

While academic achievement, attendance and engagement remained high as an aggregate during the pandemic and distance learning, the number of students receiving Ds and Fs for Semester rose slightly from 11.9% to 12.4%. More concerning was an increase in the number of students receiving multiple D or F grades for the 1st semester.

Steps to Address These Areas of Low Performance and Performance Gaps

Much of the LCAP was designed to address these performance gaps and programming has been in place to accelerate learning, provide opportunities for credit recovery, support social-emotional learning, improve assessment and Tier 1 & 2 learning intervention, English Learner and student with disability program enhancement, restorative practices in classrooms and to support positive campus climate and student behavior, and more robust Wellness Centers.

LCAP Highlights

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

The 2021-2024 LCAP, and in particular the 2021-2022 school year Goals and Actions, address our ongoing challenges and our newer challenges presented by the COVID pandemic, and a year of distance learning, isolation, uncertainty and limitations to the in-person opportunities through the hybrid in-person learning and on campus extracurricular activities. The Plan contains goals and actions to improve the academic opportunities and achievement of all students, to improve systems and strategies to close our performance gaps, programs to support student wellness and healthy campus climate, and to provide an educational setting to support a positive school experience for ALL students. The Plan also prioritizes programming to support students and their return to in-person learning, anticipating challenges with learning gaps, mental health, and adjustment to the routine and rigor of in-person learning.

The District efforts will be framed around three goal areas to address college & career preparation, equity and access, student wellness, and campus climate. A fourth goal focuses on recruiting, retaining and developing high quality staff, an essential piece to our continuous improvement efforts.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

Stakeholder feedback through the 2020-2021 school year and specific to the LCAP development drove the development of the LCAP.

Student, Staff and Parent General Input

Stakeholder engagement in District programing and student needs has been extraordinarily high during the 2020-2021 school year. Staff participated in many surveys throughout the course of the year to provide insights and student and staff needs and interests. Students provided input through site-based and District surveys indicating their experience and interests. Parents completed surveys and engaged in informational sessions at high participation levels throughout the year. Recently, parents were polled on interests for in-person learning or distance learning for their student in 2021-2022 school year and only 0.3% indicated an interest in distance learning. There was a strong interest of all stakeholders to return to full in-person learning in the 2021-2022 school year. All stakeholders participated in Governing Board meetings like never before and frequently interacted with the Board through input forms, direct email and public comment.

Students, staff (teachers, certificated support staff, classified staff and administrative staff) and parents participated in an LCAP survey to obtain their input regarding the broad goals and interests for actions/services. Participation in the survey was students – 180, staff – 113, parents – 771.

Local Bargaining Unit Input

District administrative staff met with the leadership of the collective bargaining units (Acalanes Education Association and Service Employees International Union Local 1021) on a weekly basis throughout the 2020-2021 school year. The bargaining unit leadership reviewed the final draft LCAP and offered comment during the week of May 17.

Parent Advisory Group

The District Coordinating Council, a parent advisory committee, discussed and reviewed priorities of the LCAP periodically during meetings during the spring, most recently on April 26. The final draft LCAP was presented to the parent advisory committee on May 24 for review and comment.

English Language Parent Advisory Committee

The Las Lomas English Language Advisory Committee and the District English Language Advisory Committee meet on a regular basis and provide input on interests and needs for their students. The LCAP was presented for review and comment at a DELAC meeting on May 26.

District Diversity, Equity and Inclusion Committee

The District DEI committee became a very robust and influential committee for the District with leaders from the newly formed site-based DEI committees. The committee and District Administration developed a DEI plan for the District, which has been incorporated into the LCAP.

Administrative Involvement and Input

The LCAP process was reviewed and administrators were involved with the data review and plan development via the two District administrative bodies: Cabinet and Administrative Council. Cabinet consists of superintendents, directors and coordinators. Administrative Council consists of Cabinet and principals.

SELPA Administrator Consultancy

The Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities and such strategies were incorporated into the LCAP.

Alignment with District and School Plans

The District Mission and District Priorities for Sustained Excellence and Goals were considered in addition to the State Priorities for the development of the LCAP. School sites had developed their Western Association of Schools and Colleges (WASC) interim reports plans in 2020-2021, which are aligned to the LCAP. School Plans for Student Achievement and current WASC plans were reviewed and the 2021-2024 LCAP is consistent with and supportive of these plans. The School Plans will be updated in accordance with their cycle in the 2021-2022 school year, and the updates will be in alignment with the 2021-2024 LCAP.

Posting and Public Hearing

The 2021-2024 LCAP and Annual Update for Developing the 2021-2022 LCAP was posted on the District and school site websites in May and a Public Hearing was held on May 19, 2021. The Public Hearing agenda was posted more than 72 hours prior to the Hearing.

Public Response

The Superintendent received no written comment from the public following postings and which required no response in writing. No members of the public appeared before the Governing Board during the public hearing to provide input.

Board Approval

The Acalanes Union High School District Governing Board approved the 2021-2024 Local Control and Accountability Plan on June 9, 2021.

A summary of the feedback provided by specific stakeholder groups.

Students, parents and staff differed in the priority they felt should be given to the four goal areas: #1 High Quality Programs, #2 Access and Equity, #3 School Climate and Social-emotional Development, and #4 High Quality Staff.

