



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2021-22]

### General Information

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

Princeton Joint Unified School District (PJUSD) serves students from Glenn and Colusa Counties in two schools, Princeton Elementary School (K-6th grades) and Princeton Junior Senior High School (7th-12th grades). The schools are both located in Colusa County, however the majority of the district land area and student population is from Glenn County and therefore we operate under the auspices of Glenn County Office of Education (GCOE).

Princeton is a rural farming community, and most families in the district work in agriculture related fields. District enrollment is currently 149, with 64 students at Princeton Elementary and 85 students at Princeton Junior Senior High. A significant number of students are on interdistrict transfer agreements. These students and their families quickly become a part of the Princeton School community.

Princeton Schools have a great track record with English Learners. Students who arrive in Princeton with limited English make great strides in English language attainment. The vast majority of English learners are reclassified as being fluent in English by the time they finish elementary school.

Our students and families enjoy a small and safe school environment. This idyllic small town / familial school environment allows students to know each other, their teachers, and staff members well. Along the same line of thought, the teachers and staff members are able to know each student, identify their strengths and learning styles, and meet their individual needs. “No one falls through the cracks.”

Student surveys and discipline data indicate that students feel safe and comfortable at Princeton schools. Significant discipline problems are rare, partially evidenced by very low suspension and expulsion rates.

## Reflections: Successes

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

Major focuses of past plans have been about 1) communication with homes and families, 2) increasing our level of success academically including college and career readiness, and 3) improving our program offerings to students. We have made great success in these areas over the past few years and are planning for further growth in these areas and more. Our college career readiness is already significantly improved and the result of our past work will continue to be evident with the next few years of graduates. Our graduation rate continues to be 100%. Our communication with parents has improved by all measures. Our new focus will be about specific programs and partnering with parents as they guide their students to a future beyond high school. We have also been able to increase our elective offerings and more importantly, our current combination of teachers allows our master schedule to be built such that more options are available to more students. We are a small program but we offer a wide range of electives and opportunities to learn beyond the classic core subjects: science, English, math, and social studies.

We have experienced a stabilization in enrollment. The previous LCAP included concerns about declining enrollment that threatened programs and sports teams. We will continue working to increase enrollment.

## 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.

Corporately, we still wish to see continued improvements in communication, minor improvement and continued success with college and career readiness, and we all want to see higher levels of academic success by multiple measures. Chronic absenteeism remains an area where growth is needed as well. There are other areas of need that are being addressed at micro levels (program, grade level, subject area, etc..). These do not seem to rise to the level of district wide emphasis (LCAP).

# LCAP Highlights

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

Princeton's LCAP features three goals which address three key areas: conditions of learning, pupil outcomes, and engagement. These goals are listed below.

**Goal 1: Conditions of Learning:** Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials and appropriate technology in well-maintained school facilities.

**Goal 2: Pupil Outcomes:** Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

**Goal 3: Engagement:** Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

This plan is being written in the spring of 2021 at, what we hope is, the end of the COVID era. It incorporates data from the California School Dashboard and we will use local measures and new assessments to track change as the School Dashboard does not show data for small groups (many of our data points do not have enough students represented to show on the dashboard) and the dashboard is likely be skewed due to emergency changes over the past fifteen months.

Currently available data highlights several areas where Princeton Schools continue to do well: English Learner progression, behavior measures (suspension / expulsion rates), and graduation rates. This same data highlights significant need for improvement in academic performance. We anticipate growth through a number of actions. Recent changes in teaching staff, continual improvement in curriculum, ongoing professional development, and improving our partnership with parents are all expected to be critical elements of our future success. This is a three year plan developed on the heels of the COVID pandemic and will certainly be revised each year as we evaluate the prior year's successes and shortcomings.

The following is a summary listing of actions that we intend to continue:

- ELD aide at elementary
- Collaboration time twice monthly for classroom staff to work together as they implement improvements and track effectiveness of prior actions
- Hiring qualified educators and facilitating growth through appropriate professional development (including beginning teacher support and coaching)
- Providing standards aligned curriculum

- Assuring that all facilities are well maintained and adequate
- Participation in Butte/Glenn College and Career Pathways
- Use of attendance prizes at both sites
- Participation with SARB (Glenn County)
- Gathering data such as the California Healthy Kids Survey
- Parent Nights
- Utilization of school website and social media
- Improvements and updates to school safety plan and related documents

The following is a list of intended new actions:

- Make technology accessible through lending Chromebooks and assisting families to acquire internet access
- Providing a robust, self-paced curriculum for credit recovery and enrichment
- Opening Princeton Landing Continuation School
- Phone Caller: personal and individual contact with families regarding absences or lack of school success
- Addition of more specialized parent nights
- Creation of a volunteer database and sign up / allocation system
- Reinstatement of tutoring center at high school with teachers
- Increased SOAR staff

## Comprehensive Support and Improvement

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

### Schools Identified

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

NA

### Support for Identified Schools

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

NA

### Monitoring and Evaluating Effectiveness

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

NA

# Stakeholder Engagement

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

This LCAP was developed with input from every segment of our school community. This past year included a number of rapid changes due to the unfolding pandemic. These high level of changes created many unique opportunities to seek and receive feedback from the school community. We utilized the following opportunities for direct input to the LCAP:

- Board Meetings
- Surveys
- A letter inviting individuals to provide feedback  
(Distributed by mail, handout, website and linked in a Remind)
- CTE Committee meetings
- Site staff meetings
- District wide staff meetings
- Parent conferences at the start of 2020-2021
- In-Person meeting with our SELPA Administrator.
- WASC Mid-Cycle Visit and preparation meetings and events.

The input received influenced the LCAP and it was presented to our Site Counsel. This group had no further input and therefore no written response. (all members of this committee already had multiple opportunities to influence the LCAP).

A summary of the feedback provided by specific stakeholder groups.

All stakeholder groups expressed concern about the impact of COVID and collectively searched for ways to help students get back on track academically and support them emotionally.

The elementary special needs parents expressed their desire to see more aides in the classrooms. Elementary parents would like the afterschool program to resume and many supported summer school.

High school parents were in favor of an afterschool tutoring or learning center as well as bringing back the normal student activities and athletics. Many cited these extra curricular programs as having a positive effect on student emotionally and motivated higher achievement academically.

Staff and community members expressed the importance of collaboration time and robust professional development. This same segment also expressed the importance of attendance rates.

While not a part of the LCAP for the next three years, the majority of the comments were COVID related. A common thread of input was along the lines of air quality and other COVID related safety provisions. We heard these concerns and addressed the items that were not addressed in the LCAP with one-time funds received for these types of needs.

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

The vast majority of our actions are directly linked to feedback from the school community. A list of those that can be directly tied to feedback is included below. Our Goals are similar to those for the past three years as our community has the same expectations of our schools; that students have an opportunity to learn and grow in a safe and respectful setting with dedicated staff. Further, they expect our students to be able to enter the work force or attend higher education upon graduation. These goals and expectations have not changed over the past 5 years.

New actions directly linked to stakeholder input include:

- The addition of aides in the classrooms
- Enhancements to the elementary afterschool program
- The creation of the high school afterschool program.
- Make technology accessible through lending Chromebooks and assisting families to acquire internet access
- Providing a robust, self-paced curriculum for credit recovery and enrichment
- Opening Princeton Landing Continuation School
- Phone Caller: personal and individual contact with families regarding absences or lack of school success
- Addition of more specialized parent nights

Stakeholders also affirmed our existing actions:

- Bi-lingual aide and elementary computer lab/instructor at the elementary.
- Bi-Monthly collaboration and robust professional development
- Providing standards aligned curriculum
- Assuring that all facilities are well maintained and adequate
- Participation in Butte/Glenn College and Career Pathways
- Use of attendance prizes at both sites
- Participation with SARB (Glenn County)
- Parent Nights
- Utilization of school website and social media
- Creation of a volunteer database and sign up / allocation system

# Goals and Actions

## Goal

Goal #	Description
1	Conditions of Learning: Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

An explanation of why the LEA has developed this goal.

Teachers, learning spaces and curriculum are the basic building blocks of learning in a traditional public school. This goal assures the most basic elements of education are present at a high level of quality. This goal also addresses State Priorities 1 & 2.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	Eight of eleven teachers are appropriately credentialed (Employment Records)				100% of teachers will have the appropriate credential for the subject and grade levels taught
Priority 1: Local Indicator/ Instructional materials	All students have the appropriate curriculum at home and school (Williams Act Reporting)				100% of students have the appropriate curriculum at home and school
Priority 1: Local Indicator/ Instructional materials	Students have access to appropriate technology at school, most have internet access and devices at home. (Family surveys / requests)				100% of students will have access to appropriate technology at school and at home

