Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eagle Collegiate Academy	Ogo Okoye-Johnson CEO	ookoye-johnson@eaglecollegiateacademy.com (661) 347-6016

Plan Summary 2021-2022

General Information

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

Mission

Eagle Collegiate Academy will empower students to become self-confident, egalitarian and authentic global citizens prepared for 21st century careers and responsibilities. ECA encourages each student to develop talents and interests as an independent-minded person among a diverse body of students, parents and faculty who together embark on a continuous lifelong learning process. Students will participate in a rigorous, college preparatory program that is characterized by low student-teacher ratios, an extended day for academic enrichment, frequent assessments to monitor student progress, and a series of intensive interventions that are focused on quickly accelerating the learning of scholars who are performing far below grade level. ECA will use data-driven differentiated personalized instruction and innovative curriculum to ensure that students experience the discipline and excitement of academics, the pride of developing personal character and integrity, the creative opportunities provided by the arts and extracurricular activities, the rigor and pleasure of athletics, and an awareness of, respect for and involvement with the community in which they live which allows them to graduate college and career ready with a deep understanding of the relationships among disciplines.

Vision

Eagle Collegiate Academy will accomplish its mission through the following best practices:

Rigorous College Preparatory Emphasis
Eagle Collegiate Academy will offer a robust college preparatory program with rigorous honors, advanced placement and IB courses to ensure that ECA scholars graduate with the required skills to be successful in college and chosen career fields.

International Baccalaureate Programs

Eagle Collegiate Academy is an International Baccalaureate Primary Years Candidate school. ECA will become an IB World school offering the IB Primary Years Program, Middle Years Program and the Diploma Program. The holistic IB rigorous approach to instruction that focuses on learners ensures that students make practical connections between their lessons and the real world. All IB programs endeavor to develop internationally minded people who help to create a better and more peaceful world because they acknowledge their common humanity and shared guardianship of the planet. IB leaners are prepared to tackle global issues through inquiry, action and reflection. Students are required to learn another language in order to foster intercultural understanding by investigating how the diverse human race is interconnected and unified by its rich cultures. Opportunities to develop both disciplinary and interdisciplinary knowledge required by colleges all over the globe are created through a broad and balanced, conceptual and connected curriculum.

Primary Years Program students investigate six global transdisciplinary themes through various subjects. MYP students study a variety of subjects that they use to develop two or more areas of expertise into a new interdisciplinary interpretation. Diploma Program students study a range of subjects and explore their individual creativity through the creativity, activity, service (CAS) component of the DP core. A variety of developmentally appropriate assessments across the IB programs continuum, from PYP to the international DP examinations, are used to determine what students have mastered, monitor their progress, provide feedback and adjust the instruction as needed. The IB programs will ensure that ECA scholars are prepared to compete globally.

Core Values

Eagle Collegiate Academy will implement these unifying core values that are embedded in the fabric of our instructional program:

Scholarship
Scholarship is the core of ECA mission. A rigorous and comprehensive curriculum is the foundation of scholarship buttressed by teachers who inspire intellectual curiosity and academic engagement that encourage students to demonstrate intellectual courage and perseverance to develop into lifelong learners. ECA will foster collaboration with all stakeholders in designing, implementing, and maintaining an effective instructional program where students are encouraged to reach their potential in a rigorous and caring learning environment.

Community
Eagle Collegiate Academy will maintain a welcoming and inclusive community that respects and values the uniqueness of each individual member of the community. Members of the ECA community have a collective interest in the success and sustainability of ECA.

Equity and Access
Eagle Collegiate Academy will provide access to an industrious environment where every person has the opportunity to discover, develop, and enrich talents, abilities, and interests.

Integrity
Eagle Collegiate Academy values strength of character, dignity, pride, ethical courage, respecting the rights of others and embracing what is morally and ethically right.

Core Principles

Eagle Collegiate Academy plans to do the following:

1. Inspire each student to develop academic excellence through exposure to a well-rounded, challenging and innovative curriculum in a nurturing and attractive environment that will ensure that graduates are prepared to succeed at the collegiate level
2. Develop self-esteem and a sense of self-worth in our students.
3. Provide our students with various opportunities to cultivate their academic, moral, social, creative, athletic, and technologic excellence.
4. Provide our teachers with diverse occasions for continued professional growth to ensure the highest quality of pedagogy.
5. Cultivate a sense of unity and respect among students, faculty and parents
6. Develop students who are aware of the global community and a responsibility to make contributions to society.

