LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Latitude 37.8 High

CDS Code: 1771800138289

School Year: 2021 – 22

LEA contact information: cbo@efcps.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

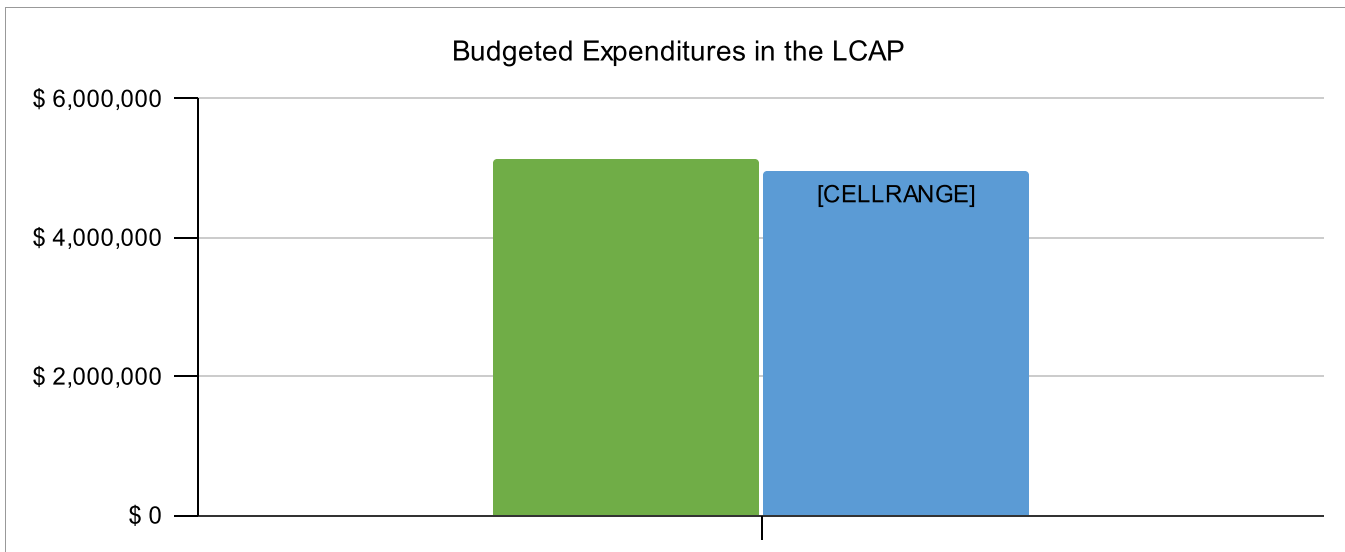## Budget Overview for the 2021 – 22 School Year
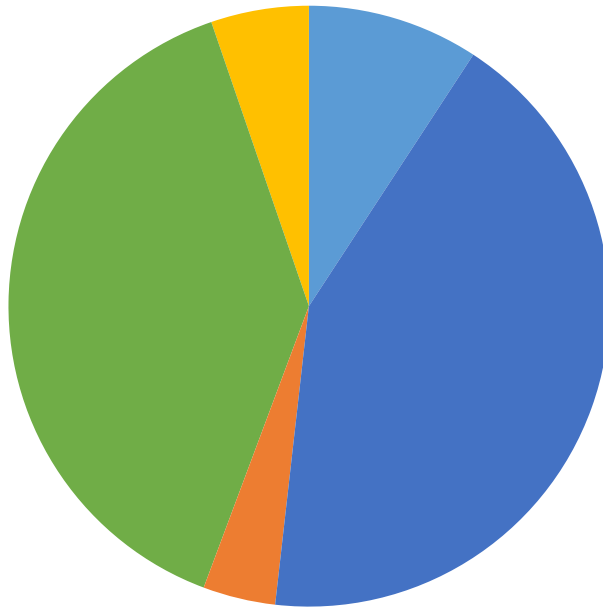
This chart shows the total general purpose revenue Latitude 37.8 High expects to receive in the coming year from all sources.

The total revenue projected for Latitude 37.8 High is $5,123,320.00, of which $2,653,531.00 is Local Control Funding Formula (LCFF), $199,876.00 is other state funds, $2,000,000.00 is local funds, and $269,913.00 is federal funds. Of the $2,653,531.00 in LCFF Funds, $472,185.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

[CELLRANGE]

