

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lake County International Charter School

CDS Code: 17 64055 0108340

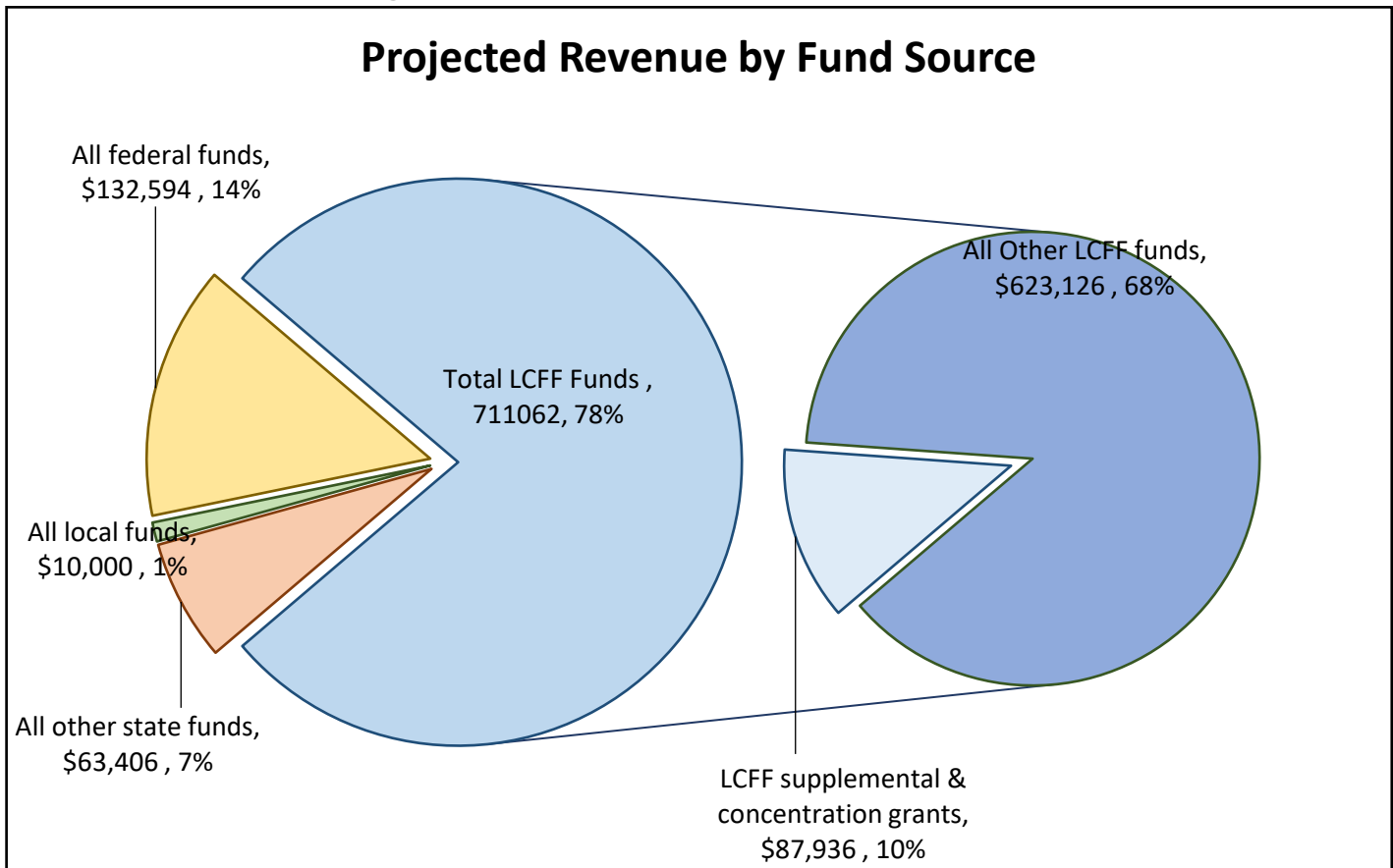
School Year: 2021 – 22

LEA contact information: Gwendolyn Maupin-Ahern, gwendolyn@lcics.org (707)987-3063

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

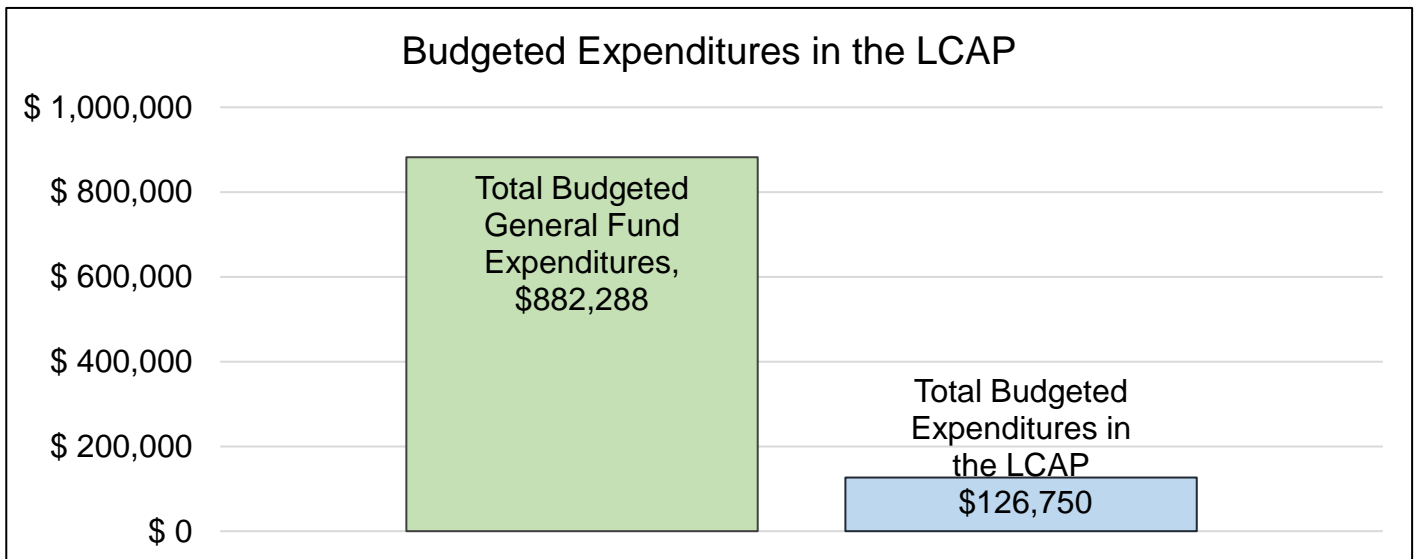


This chart shows the total general purpose revenue Lake County International Charter School expects to receive in the coming year from all sources.