Parents placed greatest and very high priority on program and staff, and significantly less priority on access/equity and school climate and social-emotional development. Students indicated relatively high priority for all broad goal areas. Staff placed greatest priority on Goal #1-3, and less on the high quality staff goal. A comparison of stakeholder interest can be seen below or viewed at this website:
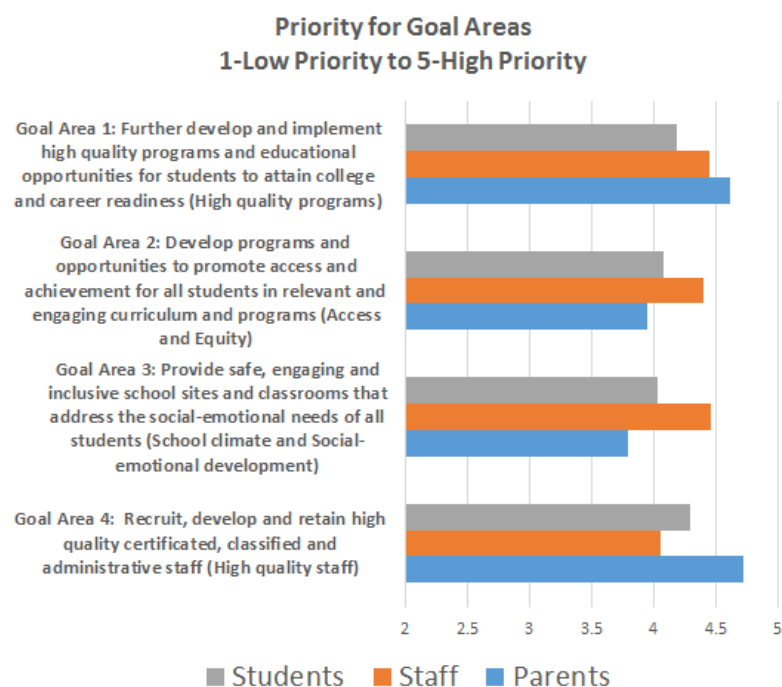

The feedback from parents focused on the urgency to return students to in-person learning, raise the rigor and relevance of classroom teaching, expand course offerings to meet student interest, and to improve the college and career preparation. Some suggested concern that District equity efforts would "lower the bar" for all and encouraged the District to maintain its historically strong academic programs. Other parents believe efforts for equity and inclusion must continue to be a top priority for the District and that curriculum needs revision to reflect diverse perspectives and staff diversity must increase. Parents also support District wellness programming. Students asked that programs

expand to include more electives and college counseling. They also valued the available wellness programs and District efforts for equity and inclusion. Teachers valued efforts for course alignment, common assessments and targeted intervention. Many suggested that we do not need new programs, but need to further develop the quality or our current programming. Support for the visual and performing arts and career technical education electives is common among teachers. Principals and administration expressed strong support for structured teacher collaboration around course alignment and intervention. They also expressed concern for reconnecting students to school and social-emotional learning and interventions as well as restorative practices and community building in the classrooms and school.

English learner parents and students have a strong interest in greater inclusion, support for English fluency attainment, and the availability and accessibility of more advanced classes.

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

Stakeholder input influenced all aspects of the LCAP. In particular, each broad goal has support from a cross-section of the stakeholder groups. Each goal was ranked with priority by well more than 50% of the stakeholders in each stakeholder group participating in the LCAP. The relative priorities can be seen below or viewed at this website:

Goal Priority

Legend: Students, Staff, Parents
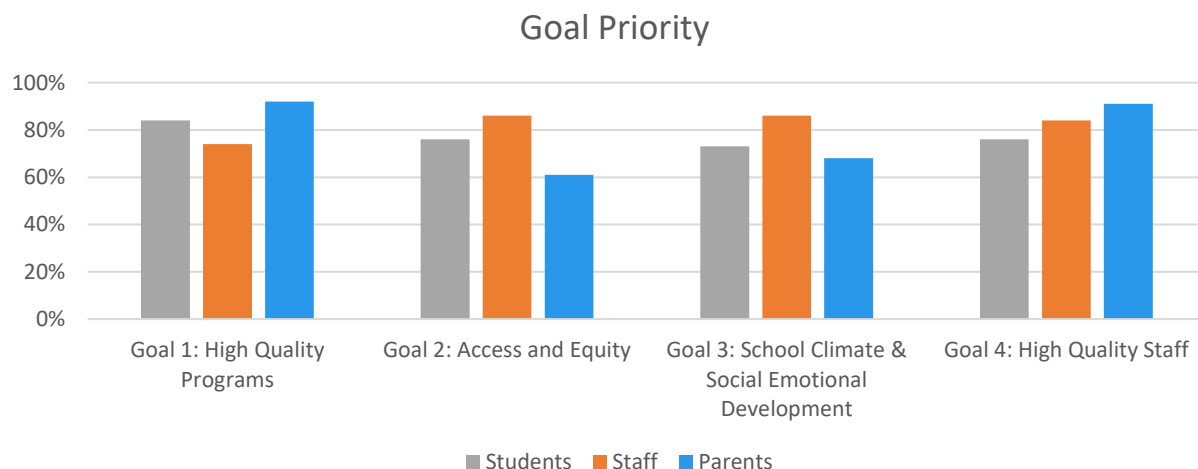
Actions and services for 2021-2022 were primarily influenced by student, staff and parent input throughout the 2020-2021 school year.