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/ Facilities in good repair	Facilities are rated "Good" with minor exception for MOT building (no student use) (FIT Report as listed on SARC)				All facilities will be rated "Good"
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	All curriculum and assessment is aligned with standards (roster of Board Adopted Curriculum as approved annually)				100% of board adopted curriculum and assessments are aligned with state standards
Priority 2: Local Indicator/Implementation of State Standards/ELD	ELD curriculum and practices are aligned with state standards and best applicable practices. (roster of Board Adopted Curriculum as approved annually)				100% of Board Adopted ELD curriculum will be aligned with state standards

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Appropriate Assignment Of Teachers	The District will ensure that all teachers are credentialed in their area of instruction	\$606,026.00	No
2	Beginning Teacher Support	Beginning teachers will be supported through BTSA or local coaches prior to BTSA enrollment	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3	Adequate Access To Instructional Materials	The District will ensure that all students will have access to standards-aligned instructional materials.		No
4	Well Maintained Facilities	The District will ensure that all facilities are maintained and in good repair.	\$335,487.00	No
5	Professional Development	All staff will participate in SEL and Trauma Informed Practices Professional Development in our pursuit of equitable solutions for unduplicated students	\$13,005.00	Yes
6	Technology At Home	The district will provide or assist families in acquiring computing devices and internet access at home where the family cannot supply these resources.		Yes
7	Dean of Students	We created a position a couple of years ago to address academic planning and social emotional goals. A strong focus for this position is to partner with students and families in their pursuit of college admissions. This appears to be particularly valuable to the families who had not had any previous college experience (first generation to attend college).	\$99,859.00	Yes
8	Additional teachers and Information Manager	We have added staff to enhance the program. Two additional teachers allows us to keep very small classes which then allows teachers to know every student and customize learning for them. Our Information Manager is integral in many ways. He maintains the student computing devices and hotspots for homes. He also facilitates a wide range of communication that would otherwise be too cumbersome to continue.	\$178,916.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Pupil Outcomes: Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

An explanation of why the LEA has developed this goal.

Pupil outcomes are the reason this school exists. This goal addresses State Priorities 4, 7, & 8.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	32% met exceeded standard				70% of students meet or exceed
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	15.63% met or exceeded standard				70% of students meet or exceed
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	52% made progress				90% make progress
Priority 4: State Indicator/Academic Indicator/Reclassification rates	9.68% reclassified				15% reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/College and Career Indicator/AP pass rate	NA - no AP exams attempted				Offer at least one AP option
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	26.67% met or exceeded				50% meet or exceed
Priority 4: State Indicator/College and Career Indicator/Dual enrollment completion rate	NA - no dual enrollment available at this time				Have students enrolled in at least one Dual enrollment course
Priority 4: College and Career Ready/A-G course completion	50% of students were eligible for UC/CSU admission				75% of students eligible for UC/CSU
Priority 7: State Indicator/College/Career Indicator (HS only)	35.71% completed a CTE pathway				50% Complete a CTE Pathway
Priority 7: Local Metric/A broad course of study	Met, Broad course of study available to 100% of students				Available to 100%
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	Met, 99% of unduplicated students enrolled in a broad course of study				100% enrolled in
Priority 7: Local Metric/Programs/services developed and provided to individuals	Met, 99% of Special Needs students enrolled in a broad course of study				100% enrolled in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with exceptional needs					
Priority 8: State Indicator/College/Career Indicator (HS only)	42.86% college/career				50% College/Career

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Local Benchmark Or Interim Assessments	The district will acquire benchmark assessments or regularly utilize SBAC interim assessments and analyze data to inform teaching and learning	\$0.00	Yes
2	Bi-Monthly Classroom Staff Collaboration	All teachers will collaborate through bi-monthly late start meetings.	\$11,840.00	Yes
3	Continued Participation in Regional Career / Pathway Consortiums	We will continue to work with GCOE and participate in regional career awareness opportunities and CTE Pathway consortiums.	\$14,813.00	No
4	ELD Aide	Maintain categorically funded ELD aide at Princeton Elementary School	\$53,879.00	Yes
5	Afterschool Tutoring	We will reinstate the after school tutoring program to assist students who have limited assistance at home	\$26,388.00	Yes
6	Increase SOAR Staff	We will add two hours per day allowing for three staff members for the beginning of the daily program. This program prioritizes enrollment based on socio-economic status.	\$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Self-Paced Curriculum	We will continue to build our library of independent study, self-paced curriculum to provide opportunity for students to recover credits or learn outside the master schedule		No

## Goal Analysis [2021-22]

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

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# Goals and Actions

## Goal

Goal #	Description
3	Engagement: Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

An explanation of why the LEA has developed this goal.