This chart provides a quick summary of how much Latitude 37.8 High plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
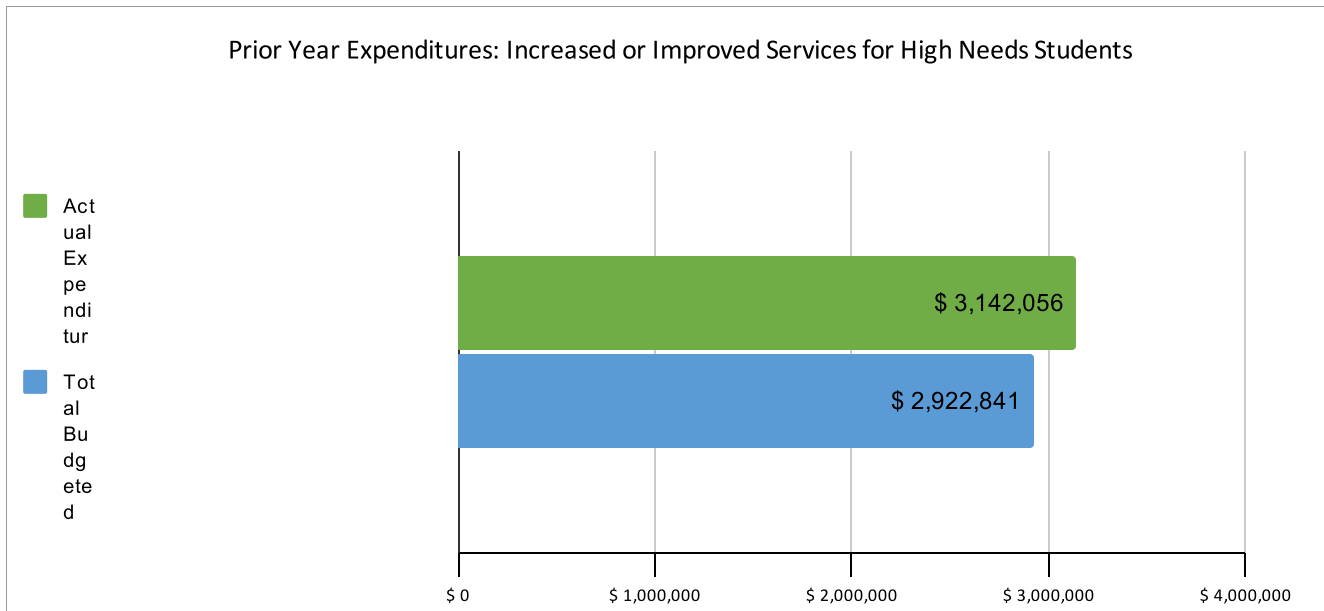
Latitude 37.8 High plans to spend $5,122,432.00 for the 2021 – 22 school year. Of that amount, $4,965,432.00 is tied to actions/services in the LCAP and $157,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Unallocated federal stimulus funds and stipends.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Latitude 37.8 High is projecting it will receive $472,185.00 based on the enrollment of foster youth, English learner, and low-income students. Latitude 37.8 High must describe how it intends to increase or improve services for high needs students in the LCAP. Latitude 37.8 High plans to spend $1,523,049.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Actual Expenditur [Actual Expenditure] — $ 3,142,056

Total Budgeted — $ 2,922,841

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000

This chart compares what Latitude 37.8 High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Latitude 37.8 High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Latitude 37.8 High's Learning Continuity Plan budgeted $2,922,841.00 for planned actions to increase or improve services for high needs students. Latitude 37.8 High actually spent $3,142,056.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Latitude	Lillian Hsu Principal	lhsu@efcps.net (510) 485-0084

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

Goal 1

Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7,8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

SBAC Distance from Met in English Language Arts for All Students: TBD	TBD
SBAC Distance from Met in English Language Arts for Hispanic Students: TBD	TBD
SBAC Distance from Met in English Language Arts for African American Students: TBD	TBD
SBAC Distance from Met in English Language Arts for English Learners: TBD	TBD
SBAC Distance from Met in English Language Arts for Students with Disabilities: TBD	TBD
SBAC Distance from Met in Mathematics for All Students: TBD	TBD
SBAC Distance from Met in Mathematics for Hispanic Students: TBD	TBD
SBAC Distance from Met in Mathematics for African American Students: TBD	TBD
SBAC Distance from Met in Mathematics for English Learners: TBD	TBD
SBAC Distance from Met in Mathematics for Students with Disabilities: TBD	TBD
% of Students Level 3 or Level 4 on ELPAC: TBD	54.00%
Each year, the school will meet EFC academic standards requirements: Meets	100%
Each year, the school will meet EFC curricular requirements: Meets	100%
Each year, 95% of teachers requiring certification will rate as Highly Qualified: 1	70%
Chronic Absenteeism Rate for All Students: 0.077	7.00%
Chronic Absenteeism Rate for Hispanic Students: 0.079	8.00%
Chronic Absenteeism Rate for African American Students: N-size too small	3.00%
Chronic Absenteeism Rate for English Learners: 0.056	8.00%
Chronic Absenteeism Rate for Students w/ Disabilities: N-size too small	7.00%
Each year, the student responses on the SCAI Survey DOMAIN 6 (Learning & Assessment) will average 3.0 or higher.: 3.9	4.2
Each year, the teacher responses on the SCAI Survey DOMAIN 6 (Learning & Assessment) will average 3.0 or higher.: 4.6	4.4

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Certificated Teachers	$691,048	$421,033
Teacher Substitutes	$0	$4,400
Certificated Coaches	$559,197	$446,435
Certificated Administrators	$132,104	$118,933
Curricular Materials	$15,487	$31,866
External Curricular Support	$20,450	$37,159

Goal Analysis

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

Funds were either reinvested in strategic plan priorities or repurposed to manage covid-impacted school closures and remote learning.

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

Based on key data and stakeholder feedback, we know that many teachers are implementing curriculum with fidelity but have emerging knowledge of the knowledge and skill that underpins curriculum. We want to strengthen that and also increase the frequency and depth of student work analysis.