The total revenue projected for Lake County International Charter School is \$917,062.00, of which \$711,062.00 is Local Control Funding Formula (LCFF), \$63,406.00 is other state funds, \$10,000.00 is local funds, and \$132,594.00 is federal funds. Of the \$711,062.00 in LCFF Funds, \$87,936.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lake County International Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lake County International Charter School plans to spend \$882,288.00 for the 2021 – 22 school year. Of that amount, \$126,750.00 is tied to actions/services in the LCAP and \$755,538.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

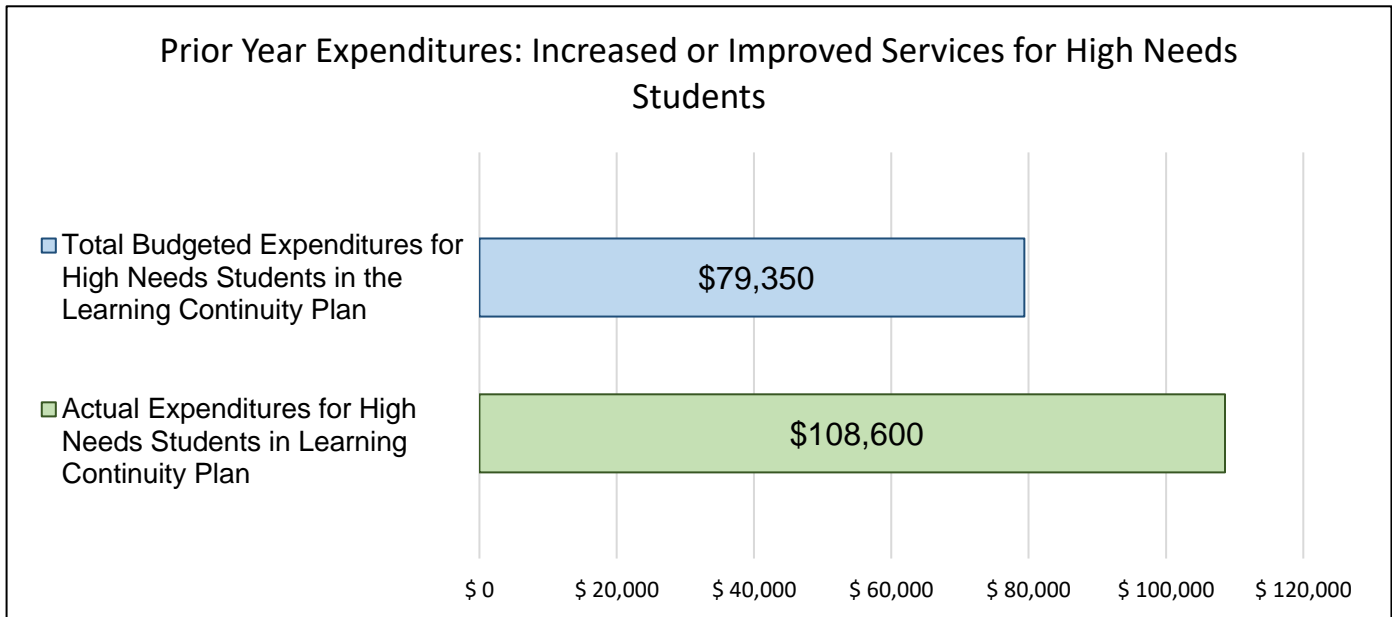
General Fund Budget Expenditures not included in the 2021-22 plan consist of the School's base program, including compensation, benefits, school supplies, professional services, operations, depreciation and interest.

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

In 2021 – 22, Lake County International Charter School is projecting it will receive \$87,936.00 based on the enrollment of foster youth, English learner, and low-income students. Lake County International Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Lake County International Charter School plans to spend \$123,250.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Lake County International Charter School's Learning Continuity Plan budgeted \$79,350.00 for planned actions to increase or improve services for high needs students. Lake County International Charter School actually spent \$108,600.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lake County International Charter School	Gwendolyn Maupin-Ahern, Director	Gwendolyn@lcics.org (707)987-3063

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

Goal 1

Continue to increase math and literacy rate (reading, writing, and listening)

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority #1- Basic

Priority #4- Pupil achievement:

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
Increase returning student scores/competency level from previous year.	For the majority of our students, competency levels were primarily maintained rather than increased. Indeed, many students regressed in their academic progress from previous baseline assessments. While we were in session through mid-March of 2020, the stress and adjustments required to the traditional learning model resulted in a lack of focus and retention. We engaged our students as best we could via Zoom, online learning platforms and grade level academic packets, student engagement with the material took a substantial hit. While a variety of assessments continued to be given, direct supervision was not possible and the results of these were therefor in question.
Increase in skill level of continuing students as represented by comparisons between initial and summative assessments.	There were no Caaspp tests performed to determine outcome. LCICS utilized other assessments, including Mobymax, Accelerated Reader diagnostics, Star Math, Blooms Taxonomy, IB Learner profile and teacher generated unit evaluations.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintain access to support staff and teachers in the classroom.	\$82,227	\$258,649
Offer onsite, free tutoring after school. Ensure sufficient staff to student ratio to allow for differentiation with students (4 days per week plus long Wednesdays)	\$5,900	\$5,900

Goal Analysis

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

All funds were used

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

We were able to maintain a high staff to student ratio throughout the year, including when students were asked to participate in distance-only learning after the onset of the pandemic. Both certificated and paraprofessionals were maintained at a level comparable and in some cases greater than prior to the pandemic. Our teachers and staff worked together to maintain connection with our students using a variety of techniques including: Zoom, phone calls, emails, texting, classroom Facebook pages and in some cases home visits. Teachers went above and beyond, generating not only grade specific, but student specific work packets and provided quick and thorough feedback, adjusting the next work packet to reflect each student's struggles and strengths.

