



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.

San Diego Cooperative Charter School (SDCCS) is built on the foundation of providing a progressive, developmental, child-centered, and constructivist education. In a constructivist classroom, the teacher's role is to observe, note children's interests, ask probing questions, to encourage intellectual exploration, to experiment, and to provide needed resources in a warm and welcoming classroom environment. In practice, this results in a project-based curriculum built on student interests and student needs. This facilitates the kinds of interactions, explorations, and problem solving that result in knowledge construction and conceptual development. Students learn language arts, mathematics, and science concepts through real-world activities.

In 2002, San Diego Cooperative Charter School began providing students with an outstanding education ignited by parents who were searching for an elementary and middle school that encouraged parent participation in the classroom, included deep learning in all subjects: honoring art, music, and movement (physical education), and where social-emotional learning was a central tenet. With teachers, parents, and students working in unison, SDCCS became a success measured by student growth, parent interest, and student engagement & retention.

In a typical year, SDCCS serves 466 children in grades transitional kindergarten through eighth grade and is a vibrant community of students, teachers, staff, and families. Our students flourish in an environment where there is a high level of family engagement, and we continually work to foster this community spirit. We are proud to be an Ashoka Changemaker School.

The SDCCS community believes in fostering growth in the whole child, providing a multi-dimensional education to develop each child academically, socially, emotionally, physically, artistically, and culturally. In addition to an academically rich environment, students enrolled at SDCCS have access to art, music, PE, and dance classes within and outside of the self-contained classroom setting. The entire instructional staff is trained in social-emotional practices supported by credentialed counselors. In Middle School, students have a diverse selection of elective classes to choose from, including Integrated Math One, 3D Art, Design Engineering, Debate, ASB, and other choices that foster teamwork and creativity.

In a developmentally based, child-centered classroom, educators understand that students progress at different rates and respond to varying instructional strategies and tools. Educators at SDCCS recognize and plan for every learning style and provide an environment for each learner to progress. Lessons are differentiated to meet each child's needs, whether the student needs additional support or deeper dives into content to inspire continuous educational growth. Teachers, parents, and students collaborate in Goal Setting Conferences to set individual goals for every child. SDCCS fosters an environment where students and their families are vested partners in the child's education and growth.

Parent involvement is a cornerstone of SDCCS. The parents and families are highly engaged in a variety of volunteer and educational opportunities. Parents are welcomed and encouraged to be co-educators in our classrooms, as well as a multitude of other volunteer opportunities. Teachers and staff provide educational opportunities for parents and our dynamic PSA organizes community-building events. The community spirit of SDCCS is most evident at our "Project Nights", including Humanities Night, STEM Night, PE Night, and Art Night. Student work is displayed in each classroom, as well as hands-on activities for students to share their learning. Families come together in a festive atmosphere to celebrate student learning and gather as a community.

This collaborative spirit of SDCCS extends beyond the school's learning community. SDCCS currently has a strong working relationship with the University of San Diego. Both USD and SDCCS are Ashoka Changemaker schools working to build empathy and move students to action to affect the local and global community. We have an ongoing partnership with UCSD for their Artsbridge program and host 5-10 college students on campus each year. The Associated Student Body (ASB) has collaborated with students from Mesa College to build a Free Little Library. They have participated in food drives, as well as community service projects to benefit local outreach organizations. The goal of ASB is to work within the community to build relationships. It is part of the plan to continue to work and build relationships within the Linda Vista community.

SDCCS graduates filter into high schools throughout San Diego. Graduates find success in a diverse range of charter high schools to International Baccalaureate programs at San Diego High School and Mission Bay High School. SDCCS students are well-prepared to meet the demands of rigorous high school expectations and flourish by utilizing the critical thinking and creative problem-solving skills they acquired at SDCCS. These students are well equipped for academic challenges as well as being self-aware young people who have learned self-advocacy, and self-management.

SDCCS is a thriving community of students and the adults who support them. The school is a well-established learning institution with over 19 years in operation. The staff and administration believe in the continuous growth of students and the educators who teach them; we are always preparing for the future while keeping our Mission and Vision at the center of our work.

Students enrolled at SDCCS reside in many parts of San Diego County, with a preference given to those in the San Diego Unified School District boundaries. We are proud to serve students from neighborhoods throughout the county and have seen our population from the Linda Vista Community rise to over 30% in the past few years. The school is located on a district property at 7260 Linda Vista Road, San Diego, CA, 92111. We were approved for a \$28 million reconstruction through Prop 39 and are currently in Phase 3 of a planned four-phase project. We are excited to be working with San Diego Unified School District and the Linda Vista community through this project.