Goal 2

Multi-Tiered System of Supports: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7,8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
SBAC Distance from Met in English Language Arts for All Students: TBD	TBD
SBAC Distance from Met in English Language Arts for Hispanic Students: TBD	TBD
SBAC Distance from Met in English Language Arts for African American Students: TBD	TBD
SBAC Distance from Met in English Language Arts for English Learners: TBD	TBD
SBAC Distance from Met in English Language Arts for Students with Disabilities: TBD	TBD
SBAC Distance from Met in Mathematics for All Students: TBD	TBD
SBAC Distance from Met in Mathematics for Hispanic Students: TBD	TBD
SBAC Distance from Met in Mathematics for African American Students: TBD	TBD
SBAC Distance from Met in Mathematics for English Learners: TBD	TBD
SBAC Distance from Met in Mathematics for Students with Disabilities: TBD	TBD
% of Students Level 3 or Level 4 on ELPAC: TBD	54.00%
Each year, the school will meet EFC academic standards requirements: Meets	100%

Each year, the school will meet EFC curricular requirements: Meets	100%
Each year, 95% of teachers requiring certification will rate as Highly Qualified: 1	70%
Chronic Absenteeism Rate for All Students: 0.077	7.00%
Chronic Absenteeism Rate for Hispanic Students: 0.079	8.00%
Chronic Absenteeism Rate for African American Students: N-size too small	3.00%
Chronic Absenteeism Rate for English Learners: 0.056	8.00%
Chronic Absenteeism Rate for Students w/ Disabilities: N-size too small	7.00%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
MTSS Internal Personnel	$181,048	$111,698
MTSS External (excl. transportation)	$220,678	$126,918
Transportation	$200,000	$88,802

Goal Analysis

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

Funds were either reinvested in strategic plan priorities or repurposed to manage covid-impacted school closures and remote learning.

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

Based on key data and stakeholder feedback, we know that many teachers are implementing curriculum with fidelity but have emerging knowledge of the knowledge and skill that underpins curriculum. We want to strengthen that and also increase the frequency and depth

of student work analysis.

Goal 3

Community & Culture: All students and families feel welcome at school. Students attend school in a safe, engaging and nurturing environment. Families are empowered to participate in decisions regarding implementation of curriculum, school culture, and community engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Chronic Absenteeism Rate for All Students: 0.077	7.00%
Chronic Absenteeism Rate for Hispanic Students: 0.079	8.00%
Chronic Absenteeism Rate for African American Students: N-size too small	3.00%
Chronic Absenteeism Rate for English Learners: 0.056	8.00%
Chronic Absenteeism Rate for Students w/ Disabilities: N-size too small	7.00%
Suspension Rate for All Students: 0.01	0%
Suspension Rate for Hispanic Students: 0.01	0%
Suspension Rate for African American Students: 0.01	0%
Suspension Rate for English Learners: 0.01	0%
Suspension Rate for Students w/ Disabilities: 0.01	0%
Each year, the student responses on the SCAI Survey DOMAIN 7 (Attitude & Culture) will average 3.0 or higher.: 3.5	4.1
Each year, the family responses on the SCAI Survey DOMAIN 7 (Attitude &	4.3

Culture) will average 3.0 or higher.: 4	
Each year, the school attendance rate shall average 94% or higher.: 0.94	96%
Each year, the school expulsion rate shall be 1% or lower.: 0	0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Classified Support Staff & Classified Admin	$618,896	$384,497
Food	$20,000	$29,903
After-School	$0	$0

Goal Analysis

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

Pre-pandemic, funds were invested in strategic plan priorities, in particular funds were invested in: Weekly Data Meetings, Responsive Coaching, Content Development. Afterwards, funds may have been repurposed to manage covid-impacted school closures and remote learning.

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

Based on stakeholder engagement, we worked on revisioning the work to support culture & climate priorities of the school.

Goal 4

Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Each year, the school expulsion rate shall be 1% or lower.: 0	0%
Each year, the school will meet EFC facilities requirements: Meets	Good
Each year, the family responses on the SCAI Survey DOMAIN 1 (Physical Appearance) will average 3.0 or higher.: 4.1	4.4
Each year, the student responses on the SCAI Survey DOMAIN 1 (Physical Appearance) will average 3.0 or higher.: 4	4.2
Each year, the teacher responses on the SCAI Survey DOMAIN 1 (Physical Appearance) will average 3.0 or higher.: 4	4.5

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Custodial, Clerical, Technical, & Office Staff	$125,620	$81,763
Materials, Supplies & Equipment	$182,600	$184,104
Operations & Housekeeping Services	$32,109	$35,711
Rent	$137,594	$125,674

Communications	$7,403	$5,882

Goal Analysis

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

Pre-pandemic, funds were invested in strategic plan priorities, in particular funds were invested in: Weekly Data Meetings, Responsive Coaching, Content Development. Afterwards, funds may have been repurposed to manage covid-impacted school closures and remote learning.