Tutoring continued for high-risk students through Zoom, but was less effective than in person tutoring as it is far more difficult to maintain engagement through a screen than in person. Several students received home visits and were able to participate in on-site one on one instruction on campus, outside in our yard.

Assessments were challenging as many parents found it difficult to allow their children to answer questions without their support. Families also found it difficult to adjust to the need for setting regular learning schedules and adhering to these in a consistent manner.

Goal 2

Maintain attendance rate at 95% or better.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority #3- Parental involvement

Priority #4- Pupil achievement

Priority #5- Pupil Engagement

Priority #6- School Climate

Annual Measurable Outcomes

Expected	Actual
At least 95%	Not met

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Offer attendance prizes and recognition certificates each month for students maintaining perfect attendance. In addition, we will do a 1x per month random drawing per class.	\$3,725.	\$3,600
Celebrate our volunteers with appreciation events	\$800.	\$800
Introduce PBIS or similar program in conjunction with our current Positive Discipline philosophy to our staff and larger school community.	\$5,500.	\$5,500
Train staff member and middle-school students in peer mediation to support their peers and younger students in conflict resolution strategies.	\$500.	\$500

Goal Analysis

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

Due to the pandemic many of our plans for student engagement were not feasible. For example, some of the ways in which we encourage attendance and participation did not occur beginning in March. We were unable to hold our traditional school-wide recognition assemblies or hold volunteer appreciation gatherings. Some of these funds were used to provide students with learning kits for home use. These included student sets of pencils, scissors, markers, paper, notebooks, art materials, garden supplies and workbooks.

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

While school wide recognition assemblies were not viable, teachers and office staff did reach out to encourage students to participate in distance learning more fully and give positive feedback to those students who demonstrated a commitment to academic/extra-curricular engagement. Many fun activities were planned beyond the traditions core academic focus including gardening lessons, instrument borrowing and lessons and distant classroom specific celebrations via Zoom.

Staff brainstormed solutions for specific student engagement and implemented the strategies chosen to support student well-being and success. A great deal of this energy was directed toward student social-emotional support, allowing students time for reflection and

sharing of their experience during the transition and establishment of a distant learning model. Students were encouraged to share their feelings and challenges with the teachers, staff and peers in their classroom and school-wide community.

While parent gatherings did not occur past February, phone calls with parents did increase. The majority of these included discussions about student engagement, time management, providing emotional support (to both care-giver and child), and reminders of the importance to maintain participation with their classroom learning and peer community.

Early in the school year, we began the process of training our middle school students in Peer Mediation. This training ceased with the onset of distant learning and will need to be re-taught as we have students return to on-site learning. A small group of these students have elected to resume training at that time. Only one staff member is currently competent to lead this training and we intend to expand this knowledge to more staff members as soon as we are able.

We were unable to participate in any in-person professional development related to PBIS. This was due to a lack of time, given all of the other responsibilities our team was asked to embrace in attending to distance learning, safety protocols and the fact that no in-person PD was being offered during the Covid-19 outbreak. As a team, a decision was made to wait until the training was more feasible (more time, fewer complications, in-person workshop experience).

Goal 3

Increase use of garden and kitchen as tools for both core academics and life skills training.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority # 2- Implementation of State Standards

Priority #3 – Parent Engagement

Priority #4- Pupil Achievement

Priority #5- Pupil Engagement

Priority #6- School Climate

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
Core curriculum and life lessons will be taught that incorporate the garden and the kitchen. Both of these will hopefully also engage parents and encourage guardian involvement.	Garden lessons continued throughout the school year although they did transition from in-person to online. We were not able to use the kitchen with the students as we only received final certification just before the closure. Since the Pandemic, we have not been able to do instruction in the kitchen due to distancing requirements although we have utilized it in rotation with 2-3 students at a time with some of our classrooms. Since the pandemic began we instituted a “closed campus” policy so no parents were allowed to participate in any on-site activities, including the use of the kitchen.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Teachers in all classrooms will include the garden/kitchen in at least one lesson per trimester in their curriculum plans.	\$1,000	\$1,000
Start the process of transforming current school kitchen into a commercial kitchen.	\$30,000.	\$61,481

Goal Analysis

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

These funds were used as designated.

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

While it was our intention to ask each of our teachers to plan and implement garden/kitchen lessons into their program, we instead opted to assign the responsibility to a single instructor instead. In the beginning of the year we were able to offer site-based garden lessons to all students, that was not feasible with the onset of the pandemic. However, we did continue to offer garden instruction via distance learning model through Zoom. We were also able to send home garden supplies with our students so that they were able to

implement garden lessons from home. While the level of engagement or behavior management was not optimal in this format, we were able to present a great deal of information and increase student knowledge of this subject.

We completed our commercial kitchen! However, we were not able to use it as initially planned with the students due to Covid-19 distancing requirements. Our 4/5 classroom did make treats in groups of 2-3 students at a time throughout the year.