Goals and Actions

Goal 1

Goal #1	Description
Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**	The District will provide high quality academic and extra-curricular programs to support all students to attain college and career readiness. Students will have the opportunity to achieve a core curriculum, and a diverse array of visual and performing arts, career technical education, Advanced Placement, and a-g approved elective choices. Curriculum will continually be developed and modified to achieve rigor and relevance. All courses will have high quality instruction and assessment practices. Co- and extra-curricular opportunities will provide opportunities for students to engage outside the classroom and develop passion. College and career services will be strong and support all students to appropriately prepare for post-secondary pursuits. **State Priorities 1, 2, 3, 4, 5, 8**

An explanation of why the LEA has developed this goal.

The actions and goals to support the broad goal were established based on the following data review and stakeholder input.

Data Review and Stakeholder Input

Interest to restore the rigor of in-person learning. Interest to provide systematic support for access and equity.

Need to support teachers with return to in-person learning, assessment practices, targeted intervention and support, and classroom-based social-emotional learning.

Graduating AUHSD seniors should be prepared to excel in college and career.

High quality instructional materials provide essential support for student learning.

The Williams case requires that students have access to standards-aligned instructional materials.

Students need an understanding of and the ability to apply the knowledge and skills associated with the new California Standards in English Language Arts/Literacy. Students need an understanding of and the ability to apply the knowledge and skills associated with the new California Standards in Mathematics.

Parents and students are seeking strong college/career services.

Parent and student interest in expanding elective opportunities, CTE courses, a-g approved courses, AP courses, and relevant and engaging coursework.

Student, alumni, staff and parent interest in history curriculum development to represent diverse perspectives.

Support to optimize the use of Academy and to support learning gaps.

Interest to reexamine graduation requirements.

Support for examination of new homework policy.

There is an interest to maintain strong co-curricular and extra-curricular programs.

Review of CAASPP testing results and the achievement gaps.

Review of UC/CSU eligibility data and Advanced Placement data and the clear opportunity gaps.

Review of cohort graduation and dropout rates.

Review of D/F achievement data.

The need to expand engagement and education of parents of special needs students at the high schools and at K-8 partner districts.

The critical importance of high-quality facilities – buildings, furnishings and technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance – students have access to standards-aligned instructional materials (#1B)*	100% Williams compliance – standards-aligned instructional materials.				100% Williams compliance – standards-aligned instructional materials.
Implementation of the academic content and performance standards adopted by the State Board of Education (#2A)*	Criteria Met based on the state implementation tool. 60% of all areas are at full implementation (4 on the Rating Scale) 40% of all areas are at Full Implementation and Sustainability (5 on the Rating Scale)				Criteria Met based on the state implementation tool. 90% of all areas are at full implementation (4 on the Rating Scale) 10% of all areas are at Full Implementation and Sustainability (5 on the Rating Scale)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students achieving "Meets" or "Exceeds" standard in ELA/Literacy as measured by the Smarter Balanced Assessment.(#4A)*	89% of students achieved "Meets" or "Exceeds" standard in ELA/Literacy as measured by the 2019 Smarter Balanced Assessment.				92% of students will achieve "Meets" or "Exceeds" standard in ELA/Literacy as measured by the 2023 Smarter Balanced Assessment.
Percentage of students achieving "Meets" or "Exceeds" standard in Mathematics as measured by the Smarter Balanced Assessment. (#4A)*	72% of students achieved "Meets" or "Exceeds" standard in Mathematics as measured by the 2019 Smarter Balanced Assessment.				76% of students achieved "Meets" or "Exceeds" standard in Mathematics as measured by the 2023 Smarter Balanced Assessment.
Percentage of students who complete UC/CSU a-g entrance requirements (#4B)*	77% of students completed UC/CSU entrance requirements in 2020.				83% of students will complete UC/CSU entrance requirements.
Percentage of students who complete CTE pathway (#4C)*	11% of students in Class of 2020 completed a CTE pathway (designated as a completer).				20% of students in Class of 2023 will complete a CTE pathway (designated as a completer)
Percentage of students who complete UC/CSU a-g entrance requirements AND CTE education sequence. (#4D)*	4.2% completes UC/CSU a-g entrance requirements AND CTE education sequence. (Data not from State – locally measured)				10% will complete UC/CSU a-g entrance requirements AND CTE education sequence.
Percentage of students who have passed an Advanced Placement examination with a score of 3 or higher (#4G)*	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2020 was 46%				52% of Grade 10-12 students will pass an Advanced Placement examination in 2023.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students considered college ready as measured by the Early Assessment Program in ELA and Math and subsequent assessments (#4H)*	89.0% were Ready or Conditionally Ready in ELA and 72.6% were Ready of Conditionally Ready in Mathematics. (Data not from State – locally measured)				92.0% will be Ready or Conditionally Ready in ELA and 76.0% will be Ready of Conditionally Ready in Mathematics.
Cohort graduation rate (#5E)*	The cohort graduation rate in 2020 was 96.7%				The cohort graduation rate in 2023 will be 98%
Cohort dropout rate (#5D)*	The cohort dropout rate in 2020 was 1.04%. (Data not from State – locally measured)				The cohort dropout rate in 2023 will be 0.50%.
Percentage of students receiving a D or F semester grades (#8)*	The percentage of students receiving a D or F Spring semester grades was 12.9 % in 2021.				The percentage of students receiving a D or F Spring semester grades will drop to 10.0% in 2024
Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs. (#3C)*	Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement with parents of individual with exceptional needs was 10.				Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement with parents of individual with exceptional needs will be 25.
Williams compliance – facilities maintained and in good repair (#1C)*	100% Williams compliance – facilities maintained and in good repair				100% Williams compliance – facilities maintained and in good repair
Progress with deferred maintenance plan	0% complete with rolling five year plan				20% complete after year one with new rolling five year plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure of progress achieving "Furniture modernization"	38% of classrooms are modernized The District has approximately 285 classrooms to modernize. (110 classrooms)				50% of classrooms will be modernized