Eagle Collegiate Academy scholars are EAGLEs

E   Excellent
A   Authentically Audacious
G   Global
L   Leaders
E   Empowered Egalitarians

ECA's Projected Enrollment and Growth

Eagle Collegiate Academy anticipates opening with approximately 168 TK-3rd students depending on recruiting outcomes (including the number and grade range of interested students) and the number of classrooms available in the facilities the school attains. Enrollment trends in the public schools in our surrounding valleys indicate that the number of students that ECA hopes to serve is realistic and would have a minimal impact on surrounding school districts. According to CDE Data Quest and Ed-Data, a partnership of the California Department of Education, EdSource, and the Fiscal Crisis and Management Assistance Team/California School Information Services (FCMAT/CSIS), the average class size in the Antelope and Santa Clarita Valleys K-8 public schools is 26 (http://www.ed-data.org/county/Los-Angeles). ECA's goal is to have and maintain a 24:1 student-teacher ratio in grades TK-5th designed to increase the level of student engagement and voice. ECA equally plans to have and maintain a 25:1 student-teacher ratio in grades 6-8th. Such numbers will not greatly impact the number of students from the surrounding school districts because ECA is also reaching out to home schooled students and students in private schools. ECA also plans to open with 15 Prekindergarten students.

Reflections: Successes

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

Not Applicable

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.

Not Applicable

LCAP Highlights

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

The LCAP highlights and emphasizes voices of our stakeholders in support of the mission of ECA.
Eagle Collegiate Academy's "ECA" founding team is made up of educators, parents and community members who are very excited that ECA will answer the need of children and their families in the communities of Santa Clarita Valley, Antelope Valley, that approaches teaching and learning holistically from the Primary Years Program (PYP), to the Middle Years Program (MYP) and to the Diploma Program (DP).

ECA became an International Baccalaureate Primary Years Program Candidate School in September of 2021in fulfillment of its quest for providing a rigorous college preparatory program, personalized instruction and innovative curriculum to ensure students graduate college and career ready with a deep understanding of the relationships among disciplines.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Families

ECA met with different groups of parents. The questions asked parents include questions on what they believe is the role of a school in their families, what schools should focus on, what programs should schools offer, how schools and the home will communicate and collaborate to support children and how they would like to interact with the teachers in order to lead to the overall improvement to all stakeholders. Since our students are very young, ECA asked the parents to share the hopes of their children for the future and while attending ECA.

Local Community Leaders

ECA met with local community leaders such as the mayor, city officials, town council leaders, church leaders and state and national representatives to see how we can work together to elevate our community.

Experts in the Field

ECA has been working with experts in the International Baccalaureate field and education. Our team reached out to experts in education, special education, & psychology/socio-emotional wellness to discuss ECA's program in order to give us feedback on content, program elements, curriculum development and student support.

A summary of the feedback provided by specific educational partners.

Families

Parents wanted a staff that represented their community as role models for their children. A parent stated that her child wanted to see students and teachers that look like her. Although parents said parent involvement is important, they also stated that due to work schedules, it is difficult to attend school events sometimes. Communication through a variety of platforms was also important so parents can receive information about the school through various means in order to support teachers and the school. The parents plan to donate appliances and decorate the teacher work room in order to support teachers.

Local Community Leaders

Community leaders - Community leaders supported the concept of the rigorous International Baccalaureate education as a means of starting early to introduce students to college prep curriculum.

Experts in the Field

The IB consultants shared with ECA the path to authorization and how ECA can stay abreast of all the requirements to achieve authorization. Educators discussed the importance of professional development and why ECA's weekly PD on Wednesdays is a step in the right direction.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The LCAP is influenced by the stakeholders' feedback. Stakeholders' engagement is very critical component as a new school opening for the first time.