Goal 4

Offer summer school program/tutoring program that will support students academically and artistically.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority # 2- Implementation of State Standards

Priority #4- Pupil Achievement

Priority #7- Course Access

Priority #8- Pupil Outcomes in the Subject Areas

Annual Measurable Outcomes

Expected	Actual
We will feed our low-income students that attend summer tutoring a healthy meal.	Students received food through the Middletown Unified School District, despite no summer school being offered due to the pandemic restrictions to in-person instruction.
Tutoring will be provided to students in the areas an increase in skill is needed for academic success.	No summer school was offered due to Covid. Several of our students who have substantial deficits in academic subject matter were offered online tutoring and in some cases in-person instruction during home visits or outdoors on our campus.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide instruction in core subject matter and allowed opportunities for creative expression.	\$10,000.	\$10,000

Goal Analysis

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

We provided packets for summer practice designed to support each student's particular needs. We maintained contact with our students and their families throughout the summer with updates to the outlook for the 20-21 school year as well as emotional and material support as needed.

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

We were unable to offer wide-spread tutoring or summer school to our students due to the Covid-19 pandemic. Instead, we provided learning packets and staff support/guidance/referrals to instructional videos and online platforms for learning to the families willing to participate. Our teachers were willing to work additional hours during the month of June in order to prepare these items and communicate with our families about how to proceed.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pop-up tents for outdoor instruction. Lake County is still very hot through October and shade structures will be necessary for staff and student comfort (and focus).	\$2,450.	\$1,948	Y
Individual student 6' towels and mats to provide visual distancing, exterior in/out boxes to limit contact between classrooms and office and parents.	\$2,300.	\$2,300	Y
Outdoor seating options that support student learning	\$2,200.	\$2,200	Y
PPE: masks, shields, gloves, mask clips	\$2,000.	\$1,050	N
Signage: posters, visual cues throughout the school, floor decals to support student social distancing guidelines and hygiene protocols.	\$300.	\$285	N
Additional play equipment to accommodate for classroom sets and avoid potential contamination.	\$1,000.	\$1,000	N
Cleaning person to disinfect daily in addition to normal cleaning requirements	\$2,500.	\$2,500	N
Air filters machines and filters for all classrooms and the office to support clean air flow, Covid protection items including touch free towel dispensers and towels, sanitizer dispensers, pressure washers, foggers, santizers, cleaning solutions	\$5,000.	\$4,975	Y
Plexiglas barriers where close contact is not avoidable	\$1,000.	\$665	N
Individual student supplies to avoid sharing items	\$1,800.	\$1,234	Y
Portable white boards so instruction can move outside as well as secured white boards to outdoor areas	\$1,050.	\$456	N

Containers for transporting materials for our hybrid learners	\$250.	\$250	N
Increase in maintenance hours to prepare and place all equipment necessary for outdoor instruction and additional cleaning/hygiene supplies	\$3,000.	\$2,866	Y

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

All of these actions and supplies were completed/purchased/utilized.

Analysis of In-Person Instructional Offerings

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

Overall, our staff and families were as successful as could be expected given the challenges of these expectations. Mask wearing proved to be a challenge, especially to our youngest students and all students needed frequent reminders to keep them in place. Our staff was successful in implementing the required protocols and took the necessary time to practice procedures with the students. Distancing was especially difficult to navigate. Our students, as all children, seek to be near one another and their trusted adults. Finding ways to enforce rules without wounding hearts was not easy or always successful. How does one tell a 5-year-old who is running toward you for a hug to stop?

We used a cohort model to invite students to attend on-site class. Priority for these spots were given to our ELL students, students with current IEPs, students considered “at promise”, and those who are members of low-income households. It was possible to accommodate the first choice of most of these families (distance/hybrid). Initially, we limited our class sizes to 12 students in our K/1, 4/5 and 6-8 classrooms and 10 students in our 2/3. As I am writing this the numbers have increase to accommodate the newer 3-foot distancing requirements. These cohorts shifted members each 8-12 weeks dependent upon the current tier upon which Lake County fell.

All families were asked to review and sign agreements related to Covid-19 restrictions and required to do a health check each morning on all of the household members prior to bringing their child(ren) to school. Students who presented any symptoms related to illness (including potential allergies) were asked to go home.

Each student, in both the hybrid and distance models received their own set of supplies in order to avoid sharing and the potential for cross contamination.

Classroom meetings continues as is our normal procedure with distant learners on screen and able to participate in group discussions and check-ins.

Arrival and departure times/locations were assigned so that there was no risk of mingling our cohorts. In addition, we were able to stagger our breaks successfully, for the same reason.

The majority of instruction was held outdoors on our campus for the beginning of the year until the colder/wetter weather began. When classes moved inside, windows and doors remained open and the air filtration system in constant use. As the weather once again began to improve, outdoor classes began to resume as well.

Additional tutoring has been provided to our students when needed throughout the year using both in-person and distance models. As is our general practice, priority for this was given to our unduplicated student population, our ELL students, students with IEPs. We do not currently have any homeless or foster students at our school.

We were able to purchase high quality air purifiers and outdoor sinks to increase healthy air flow and improve hygiene. Our maintenance person was willing and able to increase time spent on sanitation procedures and we were able to procure all of the PPE needed to meet the CDC and local Health Department guidance.

We discontinued the use of all play equipment with reluctance and invested time in researching, teaching and engaging students with games that do not require close proximity or shared tools. While we began the year with shared cohort-based equipment sets, we quickly realized that the process of sanitizing and tracking sufficient handwashing both before and after play was far too difficult.

As the guidance changed, we were able to reinstitute procedures to allow for the use of minimal equipment, in smaller groups that allowed for the substantial oversight necessary to avoid contracting or spreading the virus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks and teacher computers	\$13,000	\$15,165	Y
IT support needed to trouble shoot recording and storing video material	\$1,500	--	N
Document cameras and projectors for each classroom	\$1,000	\$649	Y
Wireless hubs to increase bandwidth to all classrooms and allow for online interaction with distance learners	\$500	\$500	Y

Web cameras, lighting and microphones to live stream and record lessons for hybrid learners and for collaboration with distance learners	\$1,600	\$480	Y
Thumb drives for areas in Lake County that do not have the infrastructure for internet for distance and hybrid learners	\$300	\$300	Y
Online version/component to all curriculum (math, social studies, science) for to allow for comparable instruction for distance learners	\$3,000	\$7,093	Y
Mileage expenses to deliver materials and do home checks	\$500	--	Y
Additional paraprofessional hours to provide check-ins and offer clarification on material as needed	See Actions to Address Pupil Learning Loss	--	Y

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

There were no substantive differences between planned and actual expenditures.