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of State Standards	Continue to further align all courses of study to the adopted California State Standards and/or Curriculum Frameworks. Develop and utilize teacher leadership, provide support and professional development relating to the new standards and shifts in instructional practices.	$720,000	N
2	Curriculum-aligned Instructional Materials	Adopt or locally develop, and further broaden implementation to curriculum-aligned instructional materials.	$653,000	N
3	Course Offering Expansion	Expand courses that meet UC/CSU entrance requirements with an emphasis on career technical education courses. Improve Advanced Placement access and opportunity through the strategic addition of AP courses to school course catalogs.	No Cost	N
4	Class Size Reduction	Class size reduction in 2021-2022 to support learning and physical distancing.	$1,000,000	N
5	College and Career Services	Strategically examine College and Career services and develop plan for improvement.	$2,000	N
6	Social Studies Curriculum Development	Review all social studies courses of study and revise to ensure diverse perspectives. Review social studies instructional materials for diverse perspective.	$24,000	N

Action #	Title	Description	Total Funds	Contributing
7	Teacher Leadership and Support	Utilize Teachers on Special Assignment to provide curricular and instructional support in ELA, Math, Social Science and Science.(.2FTE per school site in each subject area)	$500,000	N
8	Homework Policy	Review implementation of Homework Policy. Provide appropriate support and consider policy revisions.	No Cost	N
9	Review of Graduation Requirements	Examine graduation requirements for rigor, relevance, flexibility, and optimal college & career readiness.	$2,000	N
10	CTE Pathways	Further develop CTE pathway master plan to expand access and opportunity. Identify, consider and strategically address course, facility, funding and credentialing challenges. Seek additional UC/CSU a-g approval for CTE courses.	$2,000	N
11	Technology Support	Expand efforts with 1:1 technology to support shift in instructional practices. Efforts will include robust professional development on use of instructional technology, expansion of 1:1 technology availability, wireless infrastructure improvements and facilitation of "Bring Your Own Device" programs.	$50,000	N
12	Furniture & Facility Modernization	Continue strategic and systematic classroom furniture and instructional space modernization.	$220,000	N
13	Deferred Maintenance Plan	Complete prioritized projects of District 5-year Deferred Maintenance Plan.	$450,000	N

Goal Analysis [LCAP Year]

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.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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

> This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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.

> This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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

Goal 2

Goal #2	Description
Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**	Data suggest opportunity gaps exist in the District. The subgroups English Learners, students with disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than "all students" in many measurements of achievement. Structures and systems must be developed to promote access and provide equity. **State Priorities 2, 3, 4, 7, 8**

An explanation of why the LEA has developed this goal.

> The actions and goals to support the broad goal were established based on the following data review and stakeholder input.
>
> Data Review and Stakeholder Input
>
> Review of achievement data reveals an achievement gap between White/Asian and Latino/black subgroups
>
> Review of special education data demonstrates a broad achievement gap.
>
> Access to and success in Advanced Placement (AP) has proven to be an excellent predictor of college success. While the AP offerings across the District have expanded, there are still differences in access by school and across subgroups.
>
> Review of UC/CSU entrance requirement eligibility. Opportunity gaps exist. Some subgroups attain UC/CSU eligibility at much lower rates.
>
> Review of Advance Placement data. Opportunity gaps exist. Some subgroups experience the AP curriculum at much lower rates.
>
> All English Learner students must gain English fluency in order to obtain achievement potential.

Students and parents in ELD Program are seeking less sheltered program and support for success in non-sheltered environment.

Students and parents in ELD Program are seeking greater inclusion in school program.

Students and parents in ELD Program are seeking improved communication between teachers/counselors/administrators and home.

Review of achievement data reveals an achievement gap between white/Asian and Latino/black subgroups

Review of English fluency reclassification rates.