Families
Parents want a rigorous, and meaningful curriculum for their children but also one that teaches them to be kind and responsible citizens. ECA backwards mapped its curriculum in order to provide a comprehensive and personalized educational program for students. ECA is very welcoming to parent participation in all ECA's programs.

Community Leaders
The feedback from community leaders influenced ECA's drive to become an IB Candidate Primary Years Program to show that ECA is set up to provide quality instruction to students that will empower students to become self-confident, egalitarian and authentic global citizens prepared for 21st century careers and responsibilities.

Experts
ECA values input and welcomes the support and assistance of experts as we develop and grow our school.

Goals and Actions

Goals

Goal #	Description
Goal # 1	ECA will identify, recruit, train, coach, and appropriately assign credentialed teachers who exhibit the core values and beliefs of the Charter School

An explanation of why the LEA has developed this goal.

The goal was a result of the feedback from stakeholders emphasizing the importance of ensuring all teachers are certificated and trained to provide instruction appropriately.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Initial and annual evaluation of personnel records and CCTC information in order to verify credentials and degrees. 2. Written staffing plan / master schedule that includes methods to ensure appropriate teacher assignment.	100% of ECA teachers in core subjects, including Education Specialists will be fully credentialed and appropriately assigned.	100% of ECA teachers in core subjects, including Education Specialists will be fully credentialed and appropriately assigned.	100% of ECA teachers in core subjects, including Education Specialists will be fully credentialed and appropriately assigned.	100% of ECA teachers in core subjects, including Education Specialists will be fully credentialed and appropriately assigned.	100% of ECA teachers in core subjects, including Education Specialists will be fully credentialed and appropriately assigned.

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	Teachers	Ensure all core teacher candidates screened for employment hold appropriate credentials as defined by the California Commission on Teacher Credentialing (CCTC), and appropriate EL certification.		Yes
Action # 2	Teachers	Assign teachers to appropriate classrooms based on the teacher's credential, certifications, and areas of expertise.		

Goal #	Description
Goal # 2	a. All ECA curricula will be aligned to CCSS, NGSS, History-Social Science Content Standards and ECA learning goals to ensure for a full implementation of CCSS.

An explanation of why the LEA has developed this goal.

The goal was as a result of the feedback from the stakeholders emphasizing the importance of aligning ECA curricula with the CCS to ensure that students are prepared for local, state, and national assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Annual review of curriculum maps and courses of study showing alignment. 2. Monthly review of lesson plans. 3. Board agendas and minutes 4. PD attendance rosters 5. Student MAP scores for ELA and Math	100% of ECA curricula will be aligned to CCSS, NGSS, History-Social Science Content Standards, ECA School standards ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing CCSS in each curricular area. 100% of ECA students will take the MAP Growth Test	100% of ECA curricula will be aligned to CCSS, NGSS, History-Social Science Content Standards, ECA School standards ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing CCSS in each curricular area. 100% of ECA students will take the MAP Growth Test	100% of ECA curricula will be aligned to CCSS, NGSS, History-Social Science Content Standards, ECA School standards ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing CCSS in each curricular area. 100% of ECA students will take the MAP Growth Test	100% of ECA curricula will be aligned to CCSS, NGSS, History-Social Science Content Standards, ECA School standards ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing CCSS in each curricular area. 100% of ECA students will take the MAP Growth Test	100% of ECA curricula will be aligned to CCSS, NGSS, History-Social Science Content Standards, ECA School standards ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing CCSS in each curricular area. 100% of ECA students will take the MAP Growth Test

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	CCSS	a. Purchase and create curriculum aligned to CCSS, NGSS, and History-Social Science Content Standards. b. Ongoing professional development for teachers on CCSS. c. Ongoing and annual review of curriculum materials and student performance data. d. Monthly review of lesson plan materials		Yes

Goal #	Description
Goal # 3	Students in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.

An explanation of why the LEA has developed this goal.