Analysis of the Distance Learning Program

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

All students were offered high-quality instruction comparable to what our on-site learners received.

LCICS utilized Google Classroom, Zoom, Seesaw as the learning platforms for much of the instruction provided. All teachers engaged with the distant learners as if they were part of the on-site learning community to the best of their ability. All students were expected to participate in the daily live instruction provided and complete all of the assigned activities.

Weekly letters were provided to all families to clarify learning goals, assignments, rubrics and due dates and the daily contact provided opportunities for clarification and additional instructions as needed.

For some of our students, distant learning engagement has been difficult. Parent support varied greatly between a completely hands-off approach to answering the questions for their children. Many students seemed to be left to fend for themselves (finding papers, having

a desk/organized space available to work in, writing supplies etc.). Student learning loss is evident, especially in the extremes within this group.

A few of our families did not have access to internet and many of our Chromebooks have been damaged and must now be replaced. Teacher's split attention between distance Zoomers and in-class students was challenging for both groups and very demanding on the teachers and staff. We have found that making deep emotional and social connections with others is not especially successful through a screen and it is difficult to get a true sense of student well-being and needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Paraprofessional Aide hours	\$39,000.	\$68,187	Y
Membership to Prodigy, Mobymax, Renaissance Reader, Star math to support ongoing assessments	\$3,000.	See Distance Learning – Online Curriculum	Y
Summer learning loss curriculum	\$400.	\$400	Y

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

Increased paraprofessional hours to support both distance and in-person learning.

Analysis of Pupil Learning Loss

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

We are very lucky to be a small school with a very committed team of professionals. This allowed us to be one of a very few schools who could continue to offer some form of on-site learning to our students. I know that this has alleviated at least some of the loss that would have manifested had all of our students been forced into distance only learning.

We were in large part able to provide daily synchronous instruction to all of our students although absences and distractions were significant and classroom management, especially of our K-3 students proved a challenge in the distant learning model. Many parents did not support their students in arriving to their online classroom prepared with the materials provided or a reasonable workspace.

All of our teachers and staff worked diligently to address not only academics but also general well-being and to build a sense of community within each classroom, despite the difference in learning models students experienced. However, glitches in internet, difficulty hearing one another, background noise from home and managing both in class-students and distant learners on screens was limiting. Our staff tried to provide collaboration opportunities between classroom and Zoom learners by pairing them together for discussions and projects and offered many fun, artistic and community building activities to the best of their ability.

While differentiating to meet each students current abilities (academic and social-emotional) is our general protocol, we found this difficult while teaching both to the students in the classroom and on the screen. With our students who are significantly behind, we were able to offer additional tutoring, but this was dependent upon parental agreement and participation, which did not happen in all instances. For our advanced students, we were able to provide more challenging work, however, instruction related to this was minimal as the teachers were required to address both hybrid and distant learners and so spent a great deal more time behind a screen, rather than moving through the classroom than they normally would have.

We have been able to maintain and in many cases increase our staff to student ratio to support our students in smaller “centers” for skill practice and behavioral support which has supported student progress although not to the degree it would have if all students had been on site.

We have provided both online learning platform and hard copy packets to our families to support their learning and this has been helpful as not all students respond to screen learning. However, the degree to which these packets were fully completely varied greatly. Unfortunately the students who need the practice the most are often the students who do not complete all of the assigned work.

Staff members continued to meet throughout the year to brainstorm solutions to student barriers and as we have a creative bunch here at LCICS we were able to come up with many ideas to try in an effort to support all students. The success of these interventions largely depended upon parent engagement and willingness to support their children in their home environment.

Teachers and office staff have made frequent calls home to offer support and guidance and have retained an “open door/phone” policy to ensure they were as available as possible to our students and families.

Analysis of Mental Health and Social and Emotional Well-Being

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

At LCICS, our primary focus this year has been on providing a safe learning environment for our students where they could feel comfortable to share their feelings and ideas without fear of judgement. We know that connection with the teacher, staff and classroom community is essential for authentic learning to occur. For our distant learners this has proved more challenging. For some of these students few if any private conversations have been possible. Some have been very reluctant to share their challenges, perhaps because they would have had to do so from home and in front of parents, siblings or other household members. It is also difficult to build trust through a screen. This was especially true for new students who did not have a previously established relationship with the school or their teacher.

There is a profound sense that students have been less engaged and this is manifesting in what presents as lessened self-confidence and enthusiasm for learning. We have tried to support students by providing engaging activities and encouragement, but this does not fix all they have lost. The grieving our students are experiencing due to the loss of their lives as they had previously known them is profound. Isolation, lack of peer play during non-school hours, wearing masks and enduring the fear associated with the pandemic has taken a toll on everyone. That said, there is a great deal of joy among many of our students, especially those who have chosen to participate in our hybrid program and it is apparent how resilient our children really are.

The office has made many referrals to therapy options within the County at parent request and sometime at the suggestion of the teachers and staff. This has been followed up to varying degrees by caregivers.

Some families have become too comfortable at home, and we now must look at how to get them back in to a site based model where they are expected to get up, get ready and get to school on time. Since many of our children are quite young and cannot get to school themselves, this will involve a great deal of persuasion and communication with the parents who will need to support this process.

It is unknown how many families will want to continue the distant learning once we are able to resume normal instruction in the classroom, but it is our concern that many families inclined to choose this model are the same families that do not actively participate in supporting learning from home.