Mission

The San Diego Cooperative Charter School supports a progressive, developmentally based, child-centered community for active and collaborative student learning where shared values of family, diversity, relationship, creativity, and academic excellence flourish.

Vision

We respect that which makes each child unique and promotes the cognitive, imaginative, creative, social, emotional, and physical development of all students. In order to provide high-quality educational services, we have built a supportive, cooperative community - a true collaboration of children, families, and school staff, where we embrace diversity and honor the unique contributions of each individual. This environment is intended to enhance the joy of learning for all and to inspire discovery, creativity, and a commitment to lifelong learning.

Our vision is to employ differentiated methods to meet each child's needs and to enable the learner to make connections between the curriculum and the outside world. Knowledge of brain development, multiple intelligences, learning styles as well as strategies for differentiation inform instruction in all classes. Service-learning and environmental stewardship are integrated into the curriculum in order to promote a strong social ethic in our student population. At San Diego Cooperative Charter, all members of the school community work together to promote the success of each learner.

Our staff is highly skilled and supported in their daily effort to refine their craft. We continuously monitor our progress toward achieving our goals to ensure that we are effectively utilizing available financial and human resources to maximize student performance and exceed district and statewide standards.

Reflections: Successes

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

Due to COVID-19, we did not have an update to our California School Dashboard. This past year has been extraordinarily challenging globally as well as locally.

SDCCS was prepared for the move to distance learning and we were up and running on day one that students were sent home. Our staff was nimble and able to modify swiftly to this new form of teaching. Student engagement was high and the entire staff worked to keep our students engaged into the summer of 2020. Over the summer we trained our teaching staff using Mike Flynn and improved our distance practice even further.

Students were given NWEA Maps assessments in the fall and although we did not see the growth in a typical year it was not the dramatic drops that were anticipated. We had 54% of our students who took NWEA Maps math assessment meet and exceed expected growth, 66% in Language Arts, Reading and 51% in Language Arts, Usage.

We are proud of our success in cultivating a safe and welcoming culture due to our investment in social/emotional programs and parent involvement. All indicators point to our progress in this area. This is clearly evident not only from our scores and feedback we received from the LCAP survey but also from our excellent student behavior data. It is further evident from the significant level of parent and student engagement and especially at our community celebrations of student learning, namely: Art Night, Student-Led Conferences, Project Nights, and 8th Grade Exit Portfolios. Students want to be here even during a pandemic. Our focus on this has included professional development to advance distance learning, Illustrative Math Program Development, Universal Design for Learning (UDL) practices, strengthen our constructivist approach, and our continued integration of the arts. We have honed our ability to focus on individual students to meet each student at their level and provide meaningful opportunities for growth and success even while teaching remotely.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2018 CAASPP data shows a persistent performance gap between math and language arts.

SDCCS serves students with disabilities at nearly twice the state average. SDCCS is working to build a continuum of services in an inclusive instructional design to ensure that our students that need a more restrictive environment are able to access it. Our administrative and teacher team have recently received the math data and have started to analyze the CAASPP scores by student group. We have concerns with the performance of EL students in both Math and ELA on the CAASPP.

Unpacking this new data with the mathematics team and analyzing the effect of current practices including the 8th grade integrated math class, the implementation of a site-based math coordinator, ST Math and Next Gen Math use, and our before school pilot program supporting Title I and EL students, will help us make programmatic and instructional adjustments. The adoption of Illustrative Math in the 2019-2020 school year will align our grade levels vertically and create school-wide math practices.

Our English Learner program, in the progress of being built, will provide support to our EL students through a Structured English Immersion model. Taking into account our full inclusion, constructivist, and multi-age model, we are seeking consultation with EL experts in the field to help us ensure that the development of explicit vocabulary and reading skills are linked to the ELD standards and best practices for second language learners. Beginning 2021 we will be partnering with Ensemble Learning to strengthen our program and our EL professional development.

In addition to strengthening our EL program, we will be fine-tuning our Multi-Tier Systems of Support (MTSS) with planned professional learning communities to review data, accommodations, and systems of support.

LCAP Highlights

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

San Diego Cooperative Charter School is in the first year of a three-year LCAP.

SDCCS was created by parents and educators who valued the cooperative/parent participation experience. From our inception, SDCCS has been a student-centered, developmentally focused, social emotionally rich school.

Our LCAP goals underscore these efforts and our commitment to cultivate empathic and inspired learners.

The SDCCS LCAP Goals expand on these concepts found in the charter documents, strategic goals, and WASC work.