Someone once pointed out that "you can lead a horse to water but you cannot make it drink." Goal #1

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	65% of parents/guardians are involved in education (Estimate at this time)				85% of all parents/guardians actively involved in school. Outcomes will be based on data as tracked by counseling dept in the future.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	13.55% of students are chronically absent				Less than 7% of students will be chronically absent
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	100% of cohort graduated				100% of cohort graduate
Priority 5: Local Metric/Middle school dropout rate	0% drop out rate				0% drop out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Local Metric/Student Engagement/High school dropout rate	0% drop out rate				0% drop out rate
Priority 5: Local Metric/Student Engagement/School attendance rates	96.22% avg ADA				98% Avg. ADA
Priority 6: State Indicator/Student Suspension Indicator	5%				Less than 5%
Priority 6: Local Indicator/Local tool for school climate	Favorable Results on CHKS 100% -School is safe 88% -Adults really care about students 88% -has high expectations for students 77% -supportive and inviting place for students				Continued favorable results on CHKS
Priority 6: Local Metric/Expulsion rate	0% Expulsion				0% Expulsion

## Actions

Action #	Title	Description	Total Funds	Contributing
1	District Website and Social Media	Continue improvement and utilization of school website. & social media		No

Action #	Title	Description	Total Funds	Contributing
2	Continue and Increase Widespread Use Of Remind	Remind allows for communication with smaller subsets of our students and families. We intend to continue improving our use of this tool.		No
3	Encourage High Attendance Rates	Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple and the Princeton Community Eagles).		No
4	Continue Utilizing Parent/Family Nights	Continue existing Back to School, Open House and other parent nights. We also plan to add parent nights for more specific groups		No
5	Promote School Site Council	Promote School Site Council participation.		No
6	Annually Update School Safety Plan	Continue annual update of School Safety Plan		No
7	SARB Participation	Participate in Glenn County Office of Education School Attendance Review Board (SARB).		No
8	Survey Families To Monitor School Climate	Administer California Healthy Kids Survey and other data collection methods (school climate data)		No
9	Princeton Landing School	We have reopened a continuation school to make graduation more attainable for certain students		Yes
10	Phone Caller	Personal and individual contact with families regarding absences or lack of school success		No
11	Volunteer Database	Set up an online system for volunteers to register and accept tasks for school events and needs		No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.59%	289,783

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.

Goal 1, Action 5: Evaluation of our unduplicated students indicates a higher exposure to trauma and less resources are available to utilized to counteract the trauma. We are focusing our professional development on Trauma Informed Practices and SEL. We anticipate that a more well informed staff will create a place where more students can be comfortable enough in the setting to learn. This will generate an increase in student achievement and a decrease in attendance issues.

Goal 1, Action 6: During COVID it became aware that our unduplicated students were far less likely to have internet or devices at home. This action item will provide devices and direct personnel to assist families in the process of acquiring internet in their homes. There are many programs available, most families are not aware of them.

Goal 1, Action 7: We have found that most first generation college applicants were not prepared for college or did not have the guidance to apply to college or for financial aid. The Dean of Students meets with families and helps them as they work toward college readiness, application process and funding issues. We have seen an increase in both college acceptance. Surveys showed that the student impression was that the school staff only expected them to attend community college. This has changed with the addition of the Dean of Students. It is now common for students to feel as though they can attend and succeed at a university.

Goal 1, Action 8: It is common knowledge that small class sizes are beneficial to all students and particularly for those that are struggling to access the curriculum. Small class sizes are best for ELD students, students struggling with trauma, students who lack support at home and so on. The information manager is integral to the home technology piece already discussed and facilitates a great deal of communication with families. We expect these positions to increase school achievement and participation in academic and extracurricular activities.

Goal 2, Action 1: A higher percentage of unduplicated students did not meet or exceed the standard in ELA and Math. We are pursuing benchmark assessments to help inform teaching. We also expect that this might help students take some ownership of their own test performance. This will lead to an increase in academic achievement.

Goal 2, Action 2: Classroom staff is frequently perplexed by the unexpected behaviors that can manifest from an emotionally stressed student. Trauma increases the frequency of these manifestations. Collaboration time will allow teachers to continue the learning that will be sparked in professional development.

Goal 2, Action 4: ELD students have a hard time accessing the curriculum. The ELD aid is available to assist these students, provide translation services and generally make school more accessible to these students and their families.