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

Covid closure caused significant challenges to existing operations and operations had to adapt quickly.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Materials, Supplies & Equipment	$229,232	$271,187	N
Operations & Housekeeping Services	$9,744	$42,136	N
Rent & Transportation	$557,000	$413,700	N
Communications	$24,211	$27,658	N

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

Expended on custodial supplies and instructional supplies, items that will allow in-person instruction to occur

Analysis of In-Person Instructional Offerings

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

During this past year and a half, our team has risen to the challenge of adapting our instructional model to virtual and then hybrid models while protecting the safety of our community during a pandemic. We ensured that 100% of our students had their basic needs met, including access to devices, internet connectivity, and food. We adapted our instructional model to blend synchronous and asynchronous learning opportunities, quickly learning and adapting new materials, including blended learning software, learning management systems, parent communication and reporting systems, nuanced student attendance and engagement tracking systems,

and digital tools for learning. We worked to identify students that had low engagement and worked in teams to mitigate challenges and encourage increased participation. We developed systems that enabled us to bring students safely back to school in small cohorts, targeting students with the highest need. We ensured strong safety measures to reduce the possibility of any viral spread on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curricular Materials	$42,388	$48,511	Y
Access & Connectivity	$20,901	$77,534	Y
Certificated Teachers	$886,668	$1,138,510	Y
Certificated Coaches & Administrators	$701,481	$888,390	Y
Additional Program Support	$117,192	$148,571	Y

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

Purchased devices and hotspots for students lacking other connectivity options, to ensure access to distance learning. Additional staff to mitigate learning loss.

Analysis of the Distance Learning Program

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

Our team adapted our instructional model while protecting the safety of our community during a pandemic. We ensured that 100% of our students had their basic needs met, including access to devices and internet connectivity. We implemented new materials, including blended learning software, learning management systems, parent communication and reporting systems, nuanced student attendance and engagement tracking systems, and digital tools for learning. We added staff to support identifying students that had low engagement and worked in teams to mitigate challenges and encourage increased participation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mutli-Tiered System of Supports (MTSS)	$376,510	$61,076	Y
Classified Student Support Staff	$171,732	$143,362	Y

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

With remote learning, tier II supports were targeted at supporting students and families through the pandemic. The Coordination of Services Team connected students and families to school based and community based resources. This year our schools Tier II programs included food banks, connection to rent and housing resources, connection to medical services, etc. We maintained our Tier III special education program and ensured that every child received their designated special education services.

Analysis of Pupil Learning Loss

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

While we have made great strides in meeting the basic needs of our families and increasing learning opportunities, the lack of in-person educational options and the surrounding trauma of the pandemic felt by our community made a negative impact on student learning.

Video conferencing fatigue, a lack of peer-to-peer connection, challenges with monitoring for understanding, impacts on pacing, distractions present in many homes, and digital disruptions all contributed to unfinished learning. On our internal measures in both math and ELA we are performing at roughly the same levels as we saw two years ago. The gains we were on track to realizing last year have largely reverted back to our standing in 2019.

Analysis of Mental Health and Social and Emotional Well-Being

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

Our tier II and tier III supports have been targeted at supporting students and families through the pandemic. Every site continues to have a Coordination of Services Team (C.O.S.T). Each site also has a process for referring students to C.O.S.T for socio-emotional, academic, and other support. Each school also established extensive small group academic interventions to mitigate learning loss; and every school had an attendance team to support online attendance. We maintained our Tier III special education program and ensured that every child received their designated special education services.

Analysis of Pupil and Family Engagement and Outreach

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

We have a large number of families directly impacted by Covid, and reaching them and expecting them to support their children was a challenge. Each day, student support staff reach directly out to families whose child is not in attendance to support that student to log in and engage. We were able to identify the barriers to engagement, schedule a support meeting with many families, and try to identify additional support and services.

Analysis of School Nutrition

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

We were able to provide food deliveries to families who are unable to pick up meals and offer nutritionally adequate meals to all enrolled students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach Mental Health and Social and Emotional Well-Being	*Classified Admin & Operations Support Staff*	$469,098	$475,616	Y
Pupil and Family Engagement and Outreach School Nutrition	*Community & Culture Support*	$136,871	$160,487	Y
N/A	*Other Consultants & Back-Office Support*	$200,794	$225,229	N
N/A	*Misc. Operating Expenses*	$587,813	$336,852	N

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

Expended on staff directly support family outreach or supporting students with non-instructional support.

Overall Analysis

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

While we have made great strides in meeting the basic needs of our families and increasing learning opportunities, the lack of in-person educational options and the surrounding trauma of the pandemic felt by our community made a negative impact on student learning. Video conferencing fatigue, a lack of peer-to-peer connection, challenges with monitoring for understanding, impacts on pacing, distractions present in many homes, and digital disruptions all contributed to unfinished learning. On our internal measures in both math

and ELA we are performing at roughly the same levels as we saw two years ago. The gains we were on track to realizing last year have largely reverted back to our standing in 2019.

For the upcoming school years we plan to address these challenges through the following priorities;

1) Build a positive, asset-oriented culture of learning in every space to ensure a positive and inclusive return to the school community.

2) High-Quality Project Based Work:Implement in-depth project plans with all necessary components of a high quality project

such as key learning targets and essential questions, opportunities for real-world learning: field experiences and collaborations with professionals, project milestones/ benchmarks, and differentiation strategies to provide access points for a diversity of learners.