1. With a diversity, equity and inclusion lens, SDCCS will continue to provide all students with high-quality developmental, constructivist educational programs using evidence-based pedagogical strategies with rigorous standards aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.
2. Continue to invite and engage parents and other stakeholders to be involved in our program through collaboration and communication to support all students in increased attendance that leads to a path to college and career readiness.
3. All students will receive a broad course of instruction from appropriately trained and credentialed teachers will have access to standard aligned instructional materials, and will learn in a rich, functional, and safe academic environment.
4. Developed a Multi-Tiered System of Supports (MTSS) framework as part of a strategic effort to meet the academic needs of the SDCCS's diverse student population specifically our English Learners, Foster Youth, and students with Disabilities.

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.

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

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

Stakeholder engagement is a foundational element for SDCCS. Our CoOp model not only invites feedback from stakeholders but encourages it. In the process of building this LCAP we have met with parents while strategic planning, at a Board of Directors Meeting, at our ELAC meeting and finally School Site Council to discuss our future goals for the LCAP. A survey was sent to all students, outside stakeholders, staff and families. The goal of all of the communication was to find out what we are doing well, where we can improve and what are our goals for the years to come.

Our plan was to develop multiple ways and opportunities for parents to engage. We specifically have tried to increase our feedback and engagement from our Latin X community. We have increased translations in writing, meetings and have even had our front office call parents to encourage their participation.

In reviewing all of the feedback given it was evident that we wanted to have a specific focus on equity and inclusion. Hand in hand with that we heard goals for strengthening and systematizing our Multi-Tiered Systems of Support (MTSS). Inclusion continues to be an area valued by our community and having an intentional plan to support our most vulnerable populations within that inclusion model. This feedback led to the creation of Goal 4 to develop a Multi-Tiered System of Supports (MTSS) framework as part of a strategic effort to meet the academic needs of the SDCCS's diverse student population specifically our English Learners, Foster Youth, and students with Disabilities.

A summary of the feedback provided by specific stakeholder groups.

The feedback given by our stakeholders has been very valuable and used to create not only our LCAP but our 5 year Strategic Plan. The feedback indicated that our current social-emotional program is working to support our students. They have indicated that they are feeling safe and cared for in their educational journey.

Students surveyed indicated that adults are available to support them 100% of the time on academics, artistic expression, and physical fitness. Students also reported feeling both physically and emotionally safe in their classrooms. This statistic means a lot to our organization as it is at the heart of what we do, supporting children.

In meeting with our ELAC committee they expressed gratitude for the support that was given during distance learning and the desire to have their students attend school five days a week again.

Through our surveys, we were able to see that some parents were frustrated that they have not been allowed on campus and that is how many have typically served their volunteer hours. We have made sure to keep a goal that includes volunteering to ensure that the school continues to invite parents to be actively involved in their child's school/

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

Through the years of creating the LCAP, our goal has always been to be staffed with the greatest educators available to students. This year's feedback from staff specifically indicated that we have room to improve our services in a more intentional way for our EL students. Improving and expanding upon a Multi-tiered System of Support that includes:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement

Based on the feedback from our teachers and parents of ELL students the team leads and administration team will work together to design professional learning communities where teams are engaged in professional development to expand upon interventions and improve teaching strategies specifically to promote the achievement of English Language Learners.

Staff will work with a designated ELL instructional lead to align classroom instruction with the English Language Development Standards. Teams will examine data on a regular basis to reflect on these practices to determine if interventions and strategies are promoting student ELL student learning.

Parent feedback from meetings and surveys show that volunteering and involvement in their student's school is something deeply valued in our parent community. We track parent volunteer hours annually and will continue to engage all stakeholders to volunteer in meaningful ways.

Goals and Actions

Goal

Goal #	Description
1	With a diversity, equity and inclusion lens, SDCCS will continue to provide all students with high quality developmental, constructivist educational programs using evidence-based pedagogical strategies with rigorous standards aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.

An explanation of why the LEA has developed this goal.