Analysis of Pupil and Family Engagement and Outreach

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

LCICS has maintained a closed campus this year. This was a decision meant to limit exposure and the possible spread of Covid-19. This decision has severely limited parental participation. We have not held our monthly coffee and tea gatherings or celebrated our volunteers with in-person recognition ceremonies.

The office has remained open for parent communications and has actively engaged with families on a number of issues related to their challenges, concerns, appreciations and requests. The Director has personally communicated many times with most of the LCICS families throughout the year for a variety of reasons (absences, mental health concerns, surveys etc.). Our teachers also have reached out to our families to provide academic guidance, support and encouragement.

The majority of our students have been in attendance and continued to participate during this school year. A few have really struggled with attendance and in several cases have failed to consistently engage in both synchronous and asynchronous learning. When this occurs, teachers first attempt contact by phone and if this is unsuccessful, the Director attempts to reach out. If this fails, a form SARB letter has been sent noting these absences. In a few cases, CPS has been contacted.

All of our teachers communicate through weekly letters (hard copies, email, Facebook) and classroom Facebook pages. The office generates automated call and text reminders of events and due dates and personal calls to those who are unresponsive to the other attempts.

Looking forward, I will reiterate that It is unknown how many families will want to continue the distant learning once we are able to resume normal instruction in the classroom. We are concerned that many families who may be inclined to choose this model are the same families that do not actively participate in supporting learning from home.

We also anticipate a difficult transition to less screen time. Many students have spent a majority of time not only learning online, but playing online as well. Re-learning how to make human to human connections without such distractions could be problematic as we move back in to a classroom environment.

Analysis of School Nutrition

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

Provided MUSD. Was consistent and reliable.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Postage for certified mail	To alert families to their level of truancy and to offer support	\$300	\$300	Y

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

There are no substantive differences.

Overall Analysis

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

The pandemic has affected all aspects of our student’s lives. The changes to their daily routines has resulted in tremendous stress and increased the overall sense of isolation due to the lack of in-person connectivity. This is especially true for our distant learners.

We must continue to take seriously our role as an educational center within our community and are committed to helping our families to navigate all of the challenges of living and learning in an environment where all we have previously considered normal has been turned upside-down.

We are committed to doubling down on our mission of emphasizing academic excellence and artistic expression; respect and appreciation of diversity; personal, social, and environmental responsibility; and an understanding of the interconnectedness of all living things and our global environment. We are resolved to supporting students of diverse backgrounds and abilities to advance academically, artistically, socially, and personally through the framework of the highly successful and proven teaching methods of the International Baccalaureate Primary Years Program.

Many lessons have been learned during this pandemic. We intend to continue to address student health and safety by following CDC guidelines as they relate to schools while offering standards based, high quality curriculum and instruction to all of our students.

Communication with our families must remain a high priority as we have seen many caregivers fail to provide necessary supports to their distant learners in their home environment.

As we have always known, high staff to student ratios can offset learning loss and challenges for our struggling students and the additional funding being offered by the government will support our ability to provide this much needed support.

We have determined a need for summer school/camp and additional tutoring opportunities to address learning loss and re-establish a classroom based, interactive, hands-on learning environment. Students need to move away from the screen and toward real-life, hands on learning opportunities.

We were able to provide Chromebooks to all of our students, many of whom were not our unduplicated population. Many more families requested devices that initially expected. As students have proven to be very hard on our Chromebooks, especially our distant learners, we will need to replace many units to ensure that all of our students have access to this technology in the coming years.

It is our intention to offer a fully on-site program in the 2021-22 school year pending any restrictions offered by the CDC and local Health Departments.

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

[Add text here]

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

There are no substantive differences.

We were able to provide individual kits of supplies to all students both on and off site.

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

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

Many of the goals set in the 2019-20 LCAP were not fully implemented and many of the standards of evaluation were not available due to the Covid-19. For this reason, most of our goals will remain the same.

The primary change is that we will put an even greater emphasis on hands on collaboration and site-based, rather than distance learning options. We were able to increase our staff to student ratio to provide additional supports to our struggling students due to additional funding opportunities. Our additional paraprofessional hours will stay in place or increase in order to provide clarification, support and extended learning opportunities to these students.

LCICS is committed to, and understands the importance of, supporting all of our students and with the knowledge that our most vulnerable students often come from backgrounds that represent additional challenges to learning including our ELL, IEP and low income students, homeless and foster youth.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lake County International Charter School	Gwendolyn Maupin-Ahern, Director	gwendolyn@lcics.org (707)987-3063

Plan Summary 2021-2022

General Information

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

LCICS emphasizes academic excellence and artistic expression; respect and appreciation of diversity; personal, social, and environmental responsibility; and an understanding of the interconnectedness of all living things and our global environment. Students of diverse backgrounds and abilities advance academically, artistically, socially and personally through the framework of the highly successful and proven teaching methods of the International Baccalaureate Primary Years Program.

The transdisciplinary (across disciplines) program of inquiry is a multi-cultural curriculum, which engages critical thinking, research, exploration, creative expression, and technology. Thematic and project-based units of inquiry, differentiated materials, hands-on activities, and community action projects engage multiple intelligences and the whole child while providing meaningful context for all aspects of the curriculum. Thus, various types of learners, learning styles, abilities, and readiness are addressed in a child-centered and active learning environment inspired and created through the cooperation and collaboration of parents, teachers, staff, students, and community.

Lake County International Charter School offers a K-8 program in rural, Lake County, California. In recent years, LCICS has served a high percentage of students who qualify for the free/reduced food program (low income families). These percentages have fallen between 63-78. These remain our targeted, unduplicated student population for purposes of our LCAP while we continue to improve both our academic, artistic and social emotional development programs for our community at large.