Review of parent participation with the ELAC and DELAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL students who are making progress toward language proficiency from one year to the next. (#4E)*	Percent of EL students who are making progress toward language proficiency from one year to the next in 2020 was not provided.				Establish baseline and improvement goals when data provided.
English Learner Reclassification Rate. (#4F)	The English Learner Reclassification Rate in 2019-2020 is 18%				The English Learner Reclassification Rate in 2023-2024 will exceed 12%.
The new California ELD Standards will be fully implemented. (#2B)*	California ELD Standards have been Fully Implemented (Rating Scale 4 – Local Indicator)				California ELD Standards will be Fully Implemented and Sustainable (Rating Scale 5 – Local Indicator)
Percentage of English Learners who have passed an Advanced Placement examination. (#7B)*	The 2020 percentage of English Learners who have passed an Advanced Placement examination is 3.5%				The 2023 percentage of English Learners who have passed an Advanced Placement examination will be 6%.
Parent/guardian involvement in the District English Language Advisory Committee. (#3A & 3B)*	Parent/guardian involvement in the District English Language Advisory Committee was 10 in 2020-2021.				Parent/guardian involvement in the District English Language Advisory Committee will be 20 in 2021-2022.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students with special needs who complete UC/CSU a-g entrance requirements (#7B)*	The percentage of students with special needs who complete UC/CSU entrance requirements in 2020 was 23%.				The number of students with special needs who complete UC/CSU entrance requirements in 2023 will increase by 10 percentage points.
Percentage of English learners and Redesignated Fluent English Proficient students who complete UC/CSU a-g entrance requirements(#7B)	The percentage of English learners or RFEP students who complete UC/CSU a-g entrance requirements in 2020 was 7.7% and 67.5% respectively.				The number of English learners and RFEP students who complete UC/CSU entrance requirements in 2023 will increase by 10 and 5 percentage points, respectively.
Percentage of African American/Black and Hispanic students who complete UC/CSU a-g entrance requirements (#7B)*	The percentage of African American/Black and Hispanic students who complete UC/CSU a-g entrance requirements in 2020 was 42.3% and 60.4% respectively.				The number of African American/Black and Hispanic students who complete UC/CSU entrance requirements in 2023 will increase by 15 and 10 percentage points, respectively.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expanding Course Offerings	Examine and modify course offerings at each school to provide opportunity for all students.	No Cost	N
2	TOSA - Intervention	Utilize Teachers on Special Assignment to support school efforts with Multi-Tiered Systems of Support, targeted intervention and Academy implementation (.2FTE per school site). Focus on "tagging" systems and techniques so targeted students receive support.	$120,000	Y
3	Supplemental Instruction	Provide supplemental instruction, enrichment, remedial support, and social emotional learning through District summer school opportunities and school year credit recovery options.	$500,000	Y

Action #	Title	Description	Total Funds	Contributing
4	Foster Youth Support	Utilize Associate Superintendent of Administrative Services to act as foster youth liaison for the District to support the goal of improving educational outcomes for students in foster care.	No Cost	Y
5	Grading for Equity	Examine, review and revise grading practices to ensure that grading reflects student learning, equitable and appropriate assessments and mastery of the curriculum.	$40,000	N
6	Data Analysis	Professional development and support for student achievement and progress data analysis software (Illuminate) support.	$43,000	Y
7	Professional Learning Community Training	Build leadership capacity of teacher and administrative leadership to provide guidance and support for teacher collaboration time and Academy.	$103,000	Y
8	ELD Program Development	Professional development regarding new California standards and instruction, including new ELD standards. Professional development for ELD and general education staff regarding full inclusion support. Pull-out days, conferences and professional consultants.	$20,000	Y
9	ELD Professional Development	Instructional coaching for ELD and general education faculty regarding instructional strategies for full inclusion.	$20,000	Y
10	ELD Instructional Support	Provide instructional assistants to support EL achievement in ELD program.	$35,000	Y
11	ELD Summer Program	Implement and further develop ELD summer school support and enrichment program.	$10,000	Y
12	DELAC Development	Further develop parent outreach programs to increase participation in parent education and DELAC	$2,500	Y
13	EL Student Support	Develop more robust EL student orientation programs and programs to integrate and engage EL students within the school, enroll in advanced and college-prep coursework, and participate in extra-curricular activities.	$10,000	Y
14	Site Intervention Teams	Further implement and train staff for site-based early intervention programs including Student Study Team/Student Review Team/Intervention and 504 program support.	No Cost	N

Action #	Title	Description	Total Funds	Contributing
15	Advisory Committee-Exceptional Needs	Establish/maintain community advisory committee of parents and K-8 partner district parents to support improved engagement, parent education, and communication with parents of individuals with exceptional needs.	$2,000	N
16	Special Education Delivery	Develop research-based model of special education service delivery including changes to course of study, co-teaching model, English & Math targeted support, general education staff professional development in effective implementation of accommodations and modifications, student grouping, instructional assistant training and master scheduling.	$4000	N
17	ACIS Learning Hub	Acalanes Center for Independent Center Learning Hub	$50,000	N
18	Paraprofessional Support	Paraprofessional classroom targeted classroom support.	$183,000	N
19	Tutoring Support	Direct student support through tutoring	$20,000	N
20	Site Council Support	Utilize site-based decision-making via Site Council to further implement actions toward goal and achieve Expected Annual Measurable Outcomes	$40,000	N
21	School Day Schedule	Thoroughly review of school day schedule (which was adopted for a 4 year (extended to 5 year) term) for renewal, revision and new schedule implementation for 2022-2023 school year.	$2000	N

Goal Analysis [LCAP Year]

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.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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

Goal 3

Goal #3	Description
Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**	Students must feel safe and included on campus and in their classrooms, and their healthy social-emotional development is critical. These aspects of the student experience are essential for optimal academic engagement and achievement. **State Priorities 5, 6**

An explanation of why the LEA has developed this goal.

The actions and goals to support the broad goal were established based on the following data review and stakeholder input.

Data Review and Stakeholder Input

There has been an increase in stakeholder interest in school connectedness and inclusion. School connectedness and sense of inclusion promotes academic engagement, motivation, and achievement, among other benefits such as lower health-risk behaviors. While District data are relatively high, the District will strive to maintain or increase school connectedness and sense of inclusion, particularly among less connected subgroups.

Stakeholders report an interest in improving student mental health and reducing unhealthy academic stress.

Stakeholders identify campus bullying (including cyberbullying) and acts of bias as a problem on campuses that must be addressed.

Addressing the increased rates of student mental health challenges and providing additional support has become critical in our schools.

School attendance is essential for academic achievement and college/career readiness. While District data on attendance are relatively high, improvement can lead to improved success for chronically absent student.