Our school has been working on DEI in everything we do, it is a part of our mission, vision, strategic plan and parents indicated in meetings and through our survey that these areas of focus were a priority for our community. Additionally, our staff and parents have indicated the continued growth and understanding of evidence-based pedagogical strategies to meet the needs of our extraordinary diverse learning community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. EL performance on ELPAC	Create a new baseline performance on the ELPAC and we will track reclassification after three years in our program.				We will have established the percent of students who improve in levels after three years in our program and the percent of those students who are reclassified.
1B.Continue implementing classroom supports utilizing the RTI model, maintaining a Special Education identification rate of less than 5%	3.4% in 2016-2017. 13 newly identified.				Maintaining an identification rate less than 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C. California Assessment of Student Performance and Progress (CAASPP). Based on 2018-2019 CAASPP data.	48.2% of ELA Students Meet or Exceed 31.5% of Math Students Meet or Exceed CAASPP data above is based on preliminary results from 2019				CAASPP Data 56% of ELA Students Meet or Exceed 39% of Math Students Meet or Exceed
1D. We will maintain a Middle School Dropout Rate of 0%	0% in 2018-2019				0% drop out rate in 2023-2024
1E. We will aim for an attendance rate of 96% or higher.	94.8% in 2019-2020 ADA				96% attendance rate
1F. We will maintain an 8th grade exit portfolio pass rate of 100%.	100% in 2019-2020				100% pass rate in 2023-2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain an Exceptional Progressive Base Program with Rich Professional Development	Base Program: Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies: a. Multiple measures used to monitor the progress of all students.	\$1,865,717.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Teachers and support staff will monitor student progress and implement intervention strategies.</p> <p>c. Instructional & administrative staff will analyze student data to inform strategic decisions.</p> <p>d. Implement the co-created plan to enact higher-level mathematical practices for teachers and students.</p> <p>e. Continued learning around the new math curriculum, Professional Learning Communities will serve as accountability and pacing partners.</p> <p>f. Continued use and training in Orton Gillingham evidence-based reading program.</p> <p>g. Create Professional Learning Communities to strengthen MTSS and data-driven decision making.</p>		
2	Build an EL program that will support the needs of English Learners	<p>Supplemental:</p> <p>a. Provide differentiated professional development for instructional staff to support EL needs of students supported by an EL expert.</p> <p>b. EL coordinator will analyze the data to facilitate school wide and team level training focusing on Success For All (SFA) with a Structured English Immersion instructional plan in all classrooms.</p> <p>c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils.</p> <p>d. EL coordinator will implement a parent education program.</p> <p>e. Build mathematical academic vocabulary that is critical to performance tasks and other assessments requiring non-fiction comprehension to structure and solve mathematical equations.</p>	\$768,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Further build a system of support for EL families.	English Learner Advisory Committee (ELAC) develops strategic plan to support family school engagement that is inclusive and accessible. Increase translated materials to support school engagement.	\$5,000.00	Yes
11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	Math Coordinator will work with teacher and admin teams to identify needed professional development to strive for a consistent and high level of math instruction across grade levels. and for all learners. Professional Learning Communities will provide the opportunity for accountability, pacing support and data review of student math work.	\$5,000.00	No Yes
12	We developed a School Re-Engagement plan for the 2019 LCP that works to communicate with families and students when kids are not attending class.	To increase attendance for all students and specifically target those who are chronically absent, utilize protocol developed in 2019-2020 which includes identifying causes of chronic absenteeism, and continue to document use of strategies.	\$49,027.00	No 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	Continue to invite and engage parents and other stakeholders to be involved in our program through collaboration and communication to support all students in increased attendance that leads to a path to college and career readiness.

An explanation of why the LEA has developed this goal.

Research has shown that the single greatest predictor of student success is parent involvement. At SDCCS parent involvement is not only welcomed but also structured to create the greatest possible positive effect on the students.

Parents need a community – friends, and acquaintances – who offer advice, sympathy, laughter, and company in the hard work of being a good parent. We are a diverse group by many measures, but we share a passion for our children and an ability to walk our talk that we are very proud of.