3) Workshop-based Personalized Learning. Implement model to meet the needs of Latitude students and develop teacher capacity to facilitate effective learning in a personalized Workshop model

4) Restorative Justice Practices via Advisory. Implement school-wide restorative justice system and develop rhythms and rituals for advisory circles

5) Extended Learning Opportunities. Implement protocols and processes for supporting students with practicing professional workplace

skills, securing an ELO, building mentor relationships, designing individual ELO projects.

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

Our team continually reflects on data from iterative assessments and has planned data stepbacks planned regularly so as to thoughtfully plan and iterate for the coming year. This is especially imperative in this challenging year.

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

Purchased devices and hotspots for students lacking other connectivity options, to ensure access to distance learning. Additional staff to mitigate learning loss. Tier II programs that connected families to food banks, connection to rent and housing resources, connection to medical services, etc. Staff directly support family outreach or supporting students with non-instructional support.

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

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

During this past year and a half, our team has risen to the challenge of adapting our instructional model to virtual and then hybrid models while protecting the safety of our community during a pandemic. We ensured that 100% of our students had their basic needs met, including access to devices, internet connectivity, and food. We adapted our instructional model to blend synchronous and asynchronous learning opportunities, quickly learning and adapting new materials, including blended learning software, learning management systems, parent communication and reporting systems, nuanced student attendance and engagement tracking systems, and digital tools for learning. We worked to identify students that had low engagement and worked in teams to mitigate challenges and encourage increased participation. We developed systems that enabled us to bring students safely back to school in small cohorts, targeting students with the highest need. We ensured strong safety measures to reduce the possibility of any viral spread on campus.

While we have made great strides in meeting the basic needs of our families and increasing learning opportunities, the lack of in-person educational options and the surrounding trauma of the pandemic felt by our community made a negative impact on student learning. Video conferencing fatigue, a lack of peer-to-peer connection, challenges with monitoring for understanding, impacts on pacing, distractions present in many homes, and digital disruptions all contributed to unfinished learning. On our internal measures in both math and ELA we are performing at roughly the same levels as we saw two years ago. The gains we were on track to realizing last year have largely reverted back to our standing in 2019.

For the upcoming school years we plan to address these challenges through the following priorities;

1) Build a positive, asset-oriented culture of learning in every space to ensure a positive and inclusive return to the school community.

2) High-Quality Project Based Work:Implement in-depth project plans with all necessary components of a high quality project

such as key learning targets and essential questions, opportunities for real-world learning: field experiences and collaborations with professionals, project milestones/ benchmarks, and differentiation strategies to provide access points for a diversity of learners.

3) Workshop-based Personalized Learning. Implement model to meet the needs of Latitude students and develop teacher capacity to facilitate effective learning in a personalized Workshop model

4) Restorative Justice Practices via Advisory. Implement school-wide restorative justice system and develop rhythms and rituals for advisory circles

5) Extended Learning Opportunities. Implement protocols and processes for supporting students with practicing professional workplace

skills, securing an ELO, building mentor relationships, designing individual ELO projects.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Lillian Hsu Principal	lhsu@efcps.net (510) 485-0084
Latitude 37.8 High School	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information

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

Located in Oakland, Latitude 37.8 High School opened in 2018. One of the core design principles of Latitude is integration. In order to best prepare all students for a meaningful and productive life, we believe it is essential for students to build a strong sense of their personal identity and to be able to successfully engage across different cultures, backgrounds, and perspectives. To build these capacities in students, they must be exposed to a diverse community and be supported in engaging productively with a variety of people. Toward this end, Latitude strives to represent Oakland's diversity from different socioeconomic, racial, linguistic, cultural, and learning needs perspectives and will build community across these groups. Latitude will be an intentionally diverse school that reflects the demographics of the city of Oakland. Our projected demographics strive to represent a balance of the school age population in the city of Oakland that is both in and out of the school district.

Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

Reflections: Successes

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

During this past year and a half, our team has risen to the challenge of adapting our instructional model to virtual and then small group cohort models while protecting the safety of our community during a pandemic. We ensured that 100% of our students had their basic needs met, including access to devices, internet connectivity, and food. We adapted our instructional model to blend synchronous and asynchronous learning opportunities, quickly learning and adapting new materials, including blended learning software, learning management systems, parent communication and reporting systems, nuanced student attendance and engagement tracking systems, and digital tools for learning. We worked to identify students that had low engagement and worked in teams to mitigate challenges and encourage increased participation.

We developed systems that enabled us to bring students safely back to school in small cohorts, targeting students with the highest need. We ensured strong safety measures to reduce the possibility of any viral spread on campus.

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.

While we have made great strides in meeting the basic needs of our families and increasing learning opportunities, the lack of in-person educational options and the surrounding trauma of the pandemic felt by our community made a negative impact on student learning. Video conferencing fatigue, a lack of peer-to-peer connection, challenges with monitoring for understanding, impacts on pacing, distractions present in many homes, and digital disruptions all contributed to unfinished learning. .

LCAP Highlights

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

For the upcoming school years we plan to address these challenges through the following priorities;

1) Build a positive, asset-oriented culture of learning in every space to ensure a positive and inclusive return to the school community.

2) High-Quality Project Based Work:Implement in-depth project plans with all necessary components of a high quality project

such as key learning targets and essential questions, opportunities for real-world learning: field experiences and collaborations with professionals, project milestones/ benchmarks, and differentiation strategies to provide access points for a diversity of learners.