Maintain high cohort graduation rate and low cohort dropout rate.

Decrease school suspension and expulsion rates.

Review of attendance data (ADA/Enrollment and chronic absenteeism)

Review of suspension and expulsion rates.

Review of data pertaining to positive academic engagement, academic integrity, student stress, and teacher-student relationships as indicated by the Stanford Survey of the Adolescent School Experience suggest areas for improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate using three year average P2ADA/Enrollment. (#5A)*	2019-2020 data incomplete due to distance learning. 2018-2019 data: The school attendance rate using three year average P2ADA/Enrollment for 2018-2019 was 95.79%				The school attendance rate using three year average P2ADA/Enrollment for 2021-2022 will be 96.20%
Student chronic absenteeism rates. (#5B)*	2019-2020 data incomplete due to distance learning. 2018-2019 data: The student chronic absenteeism rates for 2018-2019 was 9.2%				The student chronic absenteeism rates for 2023-2024 will be 7.0%
Student suspension rate. (#6A)*	The suspension rate for 2019-2020 was 1.2%.				The suspension rate will be 0.6% for 2022-2023.
Student expulsion rate. (#6B)*	The expulsion rate for 2019-2020 was 0.0%.				The expulsion rate for 2022-2023 will be 0.0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The AUHSD Pulse Survey, developed in May 2021 and measuring factors of inclusion, belonging and connection, will be administered to students twice annually. (#6C)*	59.4% of students agree or strongly agree with the feeling that "I belong at this school."				75.0% of students will agree or strongly agree with the feeling that "I belong at this school."
California Healthy Kids Survey – School Connectedness Scale (CHKS administered in November in "odd" years) (#6C)*	2019 Data: Scale based on Agree or Strongly Agree Grade 9 – 69% Grade 11 – 64%				2023 Data: Scale based on Agree or Strongly Agree Grade 9 – 75% Grade 11 – 70%
Teacher care and support as indicated by the administration of the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 baseline is 3.57 – the number of teachers that "care about them and support them" - as reported by the Stanford Survey of Adolescent School Experiences.				The average number of teachers that "care about them and support them" will be 4.00
Positive academic engagement as indicated by the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 baseline is 25.0% of the students reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences.				30.0% of the students will report positive academic engagement.
School stress and academic worries as indicated by the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 baseline is 3.68 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.				The 2022 data will be 3.60 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic integrity as indicated by the % of students reporting they had cheated in the past month in the Stanford Survey of Adolescent School Experiences (#6C)	The 2019 administration of the Stanford Survey of Adolescent School Experience – The % of student reporting they had cheated in the past month was 87.9%				The % of student reporting they had cheated in the past month will be 87.0%
Note: Since the Acalanes Union High School District does not include middle schools, Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1, will not be measured. (#5C)*	Not applicable				Not applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1	Wellness Centers	Operate and continue Wellness Center development to expand services and student utilization. Expand the intern program to include supports at ACIS and daily support at school sites.	$1,125,000	Y
2	Student Behavior Support	Support the implementation of the new student Code of Conduct, Athletic/Activities Code of Conduct and Bias Incident Reporting (BIRT) System and Teams. Train new staff in the BIRT methods, hold meetings with sports teams and coaches.	$10,000	N
3	Positive Athletic Experiences	Continue and expand partnership with Positive Coaching Alliance for coach, athlete and parent support.	$5,000	N
4	Strategic Planning	Facilitate process to examine District core values, mission/vision/ strategic priorities as a preliminary step for the 2022-2023 Local Control and Accountability Plan	$10,000	N

Action #	Title	Description	Total Funds	Contributing
5	Support Responsible Social Media Use and Address Cyberbullying	Develop and implement expanded social media use and digital citizenship curriculum.	$2000	N
6	Social Emotional Learning Supports RJ Training	Provide training for administration, counseling and classroom teachers on restorative practices and trauma informed teaching.	$50,000	Y
7	Student Summits for Equity and Inclusion	Provide Equity Summits for students and equity leadership development opportunities.	$30,000	Y
8	School Climate	Utilize Teachers on Special Assignment to support campus climate & culture improvements, equity and inclusion.	$120,000	N
9	Academy Curriculum Development	Revise and implement Academy seminar (freshmen and other) series to meet student interest/needs. The seminars will support the transition to high school, mental health and wellness, healthy school culture and inclusion, and post-secondary pursuits.	$20,000	N
10	School Climate surveys	Administer: • AUHSD Pulse Survey – December & May annually • California Healthy Kids Survey – November 2021, November 2023 • Stanford Survey of the Adolescent School Experience (April 2022, April 2022) Publicize findings.	$40,000	N
11	School Counseling Plan	Refine and implement "Comprehensive School Counseling Program" plan to most effectively utilize counseling staff and mental health intervention specialists for academic and mental health support. Supplement support through school nurse and college and career services.	$2,000	N
12	Extra/Co-Curricular Supports	Maintain strong extra-curricular and co-curricular programs in visual and performing arts, academic clubs, special interest clubs, community service and athletics.	$1,400,000	N
13	Sandy Hook Promise	Maintain Sandy Hook Promise programming, including Say Something Anonymous Reporting System.	No Cost	N

Goal Analysis [LCAP Year]

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.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-2023 LCAP.

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

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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.