Parent volunteering is a priority for our families and they indicated through surveys, at the board, and through our community meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Maintain a parent volunteer program with 10,000 volunteer hours logged per year.	Our parent volunteer hours were 10,541 in 2020-2021 school year.				Maintain a parent volunteer program with 13,000 volunteer hours logged per year.
2B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a narrative form and are invited to meet with instructional staff.	100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.				100% of our parents received a narrative report card tailored to their child and invited to meet twice a year with the child's classroom teacher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2C. Minimum of 5 Parent trainings / informational meetings during and outside of the regular school day.	In 2020 we greatly exceeded the parent information meetings due to COVID-19. We offered 11 parent meetings.				Minimum of 5 parent trainings / informational meetings during and outside of the regular school day.
2D. Teachers meet with 90% of parent/guardian for student conferences	88% of parents met with teacher for student conferences.				100% of parents met with teachers for student conferences.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<p>San Diego Cooperative Charter School was founded on the idea that parent & family involvement is an essential component for student achievement. The following strategies will be continued or enhanced to ensure meaningful parent/family involvement.</p> <p>a. Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom.</p> <p>b. Provide opportunities for parents to participate in training (ie. Restorative practices and technology and mental health).</p> <p>c. Provide translation services at training to increase access for all parents.</p> <p>d. Provide opportunities for parents to develop a sense of educational advocacy by way of Board meetings, PSA representation, ELAC meetings, etc.</p> <p>e. Offer childcare to expand access to parent meetings.</p>	\$309,175.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>f. Identify and communicate a broad range of volunteer activities on and off-campus, during and outside of school hours.</p> <p>g Utilize technology to expand access to training.</p> <p>h.Make the volunteer tracking system more efficient and easily accessible to all of our parents so all of our volunteers log their hours.</p>		
2	Teacher /Parent Communications	<p>a. Teachers will communicate specific details about student progress across subject matter with parents through emails, conferences, and progress reports including but not limited to report cards, and offer specific ways for parents to support student learning at home.</p> <p>b.Teachers will keep parents informed about the curriculum, the importance of assessments, and school pedagogy through weekly newsletters to parents.</p> <p>c. Increased translated materials to keep non-English speaking parents engaged in their child's academic programs.</p>	\$38,561.00	No Yes
3	Administration/Parent Communications	<p>a. The administration team will send weekly updates to parents about school events including board meetings, PSA meetings, spirit events, and classroom meetings,s and continually communicate the importance of student attendance.</p> <p>b. ELPAC Coordinator will send information specific to English Language Learners, including information about preparing students for ELPAC and how to understand the results of ELPAC scores.</p> <p>c. Office staff and the administration team will monitor attendance rates and have parent meetings with parents of students who are chronically absent.</p>	\$136,855.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4	Parent/Teacher Conferences	<p>a. Teachers will use technology to expand parent access and improve parent attendance at parent/teacher conferences. Since the pandemic, most are familiar with platforms like zoom. These platforms could make meeting with parents more convenient.</p> <p>b. Teachers will offer parents a wide range of dates and times for parent/teacher meetings.</p> <p>c. Teachers will work with the school administrative team to ensure interpreters are available for parents who need one during parent/teacher conferences.</p> <p>d. Teachers will post reminders and send emails for conferences.</p>	\$372,945.00	No 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
3	All students will receive a broad course of instruction from appropriately trained and credentialed teachers and will have access to standard aligned instructional materials, and will learn in a rich, functional and safe academic environment.

An explanation of why the LEA has developed this goal.

Our families surveyed indicated the importance of a physically and emotionally safe environment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A. All core teachers will meet the Highly Qualified Teacher standards	All core teachers meet HQT standards				All teachers meet HQT standards
3B. Full time certificated staff will receive 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year	Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year				Full time certificated staff received 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year along with intentional small PLC that focus on focused instructional goals.
3C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year	Classified IAs received 2 full days + 20 hours = minimum of 36 hours of PD provided per year				Classified IAs received 2 full days + 20 hours = minimum of 36 hours of PD provided per year along with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					structured lessons from the SELPA and EL Coordinator.
3C. The school will maintain a safe and functional academic environment as measured by the LCAP survey of all stakeholders.	90% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey				98% of parents and 100% of students indicated that they learn in a safe and functional academic environment as measured by the LCAP survey
3D.. The leadership team will annually review and improve our Comprehensive Safety Plan	The leadership team will annually review and improve our Comprehensive Safety Plan				We will expand the leadership team that will annually improve our Comprehensive Safety Plan
3E. School staff will practice monthly safety drills	SDCCS staff practice a variety of drills monthly.				SDCCS staff practice a variety of drills monthly with at least one full scale disaster drill annually.
3F. SDCCS master schedule will include supervision of students at all times	Students are supervised at all times.				Students are supervised at all times.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Schoolwide focus on curriculum development and instructional practices	Staff and stakeholders will engage in schoolwide study of data to determine areas to improve student learning by aligning curriculum with CCSS and improving Instructional strategies and Multi-Tiered Systems of Support that improves student learning across all content	\$189,507.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	to meet the needs of all students.	<p>areas for all students with an emphasis on ELL students, foster youth, Sped students, and academically advanced students.</p> <p>a. Continue professional development in grades TK-8 in Illustrative Math Curriculum that includes Professional Learning Communities that examine student work, use reliable assessments, and support each other by observing each other and offering feedback to improve instruction and student achievement. Team leads will share student data with the administration team throughout the year. The administration team will participate in classroom observations and attend team meetings to identify the most effective teachers and teachers who need to be targeted for more PD to improve instruction.</p> <p>b. Grades TK-2 teachers will have opportunities to continue to improve their implementation of the Orton Gillingham approved reading program as a Tier 1 and Tier 2 intervention.</p> <p>c. Grades TK-8 will continue to have PD opportunities to learn more strategies and resources that promote a safe, inclusive learning environment. All new teachers will be given a mentor teacher and time to collaborate with the school counselors and administrators to help them implement the Responsive Classroom and Positive Behavior Intervention Strategies that are part of the MTSS. All teachers will receive ongoing training in social and emotional curriculum from the school counselors, Ed. Specialists and the administration team. The administration will visit classrooms regularly to evaluate the supports and strategies teachers are using as tier 1 and tier 2 interventions.</p> <p>d. All teachers will have designated time in team meetings and PLCs to become knowledgeable in the English Language Development Standards, The CDE English Development Roadmap, including aligning content standards to ELL Standards, using research-proven instructional strategies to scaffold learning for ELL students. All teachers will use the results of the student's ELPAC scores to understand the needs of ELL students enrolled in their classes. The administration team will ask team leads for data on the progress of EL students and RFEP students.</p>		