The 2021 LCAP is again a re-evaluation of the overall growth and trajectory of our school. This includes safety related protocols connected to the pandemic and includes an emphasis on personal hygiene and disinfecting strategies. Due to the pandemic, we have increased attention on these issues as well as maintaining our focus on the hard skills of ELA, Math, Science and Social Studies and the skills considered “soft”, such as development of empathy, international/multicultural awareness, self-empowerment and personal responsibility. We are addressing these through ensuring sufficient adult to student ratios to support individual and small group support, specialized training opportunities in PBIS, Peer Mediation and Positive Discipline and encouraging parent involvement. We also have been expanding the use of our gardens as a source of core curriculum and instruction. Our new commercial kitchen will also serve as a source of instruction for our teachers to use for teaching life skills, math and science, collaboration and to attract more family/guardian participation..

Reflections: Successes

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

At LCICS, our staff and families were as successful as could be expected given the challenges presented by the pandemic.

We are very lucky to be a small school with a very committed team of professionals. This allowed us to be one of a very few schools who could continue to offer some form of on-site learning to our students. I know that this has alleviated at least some of the loss that would have manifested had all our students been forced into distance only learning.

Instruction:

We have been able to provide daily synchronous instruction to the majority of our students during this school year and we had the ability to provide Chromebooks to our students for this purpose.

We were able to maintain a high staff to student ratio throughout the year. Both certificated and classified staff were maintained at a level comparable and in some cases greater than prior to the pandemic. Our teachers and staff worked together to maintain connection with our students using a variety of techniques including: Zoom, phone calls, emails, texting, classroom Facebook pages and in some cases home visits. Teachers went above and beyond, generating not only grade specific, but student specific work packets and provided quick and thorough feedback, adjusting the next work packet to reflect each student's struggles and strengths.

We were able to provide learning packets (online and hardcopy) and staff support/guidance/referrals to instructional videos and online platforms for learning to the families willing to participate, despite having to cancel summer school. Our teachers and some staff worked additional hours during the month of June in order to prepare these items and communicate with our families about how to proceed.

All students were offered high-quality instruction comparable to what our on-site learners received.

We were also able to offer some site-based garden lessons to all students and have continued to offer garden instruction via a distance-learning model, primarily using Zoom. We were also able to send home garden supplies with our students so that they could participate in garden lessons from home. While the level of engagement or behavior management was not optimal in this format, we were able to present a great deal of information and increase student knowledge in this area.

We completed our commercial kitchen and our 4/5 classroom made snacks, bread and treats in groups of 2-3 students at a time throughout the year.

We used a cohort model to invite students to attend on-site class. Priority for these spots were given to our ELL students, students with current IEPs, students considered "at promise", and those who are members of low-income households. It was possible to accommodate the first choice of most of these families (distance/hybrid). We have been able to increase the size of our cohorts as CDC and Health Department guidelines have shifted.

Tutoring continued for high-risk students through Zoom and several students received home visits and were able to participate in on-site one on one instruction on campus, outside in our yard. As is our general practice, priority for this was given to our unduplicated student population, our ELL students, students with active IEPs. We do not currently have any homeless or foster students at our school. We were able to offer additional tutoring for struggling students and challenging materials for our advanced students.

Technology:

LCICS utilized Google Classroom, Zoom, and Seesaw as the learning platforms for much of the instruction provided. All teachers engaged with the distant learners as if they were part of the on-site learning community to the best of their ability. All students were expected to participate in the daily live instruction provided and complete all the assigned activities.

LCICS was able to provide Chromebooks to all of our hybrid and distant learners.

Social-Emotional:

At LCICS, our primary focus this year has been on providing a safe learning environment for our students where they could feel comfortable to share their feelings and ideas without fear of judgement.

All our teachers and staff worked diligently to address not only academics but also general well-being and to build a sense of community within each classroom, despite the difference in learning models students experienced. Our staff tried to provide collaboration opportunities between classroom and Zoom learners by pairing them together for discussions and projects and offered many fun, artistic and community building activities to the best of their ability.

The office has made many referrals to therapy options within the County at parent request and sometime at the suggestion of the teachers and staff.

Early in the school year, we began the process of training our middle school students in Peer Mediation. A small group of these students have elected to resume training at that time.

Classroom meetings continued as is our normal procedure with distant learners on screen and able to participate in group discussions and check-ins.

Attendance:

The majority of our students consistently attended either onsite or distance learning classes and completed the majority of their assignments.

Outreach, Communication & Collaboration:

Teachers and office staff did reach out to encourage students to participate in distance learning more fully and give positive feedback to those students who demonstrated a commitment to academic/extra-curricular activities. Many fun activities were planned beyond the traditional core academic focus including gardening lessons, instrument borrowing and lessons and distant, classroom specific, celebrations via Zoom.

Staff members continued to meet throughout the year to brainstorm solutions to student barriers and as we have a creative bunch here at LCICS we were able to come up with many ideas to try out. Special attention was given to issues of lower student engagement and implemented the strategies chosen to support student well-being and success. A great deal of this energy was directed toward student social-emotional support, allowing students time for reflection and sharing of their experience during the transition to and establishment of a distant learning model. Students were encouraged to share their feelings and challenges with the teachers, staff and peers in their classroom and with their school-wide community.

Communication with parents, in many cases, increased. The majority of these interactions included discussions about student engagement, time management, providing emotional support (to both caregiver and child), and reminders of the importance to maintaining connection with their classroom learning and peer community.

Weekly letters were provided to all families to clarify learning goals, assignments, rubrics and due dates and the daily contact provided opportunities for clarification and additional instructions as needed. These were provided via hard copies, email, and classroom Facebook pages.

The office generates automated call and text reminders of events and due dates and conducts personal calls to those who are unresponsive to the other attempts.

Teachers and office staff have made frequent calls home to offer support and guidance and have retained an “open door/phone” policy to ensure they were as available as much as possible to our students and families.

The office has remained open for parent communications and has actively engaged with families on a number of issues related to their challenges, concerns, appreciations and requests. The Director has personally communicated many times with most of the LCICS families throughout the year for a variety of reasons (absences, mental health concerns, surveys etc.). Our teachers have also reached out to our families to provide academic guidance, support and encouragement.