3) Workshop-based Personalized Learning. Implement model to meet the needs of Latitude students and develop teacher capacity to facilitate effective learning in a personalized Workshop model

4) Restorative Justice Practices via Advisory. Implement school-wide restorative justice system and develop rhythms and rituals for advisory circles

5) Extended Learning Opportunities. Implement protocols and processes for supporting students with practicing professional workplace

skills, securing an ELO, building mentor relationships, designing individual ELO projects.

Comprehensive Support and Improvement [N/A]

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

Involvement Process (date, stakeholders engaged, goal)	Impact of Involvement - High level summary of feedback - How did feedback influence plans
5/26, all staff, engage around transportation challenges for August, September at Merritt College	- Presented to whole staff and then gave them space to vote on Option A (no change to schedule) or Option B (staggered schedule). - Staff all voted for Option B, so now, union reps will work on drafting a waiver to the CBA's hours of teaching. (Everyone will still be working 8 hours. It will just be shifted in terms of start time.)
5/27 - 5/28 all staff, engage around Fall 2021 facilities and other needs	- Staff shared their Hopes, Fears, and Questions about school reopening - Also engaged staff around a facilities walkthrough next Wednesday 6/2 to determine facilities, furniture, and supplies needs for August 2021
5/27 at 5 PM, 5/28 at 9 AM, 6/2 at 6 PM Latitude families, engage around transportation, facilities, and school reopening	- Discussion with families informed additional planning that needs to be done to support students' transportation and social-emotional needs for school reopening

Goals and Actions

Goal

Goal #	Description
[Goal 1]	Core Instruction: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted English language development and language arts, and provide appropriately assigned and fully credentialed teachers to support a high-quality, broad course of study; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.

An explanation of why the LEA has developed this goal.

Increase the number of students making targeted growth in Common Core Standards

Ensure all EL students make adequate gains in English language development.

Ensure all teachers requiring certification are highly qualified

Ensure students are provided and engaged w/ a broad course of study

Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time

Measuring and Reporting Results

Metric	Baseline (most recent available)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
ELPAC: ELPI - English Learners	54.0%	55%			55%
NWEA MAP: Reading - All	56%	70%			70%
NWEA MAP: Reading - English Learners	46%	61%			61%
NWEA MAP: Reading - Students with Disabilities	41%	56%			56%
NWEA MAP: Reading - African Americans	46%	61%			61%
NWEA MAP: Reading - Latinx	58%	70%			70%

NWEA MAP: Mathematics - All	55%	70%			70%
NWEA MAP: Mathematics - English Learners	45%	60%			60%
NWEA MAP: Mathematics - Students with Disabilities	37%	52%			52%
NWEA MAP: Mathematics - African Americans	33%	48%			48%
NWEA MAP: Mathematics - Latinx	57%	70%			70%
SBAC: ELA - All	TBD	TBD			TBD
SBAC: ELA - English Learners	TBD	TBD			TBD
SBAC: ELA - Students with Disabilities	TBD	TBD			TBD
SBAC: ELA - African Americans	TBD	TBD			TBD
SBAC: ELA - Latinx	TBD	TBD			TBD
SBAC: Math - All	TBD	TBD			TBD
SBAC: Math - English Learners	TBD	TBD			TBD
SBAC: Math - Students with Disabilities	TBD	TBD			TBD
SBAC: Math - African Americans	TBD	TBD			TBD
SBAC: Math - Latinx	TBD	TBD			TBD
Annual Eval: Curricular Requirements	100%	100%			100%
Annual Eval: Instructional Requirements	100%	100%			100%
SARC: Qualified Teachers	70%	95%			95%

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Certificated Instructional Staff	Certificated Instructional Staff	$2,255,263	N
[Action 2]	Certificated Administrators	Certificated Administrators	$146,340	N
[Action 3]	Curricular Materials	Curricular Materials	$54,069	Y

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.

The site continually responded to changing conditions due to Covid, but planned actions were in-line with our Learning Continuity and Attendance Plans.

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

N/A

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

Due to the pandemic, we had to shift much of our core curriculum to meet the demands of online learning. This included an emphasis on blended learning, adoption of a learning management system, and building mastery of digital tools to deliver synchronous and asynchronous lessons. Our teachers rose to the challenge, quickly adapting core content to the new digital environment.

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.

We have reflected as a community on the many learnings during this pandemic that we will continue to include in our instructional approach. While next year will mark a return to much of our core curricula prior to the pandemic, we will make the following shifts:

1) Use of a learning management systems to organize and differentiate assignments and bolster our home-school connection

2) A continued emphasis on personalized learning through adaptive blended learning platforms in both math and literacy

3) Rededication to ensuring all students access standards-aligned grade-level content and are not siloed into remeditation

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

Goal

Goal #	Description
[Goal 2]	Multi-Tiered System of Supports: Implement a rigorous whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic and behavioral needs.

An explanation of why the LEA has developed this goal.

Improve the effectiveness of interventions students receive to ensure that academic, social and behavioral needs are adequately served.