Action #	Title	Description	Total Funds	Contributing
		e. PLCs will follow norms and protocols and share agendas and notes from meetings with the administration team after PLC meetings.		
2	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	<p>Teachers must be equipped with resources and professional development opportunities that focus on research-based teaching practices that have been proven to be effective and support the learning needs of all students.</p> <p>Effective schools create communities of professionals that constantly strive to get better. In order to achieve this, schools must provide high-quality, professional development that meets employees at their point of need.</p> <p>a. Provide support to beginning teachers through approved BTSA programs. Principals pair new teachers with mentor teachers and schedule time for teachers to observe each other's teaching practice and to meet in weekly planning collaborations.</p> <p>b. Provide specialized support and training for intern teachers, special education teachers, counselors, and administrators.</p> <p>c. Principals and teachers collaborate to develop and reflect on professional goals that align with the school vision and examine data and expand knowledge of high-quality teaching strategies and curriculum to identify professional development that will support the school vision. Administrators will schedule regular classroom observations and offer supportive feedback to promote teacher's growth in becoming highly effective teachers.</p> <p>d. All teachers will participate in a self-reflection process to be active participants in their own professional growth. Teachers will be observed by a member of the administration team and/or mentor teachers and collaborate in the teacher reflection process and teacher</p>	\$218,897.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>growth. Teachers will work with school leaders to identify areas for professional growth</p> <p>e Identify expert resources from within and outside of the school community to lead professional development sessions that are proven to meet the needs of our student demographics, with a special focus on students who are underperforming.</p> <p>f Teams support each other's growth as professionals in professional learning communities that meet on a regular basis to monitor and evaluate the effectiveness of teaching practices on student growth through examining student work and data to determine if pacing and instruction is effective</p> <p>H. Implement a newly designed compensation model to retain and recruit highly skilled teaching staff.</p>		
3	Expand PD opportunities for classified staff and paraprofessionals	<p>Expand specific professional development opportunities for employees who are in positions that serve students with limited resources at the site (counselors, specialist staff, IA's, etc.)</p> <p>a. School counselors will attend conferences and have opportunities to lead PLCs and parent meetings about social and emotional curriculum, including suicide prevention, family living, and internet safety.</p> <p>b.School counselors and School psychologists will attend ongoing PD on MTSS and then lead PD sessions with school staff.</p> <p>c Paraprofessionals will be offered opportunities to attend Selpa webinars, receive training from Ed. Specialists, and receive specialized training about de-escalating students. Paraprofessionals will meet with Ed. specialists to learn how to best support the students they serve including data collection.</p>	\$21,728.00	No

Action #	Title	Description	Total Funds	Contributing
4	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	<p>SDCCS values inclusion and equity and will continue to work to maintain a safe and inclusive environment. Staff members are expected to seek to understand and use what we learn from our families to invite diversity, eradicate stereotypes, enhance self-esteem, encourage all members of the community to have a voice, and demand educational achievement</p> <p>A. Student and Parent surveys about equity and inclusion will be given to families annually.</p> <p>B. School staff will study the responses from the student and parent surveys and work to improve upon creating a safe and equitable learning environment.</p> <p>C. Equity and inclusion will be regular topics of discussions at parent meetings and teachers will seek to understand families and make sure the curriculum and classroom practices are reflective of the families we serve.</p> <p>D. Teachers and administration will engage in self-study meetings to ensure our school curriculum represents a wide range of perspectives and create a school culture in which the agreements, conditions, and compass of courageous conversations are practices that are internalized by all educators.</p> <p>E. Take a principled position on critical issues. Staff is trained through professional development and access to community resources to learn about gender and racial, equity as well as equity and inclusion for students with exceptional needs.</p> <p>F. School leaders will work cooperatively with the community to determine a set of core values to guide all relationships. School administrators will continue to work with USD an Ashoka changemaker school and continue to seek relationships with other community</p>	\$98,143.00	No

Action #	Title	Description	Total Funds	Contributing
		groups and universities to continue to make progress in creating an inclusive and safe learning environment for all.		
5	Staff will be highly trained to maintain a physically safe school environment.	Staff will participate in monthly safety drills and will have opportunities to work on the Comprehensive Safety Plan.	\$57,770.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Developed a Multi-Tiered System of Supports (MTSS) framework as part of a strategic effort to meet the academic needs of the SDCCS's diverse student population specifically our English Learners, Foster Youth and students with Disabilities.