The goal grew as a result of conversations with stakeholders emphasizing the importance of ensuring that all students receive rigorous instruction that will prepare them to show proficiency in ELA and Mathematics CAASPP assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Student scores on CAASPP 2. Ongoing school-level and classroom-level formal and informal assessment. 3. Interim NWEA MAP assessments at least twice per year in all grade levels, including the MAP Growth TK-2 for early learners in reading and mathematics, to track student growth in order to inform instruction and ensure that growth	70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP. 100% of ECA students will take the MAP Growth Test	70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP. 100% of ECA students will take the MAP Growth Test	70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP. 100% of ECA students will take the MAP Growth Test	70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP. 100% of ECA students will take the MAP Growth Test	70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP. 100% of ECA students will take the MAP Growth Test

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	Student Achievement	1. Use CAASPP data to change instructional approaches and to modify personal learning plans to support learning by using data to drive instruction. 2. Ongoing review of curriculum materials and student achievement data. 3. Monthly review of lesson plan materials. 4. Weekly instructional professional development.		Yes

Goal Analysis for 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.

Not applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

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

Not applicable

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.

Not applicable

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
Not applicable	Not applicable

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.

ECA provides a welcoming, safe, and stable place for foster youth, English learners, and low-income students to attend school, while offering a strong home-school connection, a highly personalized learning environment that adapts to student needs, our social emotional learning curriculum, and other supports so that these students will feel comfortable approaching ECA staff for guidance, support and resources. ECA will coordinate with the Department of Children and Family Services to account for the School's foster and homeless youth population, paying special attention to attendance rates of these populations. ECA believes that differentiation is one step in providing students an individualized process to achieve mastery. ECA ensures immediate enrollment for foster and homeless youth even if there are missing required educational, health, or special education records. ECA will expedite convening a special education meeting if the child needs to receive services immediately through an IEP or 504 plan.

ECA's instructional design is developed to nurture and develop the whole child. As a result, ECA's instructional design includes strategies that expose students to all the content areas and allow students to choose the courses that suits them best while providing them with the socioemotional supports needed to thrive and be successful. ECA's instructional design effectively interweaves and incorporates these instructional strategies: keys to literacy, project-based models, and personalized learning plans ("PLP") within the research based IB framework in order to meet its mission of empowering students to become self-confident, egalitarian and authentic global citizens prepared for 21st century careers and responsibilities.

ECA's curriculum and instructional design provide all students, especially those from the underrepresented population with a variety of successful research based learning paradigms that will allow them to equitably and successfully access instruction regardless of their socio-economic, cultural, and linguistic backgrounds. These learning paradigms, strategies and approaches of ECA curriculum and design are effective in meeting the goals of the foster youth, English learners, and low income students.

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

Not applicable

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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 educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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.

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unpuplicated Student Group (s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teachers		Yes	Schoolwide	All	ALL	1 year		$ 1,800.00	$ -	-	-	$ 1,800.00	$ 1,800.00
1	2	Teachers		Yes	Schoolwide	All	ALL	1 year							$ -
2	1	Common Core State Standards		Yes	Schoolwide	All	ALL	1 year		$ 42,000.00				$ 42,000.00	$ 42,000.00
3	1	Student Achievement		Yes	Schoolwide	All	ALL	1 year		$ 643,731.00	$ 575,901.00			$ 67,830.00	$ 643,731.00
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Total Expenditures Table

			Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
				$ 575,901.00	$ -	$ -	$ 111,630.00	$ 687,531.00	$ -	$ 687,531.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	1	Teachers		$ -	-	-	$ 1,800.00	$ 1,800.00	
1	2	Teachers						$ -	
2	1	Common Core State Standards					$ 42,000.00	$ 42,000.00	
3	1	Student Achievement		$ 575,901.00			$ 67,830.00	$ 643,731.00	
								$ -	
								$ -	
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Contributing Expenditure Table

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Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 575,901.00	$ 687,531.00
LEA-wide Total	$ -	$ -
Limited Total	$ -	$ -
Schoolwide Total	$ 575,901.00	$ 687,531.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teachers	Schoolwide	All	ALL	$ -	$ 1,800.00
1	2	Teachers	Schoolwide	All	ALL		$ -
2	1	Common Core State Standards	Schoolwide	All	ALL		$ 42,000.00
3	1	Student Achievement	Schoolwide	All	ALL	$ 575,901.00	$ 643,731.00
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Annual Update Table Year 1

Draft

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$ 687,531.00	$ -

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