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

Goal 4

Goal #1	Description
Recruit, develop and retain high quality certificated, classified and administrative staff **(High quality staff)**	High quality staff is the most critical determinant of improvement in the schools. Attention must be given to ensure that the District can recruit, develop and retain high quality staff. **State Priorities 1**

An explanation of why the LEA has developed this goal.

Data Review and Stakeholder Input

High quality, caring and committed staff members are essential for District continuous improvement efforts.

Stakeholders have called on the District to accelerate the efforts to diversify the certificated and administrative staff to become more representative of student diversity.

The Williams case requires the District to maintain appropriately assigned and properly credentialed staff.

Maintain competitive total compensation package in order to recruit and retain the highest quality staff.

Continue robust professional development and teacher support as we transition to the new California standards, assessment system, best grading practices, technology integration, social-emotional learning, targeted intervention and equity, restorative practices and new learning opportunities in the classroom.

Develop capacity for Multi-Tiered Systems of Support practices and targeted intervention to underachieving students.

Develop more consistent practices by staff (within schools and across the District) to address perceived inequity issues (curriculum, grading, Canvas use, counseling and college/career services, discipline).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance: Teachers are appropriately assigned and fully credentialed(#1A)*	99% compliance for appropriately assigned staff				100% compliance for appropriately assigned staff
Recruit and retain quality employees (qualitative measure)	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without "unexplained" departure for lateral position				Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without "unexplained" departure for lateral position
Certificated staff "diversity" – increase racial and ethnic diversity of certificated staff (Students of color make up 33% (2020) of the District student population)	18% certificated staff of color				25% certificated staff of color

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Professional Development	Classroom teachers and certificated support staff must continue to development in their profession for all students to thrive and the District to achieve many of its goals. Professional development will focus on homework policy implementation, instruction/curriculum with new courses, targeted intervention, assessment and grading practices, technology integration, equity efforts, social-emotional student development and restorative practices. Professional development programs will include Summer Institute, Staff Development Days, release days, Wednesday and Friday morning teacher collaboration, the evaluation process and conference/workshop attendance.	$225,000	N
2	Classified Professional Development	Provide staff development for classified staff through staff development day, conferences and release time. Formalize staff development plan.	$50,000	N
3	Diversify Certificated Staff	Expand human resource recruiting efforts to broaden diversity of high-quality certificated applicants. Provide support programs for staff of color.	$5,000	N
4	District Teacher Induction Plan	Develop and implement District new teacher induction program. Seek State approval for induction program.	$50,000	N
5	Athletic Coach Training	Examine and implement improvements to coaching certification and ongoing training with focus on student safety, wellness and engagement in students' high school experience.	$5,000	N
6	Recruit and Retain staff	Further develop metrics and tracking systems to measure ability to "recruit and retain" high quality employees.	No cost	N
7	Beyond Diversity	Provide "Beyond Diversity" (or equivalent) training to all certificated, classified and administrative staff. Equity training for faculty with the purpose of improving their understanding of learning experiences of all students. Develop faculty leadership on equity and culturally responsive curriculum and instructional practices.	$60,000	Y
8	Student Support	Additional 1.0 FTE psychologist and fulltime nursing at each school	$270,000	N

Goal Analysis [LCAP Year]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.37%	$807,682

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The AUHSD Supplemental Local Control Funding Formula Funding Plan is aligned with the LCAP and will address the needs of targeted students: English Learners, Low-income students and Foster Youth. Based on unduplicated counts, supplemental funding expenditures is budgeted to be $807,000 in 2021-2022. The following expenditure plan and actions will increase and improve services, are principally directed to unduplicated students, and will be effective and support meeting District broad goals and measureable outcomes for all students and particularly unduplicated students. There will be an increase in quantity of services provided to unduplicated services and an increase in quality of services.

LCFF Supplemental Funding – 2021-2022 Budget

The District also uses LCFF Base, Expanded Learning Opportunities and Title I funding to supplement services to District English Learners, Foster Youth, and students who qualify for free and reduced lunch. The following supplemental services are proven effective in the academic educational literature and through action research in the AUHSD. Alternatives were considered and were not implemented due to a cost/benefit analysis and/or lack of support in the literature, AUHSD stakeholder input or AUHSD action research.

LCFF Supplemental Funding:

Teachers on Special Assignment (TOSAs) – Support Tiered Support and Targeted Intervention – Goal 2 Action 2

Estimated Program Expenditure: $120,000

The support of .2 FTE Teacher on Special Assignment (TOSA) per school site is principally directed to serve unduplicated students. The TOSAs will support data analysis, academic intervention and Academy period implementation, as well as best Tier 1 classroom academic support for students. Research supports professional development and peer coaching for targeted academic intervention strategies. The

TOSAs will work collaboratively across the District and under the supervision of site principals and the Associate Superintendent of Educational Services.

Knight, J. *Instructional Coaching: A Partnership Approach to Improving Instruction. 2007.*

Buffum, A. and M. Mattos. *Simplifying Response to Intervention.* 2011.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners.* 2014.

Castro-Villareal, F. *Teacher's Perceptions and Attitudes About Response to Intervention in Their Schools.* 2014.

Summary School Supplemental, Remedial Support & Credit Recovery/Intersession – Goal 2 Action 3

Estimated Program Expenditure: $245,000

The remedial programs through summer school and the credit recovery system are principally directed to serve the District unduplicated students by provided immediate support when the targeted students have not successfully accessed the curriculum and are in need of reteaching and supplemental support. Research supports summer engagement and remedial support for at-risk students, particularly of the targeted unduplicated set. The new credit recovery system has proven widely successful using a site-based online learning system with AUHSD teacher monitoring and support. Recent academic publications as well as AUHSD action research suggest this is a powerful way to provide remedial learning opportunities and opportunity for student success.