An explanation of why the LEA has developed this goal.

Strengthening our EL program is something that has been an ongoing goal for our school. We can see in our data that it is an area of growth. Our EL population has been steadily growing since 2007 and as it grows we need to continue to grow our program.

As a CoOp supporting our families is a priority, we have found success in increased engagement by directly contacting EL families using their native language. Families have reported feeling more included and embraced in our community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Increased percent of EL who progress in English proficiency as measured by the ELPAC.	Establish a new baseline as one school of the percent of EL who progress in English proficiency as measured by the ELPAC				We will review baseline data and the years out for a reasonable percent increase from year to year.
4B. Increased English Learner reclassification rate.	Establish a new baseline as one school for our reclassification rate in 2020-2021.				Out years will be based on the new baseline in 2021 and growth in 2022 to establish reasonable out year outcomes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4C. Increased CAASPP scores for students with special needs in Language Arts, Reading and Math.	CAASPP Scores for students with special needs who met or exceeded standards L. Arts= 28.26 Math= 19.76				CAASPP Scores for students with special needs L. Arts= 37.26 Math= 25.76

Actions

Action #	Title	Description	Total Funds	Contributing
1	An EL Coordinator will oversee a structured program to meet the needs of EL	<p>We will create an EL committee lead by an EL Coordinator.</p> <p>a. We will meet with the ELAC committee at least once a year</p> <p>b. The team will collaborate weekly to further build a structured EL program.</p> <p>c. We will use The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap).</p> <p>d. The committee will support English learners fully and meaningfully access and participate in a twenty-first-century education through small group interventions and support.</p>	\$70,213.00	No
2	School climates and campuses are affirming, inclusive, and safe.	<p>The school will create an Equity Action plan to ensure that all EL students are supported in an environment that supports equity, diversity, and inclusion.</p> <p>a. We will develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Our school will ensure appropriate individualized education programs</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners.		
3	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged	Our camp will run for three weeks, four hours a day, programs will consist of targeted interventions in Orton Gillingham reading instruction, Illustrative Math activities, Science Labs, and other academically engaging activities. It will be staffed by Teachers and IA's keeping a low staff to student ratio. The staff will be trained before the camp begins and all will be involved in the planning and execution of the curriculum.	\$80,965.00	No
4	Zero hour and after school tutoring	<p>We will create zero-hour tutoring for any of the students that we identify could benefit from an early morning warm-up to the day, review, and targeted interventions to reduce the learning gap. We will be offering both before and after-school tutoring.</p> <ul style="list-style-type: none"> • We will use our MTSS to drive targeted instruction during tutoring. • We will actively monitor student progress and data to drive instructions • We will use MAPS, CAASPP, and ELCAP data to build a learning plan 	\$93,550.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.48%	\$281,753

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.

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

For 2021-22, San Diego Cooperative Charter School will expend \$281,753 in Supplemental Funds and Concentration funds for continued improved and increased service and educational supports for unduplicated students (English learners (EL), foster youth (FY), low-income (LI) students.)

We will be offering camps in the summer, winter and spring specifically focused on supporting our unduplicated students academically, and social emotionally. These camps will keep kids engaged in learning and scholarly activities. For the 2021-2022 and 2022-2023 school years we will be offering both before and after school tutoring with intentionally designed targeted interventions.

San Diego Cooperative Charter School has an unduplicated student rate projection of 36.34%. The use of supplemental funds will be used to provide increased and improved services for the benefit of our unduplicated students. Although services and strategies are being put into place to support our unduplicated students, there are strategies such as increased accountability through common assessments and increased access to materials aligned with Common Core Standards that will certainly benefit all students.

The school's target proportionality percentage for 2021-22 is 7.48%. Services and supports for unduplicated students will be increased and improved by at least 7.48% compared to services and supports provided to all students for the fiscal year 2020-21.