Goal 2, Action 5: Many of our unduplicated students have little academic support at home. This is the impetus for our afterschool tutoring program. This will provide an opportunity for students to receive assistance and motivation from school staff.

Goal 2, Action 6: This is similar to Action #5. Our lower Socio-Economic families rely on the school for supervision as well as a place for learning. The SOAR program provides afterschool supervision, snacks, homework time and enrichment that is vital for these families. This program leads to increased attendance, school participation and overall access to the school programs.

Goal 3, Action 9: An analysis of students leaving the school over the past few years shows that all students leaving for credit reasons were unduplicated. This new school will allow us to provide a more tailored experience for these students with more attainable graduation requirements while continuing to provide transportation and meals while exceeding the state standards.

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

We have exceeded the percentage required both in terms of monetary value and actual work performed within the district. The LCAP budget process addresses the monetary value of effort spent on improving the program for English Learners, students with low social-economic status and foster youth. In these terms (dollars), the budget and correlating overview clearly show an allocation of and use of funds that are used for actions previously listed and primarily directed toward these students and their families.

However, there are many other things happening that are not monetized in this report. Some of these items are listed but do not have any attached expenses. These actions do have costs associated but the costs may be paid with other funding sources or the costs may be incidental. There are other actions taken everyday such as making sure we have sufficient bi-lingual staff to assist students and families. These efforts are embedded systemically and therefore the cost can be difficult to extract.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,216,371.00	\$76,347.00		\$54,995.00	\$1,347,713.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,280,008.00	\$67,705.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Appropriate Assignment Of Teachers	\$606,026.00				\$606,026.00
1	2	All	Beginning Teacher Support					\$0.00
1	3	All	Adequate Access To Instructional Materials					
1	4	All	Well Maintained Facilities	\$294,065.00	\$41,422.00			\$335,487.00
1	5	English Learners Foster Youth Low Income	Professional Development	\$13,005.00				\$13,005.00
1	6	Low Income	Technology At Home					
1	7	English Learners Foster Youth Low Income	Dean of Students	\$99,859.00				\$99,859.00
1	8	English Learners Foster Youth Low Income	Additional teachers and Information Manager	\$178,916.00				\$178,916.00
2	1	English Learners Foster Youth Low Income	Local Benchmark Or Interim Assessments					\$0.00
2	2	English Learners Foster Youth Low Income	Bi-Monthly Classroom Staff Collaboration	\$9,687.00	\$1,037.00		\$1,116.00	\$11,840.00
2	3	All	Continued Participation in Regional Career / Pathway Consortiums	\$14,813.00				\$14,813.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners	ELD Aide				\$53,879.00	\$53,879.00
2	5	English Learners Foster Youth Low Income	Afterschool Tutoring		\$26,388.00			\$26,388.00
2	6	Low Income	Increase SOAR Staff		\$7,500.00			\$7,500.00
2	7	All	Self-Paced Curriculum					
3	1	All	District Website and Social Media					
3	2	All	Continue and Increase Widespread Use Of Remind					
3	3	All	Encourage High Attendance Rates					
3	4	All	Continue Utilizing Parent/Family Nights					
3	5	All	Promote School Site Council					
3	6	All	Annually Update School Safety Plan					
3	7	All	SARB Participation					
3	8	All	Survey Families To Monitor School Climate					
3	9	Low Income	Princeton Landing School					
3	10	All	Phone Caller					
3	11	All	Volunteer Database					

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$301,467.00	\$391,387.00
<b>LEA-wide Total:</b>	\$178,916.00	\$178,916.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$122,551.00	\$212,471.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$13,005.00	\$13,005.00
1	6	Technology At Home	Schoolwide	Low Income	All Schools		
1	7	Dean of Students	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$99,859.00	\$99,859.00
1	8	Additional teachers and Information Manager	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$178,916.00	\$178,916.00
2	1	Local Benchmark Or Interim Assessments	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	2	Bi-Monthly Classroom Staff Collaboration	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,687.00	\$11,840.00
2	4	ELD Aide	Schoolwide	English Learners	Specific Schools: Princeton Elementary School TK-6		\$53,879.00
2	5	Afterschool Tutoring	Schoolwide	English Learners Foster Youth	Specific Schools: Princeton High School		\$26,388.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income	7-12		
2	6	Increase SOAR Staff	Schoolwide	Low Income	Specific Schools: Princeton Elementary K-6		\$7,500.00
3	9	Princeton Landing School	Schoolwide	Low Income	Specific Schools: Princeton Landing School 10-12		

**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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