Decrease the achievement gap between subgroups of students, especially those who need intervention

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC: ELPI - English Learners	54.0%				55%
SBAC: ELA - All	TBD				TBD
SBAC: ELA - English Learners	TBD				TBD
SBAC: ELA - Students with Disabilities	TBD				TBD
SBAC: ELA - African Americans	TBD				TBD
SBAC: ELA - Latinx	TBD				TBD
SBAC: Math - All	TBD				TBD
SBAC: Math - English Learners	TBD				TBD
SBAC: Math - Students with Disabilities	TBD				TBD
SBAC: Math - African Americans	TBD				TBD
SBAC: Math - Latinx	TBD				TBD
Chronic Absenteeism - All	7.0%				6.50%

Chronic Absenteeism - English Learners	8.0%				4.50%
Chronic Absenteeism - Students with Disabilities	7.0%				8.3%
Chronic Absenteeism - African Americans	3%				4.6%
Chronic Absenteeism - Latinx	8.0%				6.5%
SCAI: Domain 6 Families - All	4.3				3.5
SCAI: Domain 6 Students - All	4.2				3.5
SCAI: Domain 6 Teachers - All	4.4				3.5

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	MTSS Internal Personnel	MTSS Internal Personnel	$301,884	Y
[Action 2]	MTSS External Consultants	MTSS External Services	$90,486	Y

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.

The site continually responded to changing conditions due to Covid, but planned actions were in-line with our Learning Continuity and Attendance Plans.

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

N/A

During the pandemic our MTSS program has been imperative. Our tier II and tier III supports have been targeted at supporting students and families through the pandemic. Every site continues to have a Coordination of Services Team (C.O.S.T). Each site also has a process for referring students to C.O.S.T for socio-emotional, academic, and other support. The team connects students and families to school based and community based resources. This year our schools Tier II programs included food banks, connection to rent and housing resources, connection to medical services, etc. Each school also established extensive small group academic interventions to mitigate learning loss; and every school had an attendance team to support online attendance. We maintained our Tier III special education program and ensured that every child received their designated special education services.

As we enter FY22 we are anticipating learning loss and gaps in some foundational skills. As a result we are increasing some of our Tier II services to ensure all kids have access to academic support, and socio-emotional support. This includes social workers, school counselors, attendance case managers, and increased tutors to implement research based interventions.

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

Goal

Goal #	Description
[Goal 3]	Community & Culture: All students, families, and staff feel welcome at school. Students attend school in a safe, engaging and nurturing environment. All staff and families are empowered and feel included to participate in decisions regarding implementation of curriculum, school culture, and community engagement.

An explanation of why the LEA has developed this goal.

All students feel safe at school

All staff feel welcomed and respected at school

Increase the level and quality of student engagement in learning

Increase efficacy of family outreach and engagement structures.

Provide after-school and support services

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate - All	96%				94%
Chronic Absenteeism - All	7.0%				6.50%
Chronic Absenteeism - English Learners	8.0%				4.50%
Chronic Absenteeism - Students with Disabilities	7.0%				8.3%
Chronic Absenteeism - African Americans	3%				4.6%
Chronic Absenteeism - Latinx	8.0%				6.5%
Annual Return Rate - All	85%				85%
Expulsion Rate - All	0%				0%
SCAI: Domain 7 Families - All	4.3				3.5

SCAI: Domain 7 Students - All	4.1				3.5
SCAI: Domain 7 Teachers - All	4.1				3.5
Suspension Rate - All	0%				6%
Suspension Rate - English Learners	0%				6%
Suspension Rate - Students with Disabilities	0%				6%
Suspension Rate - African Americans	0%				1.5%
Suspension Rate - Latinx	0%				0.1

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Classified Support Staff & Classified Admin	Classified Support Staff & Classified Admin	$361,381	Y
[Action 2]	Staff, Student, and Family Supports	Staff, Student, and Family Supports	$241,038	Y

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.

We put more resources towards DEI training and support for staff, as this need was recognized during the school year based on staff data and feedback. We will continue to prioritize this work.

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

N/A

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

This year our goals for culture and climate shifted due to distance learning. The focus shifted from behavior to student online engagement and attendance. Each school worked with teachers to ensure engaging online lessons and developed incentive programs for participation. Each school also had a focus on attendance and ensuring students were attending all synchronous classes.

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.

For the upcoming school year, we anticipate in person learning for all students and will return to our original goals. There will be an emphasis on socio emotional support and reteaching systems and procedures.

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

Goal

Goal #	Description
[Goal 4]	Operations: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.

An explanation of why the LEA has developed this goal.

Ensure all basic services are adequately addressed

Improve the quality of the learning environment

Provide and maintain operational services for schools and students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Eval: Facilities Requirements	Good				Good
SCAI: Domain 1 Families - All	4.4				3.5
SCAI: Domain 1 Students - All	4.2				3.5
SCAI: Domain 1 Teachers - All	4.5				3.5

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Custodial, Clerical, Technical, & Office Staff	Clerical, Technical, & Office Staff	$23,079	N
[Action 2]	Materials, Supplies & Equipment	Materials, Supplies & Equipment	$428,532	Y
[Action 3]	Facilities & Utilities	Facilities & Utilities	$605,810	N
[Action 4]	Operations Services	Operations Services	$383,792	N

[Action 5]	Compliance	Compliance	$73,758	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.

We put more resources into making sure that all our students had devices and connectivity at home. The need to continue this support in future years was identified, and it would also have a positive instructional impact, and we plan to continue that.