EL = coordinator stipend
Homeless/Foster = Counseling
Low income = EFT and field trips
Parent Training Coordinator stipend
Before school academic prep week at both campuses

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,487,341.00	\$764,034.00		\$135,471.00	\$4,386,846.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,086,367.00	\$300,479.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Maintain an Exceptional Progressive Base Program with Rich Professional Development	\$1,383,522.00	\$422,261.00		\$59,934.00	\$1,865,717.00
1	2	English Learners	Build an EL program that will support the needs of English Learners	\$709,256.00			\$59,537.00	\$768,793.00
1	9	English Learners	Further build a system of support for EL families.	\$5,000.00				\$5,000.00
1	11	All	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	\$5,000.00				\$5,000.00
1	12	All	We developed a School Re-Engagement plan for the 2019 LCP that works to communicate with families and students when kids are not attending class.	\$49,027.00				\$49,027.00
2	1	All	Parent Engagement	\$277,960.00	\$31,215.00			\$309,175.00
2	2	All English Learners	Teacher /Parent Communications	\$38,561.00				\$38,561.00
2	3	All English Learners Foster Youth Low Income	Administration/Parent Communications	\$117,795.00	\$3,060.00		\$16,000.00	\$136,855.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All English Learners Foster Youth Low Income	Parent/Teacher Conferences	\$372,945.00				\$372,945.00
3	1	All	Schoolwide focus on curriculum development and instructional practices to meet the needs of all students.	\$189,507.00				\$189,507.00
3	2	All	The most important factor in student achievement is the quality of the teacher in the classroom. The Administration team will continually monitor the development of teachers according to Teaching Professional Standards.	\$218,897.00				\$218,897.00
3	3	All	Expand PD opportunities for classified staff and paraprofessionals	\$21,728.00				\$21,728.00
3	4	All	All staff will support an equitable, safe, learning environment where all students and feel represented, valued and safe.	\$98,143.00				\$98,143.00
3	5	All	Staff will be highly trained to maintain a physically safe school environment.		\$57,770.00			\$57,770.00
4	1	All English Learners Foster Youth Low Income	An EL Coordinator will oversee a structured program to meet the needs of EL		\$70,213.00			\$70,213.00
4	2	All English Learners Foster Youth Low Income	School climates and campuses are affirming, inclusive, and safe.		\$5,000.00			\$5,000.00
4	3	Students with Disabilities English Learners Foster Youth Low Income	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged		\$80,965.00			\$80,965.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	All English Learners Foster Youth Low Income	Zero hour and after school tutoring		\$93,550.00			\$93,550.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$3,148,573.00	\$3,740,580.00
LEA-wide Total:	\$1,055,795.00	\$1,106,070.00
Limited Total:	\$709,256.00	\$768,793.00
Schoolwide Total:	\$1,383,522.00	\$1,865,717.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Maintain an Exceptional Progressive Base Program with Rich Professional Development	Schoolwide			\$1,383,522.00	\$1,865,717.00
1	2	Build an EL program that will support the needs of English Learners	Limited to Unduplicated Student Group(s)	English Learners		\$709,256.00	\$768,793.00
1	9	Further build a system of support for EL families.	LEA-wide	English Learners		\$5,000.00	\$5,000.00
1	11	Math professional development that continues the learning, accountability and pacing involved with Illustrative Math	LEA-wide		All Schools	\$5,000.00	\$5,000.00
1	12	We developed a School Re-Engagement plan for the 2019 LCP that works to communicate with families and students	LEA-wide			\$49,027.00	\$49,027.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		when kids are not attending class.					
2	1	Parent Engagement	LEA-wide			\$277,960.00	\$309,175.00
2	2	Teacher /Parent Communications	LEA-wide	English Learners		\$38,561.00	\$38,561.00
2	3	Administration/Parent Communications	LEA-wide	English Learners Foster Youth Low Income		\$117,795.00	\$136,855.00
2	4	Parent/Teacher Conferences	LEA-wide	English Learners Foster Youth Low Income		\$372,945.00	\$372,945.00
3	1	Schoolwide focus on curriculum development and instructional practices to meet the needs of all students.	LEA-wide			\$189,507.00	\$189,507.00
4	1	An EL Coordinator will oversee a structured program to meet the needs of EL		English Learners Foster Youth Low Income			\$70,213.00
4	2	School climates and campuses are affirming, inclusive, and safe.		English Learners Foster Youth Low Income			\$5,000.00
4	3	We will be creating a three-week Chillin' and Skillin' camp that will serve our English Learners, Students of Color, Foster Youth, and those who are socioeconomically disadvantaged		English Learners Foster Youth Low Income			\$80,965.00
4	4	Zero hour and after school tutoring		English Learners Foster Youth Low Income			\$93,550.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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