Cooper, H. B. Nye, K. Charlton, J. Lindsay, and S. Greathouse. "The Effects of Summer Vacation on Achievement Test Scores." 1996.

Menton, Alexis. *Learning for a Complex World: Expanding Global Learning in Afterschool and Summers.* 2011.

Software Support for Student Data Analysis – Goal 2 Action 6

Estimated Program Expenditure: $43,000

The data analysis program is principally directed to serve the District unduplicated students by targeting lower achieving students and the achievement gap. Research has consistently indicated that programs with powerful data analysis and professional learning communities are some of the most powerful methods of supporting lower achieving students. The funds will be used to purchase the comprehensive Illuminate software program and provide ongoing support and training at each school site.

Vescio, V., D. Ross and A. Adams. "A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning." 2006.

Reeves, D. *The Learning Leader: How to Focus School Improvement for Better Results. 2006.*

Guskey, T. *The Principal as the Assessment Leader.* 2009.

English Language Development Summer Program Support – Goal 2 Action 11

Estimated Program Expenditure: $10,000

The summer program is solely directed to serve the District unduplicated students by providing specific and direct academic support and unit acquisition to English Learner students during the summer months. Research has routinely supported targeted summer English language support for students who do not use English in the home setting during the summer. These resources will bring academic improvements to the students.

Gandara, P., R. Rumberger., J. Maxwell-Jolly., and R. Callahan. "English Learners in California Schools: Unequal Resources, Unequal Outcomes." 2003.

Cooper, H. B. Nye, K. Charlton, J. Lindsay, and S. Greathouse. "The Effects of Summer Vacation on Achievement Test Scores." 1996.

Menton, Alexis. *Learning for a Complex World: Expanding Global Learning in Afterschool and Summers.* 2011.

Wellness Center Operations and Administrative Support – Goal 3 Action 1

Estimated Program Expenditure: $250,000

The District Director of Student Support, Equity and Inclusion job responsibilities will be principally directed to serve the District unduplicated students by overseeing support systems and accessing community resources to better support student wellness and learning. The Director and intake staff will facilitate the operation and programing of four Wellness Centers in 2021-2022, programs that will be principally directed to serve the District unduplicated students. Research has consistently identified social needs and support needed by the unduplicated student population as a critical consideration for success. The Director will be able to identify and access community and school resources to support the specific needs of English Learners, Foster Youth, and students who qualify for free and reduced lunch. The Wellness Center Intake Specialists will ensure service delivery to targeted students.

Cowan, K. et al. "A Framework to Safe and Successful School." 2013.

Anderson, M. and K. Cardoza. "Mental Health in Schools: A Hidden Crisis Affecting Millions of Students." 2016.

Cluley, A. "Academic Stress - Cause of Mental Health Concern Among Teens." 2014.

Social-emotional Learning, Trauma-Informed Practices, and Restorative Practices Training – Goal 3 Action 6

Estimated Program Expenditure: $50,000

We believe, and County demographic data would suggest, that our unduplicated students, specifically our English Learners, low-income students, and Foster Youth, were disproportionately impacted by COVID-19 and its social, economic, health and family implications. Trauma-informed and restorative practices can be used effectively as a strategy to build school and classroom community, reconnect students to

school, and build a school culture and climate that is supportive and welcoming. This programming will be principally directed to unduplicated students.

Cavanaugh, Brian. "Trauma-Informed Classrooms and Schools." 2016

Morgan, A., Pendergast, D., Brown, R., and Heck, D. "Relational ways of being an educator: trauma-informed practice supporting disenfranchised young people." 2015.

Hansberry, Bill. *A Practical Introduction to Restorative Practice in Schools.* 2016

Equity Program Development and Professional Development – Goal 3 Action 7 & Goal 4 Action 7

Estimated Program Expenditure: $90,000

The equity program development and professional development is principally directed to serve the District unduplicated students by providing teacher, counselor and administrator training on issues pertaining to race, sexual orientation, disability awareness, socioeconomic variation, and other sensitive issues. The funding will also provide for equity student summits that will engage over 250 students through the District in "courageous conversations" regarding these issues. Lastly, the funding will support student equity leadership development. Research has revealed that addressing these issues in a school culture is a very effective way to improve the school environment and raise culturally responsive instructional practices and curriculum. The "pilot" diversity summit and training sessions in the spring 2016 proved to be highly valuable for the District students and sampling of staff that participated with the equity training.

Darling-Hammond, L. *"Securing the Right to Learn: Policy and Practice for Powerful Teaching and Learning."* 2006.

Pollack, M. *Because of Race: How Americans Debate Harm and Opportunity in Our Schools.* 2008.

Rudduck, J. *Student Voice, Student Engagement and School Reform.* 2007.

Delgado, R. and J. Stefancic. *Critical Race Theory: An introduction.* 2012.

Marzano, R., D. Pickering, and J.E. Pollock. *Classroom Instruction that Works: Research-based strategies for increasing student achievement.* 2001.

Singleton, G. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools.* 2015.

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

Programming and services for foster youth, English learners and low-income students are being increased or improved in excess of the percentage required. The required expenditure for services targeted at the group is just over $800,000 and the District is committing over $2 million for services principally directed to these students.

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

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

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

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

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

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