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

N/A

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

Comprehensive safety plans were developed with stakeholders to ensure the safety of staff and students. When students were in small group cohorts, there were zero on-site covide transmissions, despite high levels in the community.

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.

As noted above, we will be prioritizing technology access for students at home, as part of the OaklandUndivided pledge.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.84%	$ 472,185

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.

For our culture and climate priority, we have developed case management structures to ensure strong relationships between families and school are established. This includes ensuring families have the resource and support they need to access digital learning and engage in learning opportunities, per our Operations priority.

For our MTSS priority, we have prioritized small group synchronous instruction as this establishes a platform of community belonging and regular support and feedback differentiated to individual student needs. This structure, as part of our workshop priority, enables teachers to meet the academic and language needs of students and build the agency through goal setting and reflection for students 3. We have prioritized the use of formative data cycles. Through various assessment tools, we are striving to quickly identify any learning loss and targeted mitigations required to support student in access grade level work, particularly in literacy, mathematics, and English learning development.

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

The school will improve services for English learners by improving implementation of integrated English Language Development across disciplines, through specific and focused instructional coaching and professional development via our partnership with BeGLAD. All teachers serving multilingual learners will provide Integrated ELD instruction by embedding the CA ELD Standards to their focal CA CCSS for ELA/Literacy and other content standards to support their students' linguistic and academic progress and to provide the necessary language supports to engage in the learning. This emphasis, while targeted at building the English proficiency of our multilingual students, will support all students, including those that speak African American Vernacular English and students with disabilities. Aligned to research on brain science and language acquisition, the integrated ELD strategies provide multiple access points to core content via visuals, discussion structures, physical movement, and graphic organizers.

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:

  o 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:

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

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

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

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$ 3,495,170	$ 699,769	$ -	$ 770,492	4,965,431	$ 3,087,947	$ 1,877,485

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Certificated Instructional Staff	All	$ 1,491,812	$ 353,210		$ 410,241	$ 2,255,263
1	2	Certificated Administrators	All	$ 146,340				$ 146,340
1	3	Curricular Materials	All	$ 36,354	$ 17,714			$ 54,068
2	1	MTSS Internal Personnel	All	$ 72,849	$ 229,035			$ 301,884
2	2	MTSS External Services	All		$ 90,486			$ 90,486
3	1	Classified Support Staff & Classified Admin	All	$ 175,209			$ 186,172	$ 361,381
3	2	Staff, Student, and Family Supports	All	$ 140,038			$ 101,000	$ 241,038
4	1	Custodial, Clerical, Technical, & Office Staff	All				$ 23,079	$ 23,079
4	2	Materials, Supplies & Equipment	All	$ 378,532			$ 50,000	$ 428,532
4	3	Facilities & Utilities	All	$ 596,486	$ 9,324			$ 605,810
4	4	Operations Services	All	$ 383,792				$ 383,792
4	5	Compliance	All	$ 73,758				$ 73,758

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 2,294,794	$ 3,732,652
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 2,294,794	$ 3,732,652

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Certificated Instructional Staff	Schoolwide	Low-income, English Learners	All Schools	$ 1,491,812	$ 2,255,263
1	3	Curricular Materials	Schoolwide	Low-income, English Learners	All Schools	$ 36,354	$ 54,068
2	1	MTSS Internal Personnel	Schoolwide	Low-income, English Learners, Foster Youth	All Schools	$ 72,849	$ 301,884
2	2	MTSS External Services	Schoolwide	Low-income, English Learners, Foster Youth	All Schools		$ 90,486
3	1	Classified Support Staff & Classified Admin	Schoolwide	Low-income, English Learners, Foster Youth	All Schools	$ 175,209	$ 361,381
3	2	Staff, Student, and Family Supports	Schoolwide	Low-income, English Learners, Foster Youth	All Schools	$ 140,038	$ 241,038
4	1	Custodial, Clerical, Technical, & Office Staff	Schoolwide		All Schools		$ 23,079
4	2	Materials, Supplies & Equipment	Schoolwide	Low-income, English Learners, Foster Youth	All Schools	$ 378,532	$ 428,532
4	3	Facilities & Utilities	Schoolwide		All Schools	$ 596,486	$ 605,810
4	4	Operations Services	Schoolwide		All Schools	$ 383,792	$ 383,792
4	5	Compliance	Schoolwide		All Schools	$ 73,758	$ 73,758

DRAFT

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$ 4,965,431	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Certificated Instructional Staff	Yes	$ 2,255,263	
1	2	Certificated Administrators	No	$ 146,340	
1	3	Curricular Materials	Yes	$ 54,068	
2	1	MTSS Internal Personnel	Yes	$ 301,884	
2	2	MTSS External Services	Yes	$ 90,486	
3	1	Classified Support Staff & Classified Admin	Yes	$ 361,381	
3	2	Staff, Student, and Family Supports	Yes	$ 241,038	
4	1	Custodial, Clerical, Technical, & Office Staff	No	$ 23,079	
4	2	Materials, Supplies & Equipment	Yes	$ 428,532	
4	3	Facilities & Utilities	No	$ 605,810	
4	4	Operations Services	No	$ 383,792	
4	5	Compliance	No	$ 73,758	