Safety Protocols:

LCICS has maintained a closed campus this year (only students and staff). This was a decision meant to limit exposure and the possible spread of Covid-19. This decision has severely limited parental participation.

All families were required to review and sign and implement agreements related to Covid-19 restrictions and perform a health check each morning on all of the household members prior to bringing their child(ren) to school. Students who presented any symptoms related to illness (including potential allergies) were asked to go home.

Each student, in both the hybrid and distance models, received their own set of supplies in order to avoid sharing and the potential for cross contamination.

Arrival and departure times/locations were staggered so that there was no risk of mingling our cohorts. In addition, we were able to alter our break times for the same reason.

The majority of instruction was held outdoors on our campus for the beginning of the year until the colder/wetter weather began. When classes moved inside, windows and doors remained open and the air filtration system in constant use. As the weather once again began to improve, outdoor classes were resumed when possible.

We were able to purchase high quality air purifiers and outdoor sinks to increase healthy air flow and improve hygiene. Our maintenance person was willing and able to increase time spent on sanitation procedures and we were able to procure all of the PPE needed to meet the CDC and local Health Department guidance.

We discontinued the use of all play equipment with reluctance and invested time in researching, teaching and engaging students with games that do not require close proximity or shared materials.

As the guidance changed, we were able to reinstitute procedures to allow for the use of minimal equipment, in smaller groups that allowed for the substantial oversight necessary to avoid the potential for contracting or spreading the virus.

Students are resilient and there is a great deal of joy among many of our students, especially those who have chosen to participate in our hybrid program. For this, we are especially grateful.

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.

Instruction:

For some of our students distant learning engagement has been difficult. Parent support varied greatly between a completely hands-off approach to answering the questions for their children. Many students seemed to be left to fend for themselves (finding papers, having a desk/organized space available to work in, writing supplies available etc.). Student learning loss is evident, especially in the extremes within this group.

Teacher's split attention between distance Zoomers and in-class students was challenging for both groups and very demanding on the teachers and staff. We have found that making deep emotional and social connections is not especially successful through a screen and it is difficult to get a true sense of the actual status of student well-being and needs.

Assessments were challenging as many parents found it difficult to allow their children to answer questions without their support. Families also found it difficult to adjust to the need for setting regular learning schedules and adhering to these in a consistent manner.

We were unable to offer wide-spread tutoring or summer school to our students due to the Covid-19 Pandemic. Tutoring success was also largely dependent upon parental agreement and participation, which did not happen in all instances. Both hybrid and distant learners spent a great deal more time behind a screen, rather than moving through the classroom than they normally would have. We believe this has been detrimental to student overall well-being.

The degree to which work packets and online assignments were fully completed varied greatly. Unfortunately, the students who need the practice the most were often the students who did not complete all of the assigned work.

We believe that some families have become too comfortable at home, and we now must look at how to get them back in to a site-based mindset where they are expected to get up, get ready and get to school on time. Since many of our children are quite young and cannot get to school themselves, this will involve a great deal of persuasion and communication with the parents who will need to support this process. It is unknown how many families will want to continue the distant learning once we are able to resume normal instruction in the classroom. It is our concern that many families inclined to choose this model are the same families that do not actively participate in supporting learning from home.

Attendance:

School wide recognition assemblies and parent gatherings were not viable due to our closed campus policy related to the pandemic.

Absences and distractions were significant and classroom management, especially of our K-3 students proved a challenge in the distant learning model. Many parents did not support their students in arriving to their online classroom prepared with the materials provided or a reasonable workspace.

A few of our students have really struggled with attendance and in several cases have failed to consistently engage in both synchronous and asynchronous learning.

It is unknown how many families will want to continue the distant learning once we are able to resume normal instruction in the classroom. We are concerned that many families who may be inclined to choose this model are the same families that do not actively participate in supporting learning from home.

Communication, Outreach & Collaboration:

The absence of guardians from our campus and the ability to hold in-person gatherings and celebrations with our extended community is deeply missed by the staff and many of our families.

Technology:

Due to damage to many of the Chromebooks students used for distance learning we will need to replace many units to ensure that all our students have access to this technology in the coming years.

A few of our families did not have access to internet, even with hotspots and many of our Chromebooks have been damaged and must now be replaced.

Glitches in internet/technology, difficulty hearing one another, background noise from home and managing both in class-students and distant learners on screens was limiting.

Social-Emotional:

Peer Mediation training ceased with the onset of distant learning and will need to be re-taught as we have students return to on-site learning. Only one staff member is currently competent to lead this training and we intend to expand this knowledge to more staff members as soon as we are able.

We were unable to participate in any in-person professional development related to PBIS. This was due to a lack of time, given all of the other responsibilities our team was asked to embrace in attending to distance learning, safety protocols and the fact that no in-person PD was being offered during the Covid-19 outbreak. As a team, a decision was made to wait until the training was more feasible (more time, fewer complications, in-person workshop experience).

There is a profound sense that students have been less engaged and this is manifesting as lessened self-confidence and enthusiasm for learning. We have tried to support students by providing engaging activities and encouragement, but this does not fix all they have lost. The grief our students are experiencing due to the loss of their lives as they had previously known them is profound. Isolation, lack of peer play during non-school hours, wearing masks and enduring the fear associated with the pandemic has taken a toll on everyone.

We also anticipate a difficult transition to less screen time. Many students have spent a majority of time not only learning online but playing online as well. Re-learning how to make human to human connections without such distractions could be problematic as we move back into a classroom environment.

The pandemic has affected all aspects of our student's lives. The changes to their daily routines have resulted in tremendous stress and increased the overall sense of isolation due to the lack of in-person connectivity. This is especially true for our distant learners.

Safety:

Mask wearing proved to be a challenge, especially to our youngest students and all students needed frequent reminders to keep them in place. Our staff was successful in implementing the required safety protocols and took the necessary time to practice procedures with the students. Distancing was especially difficult to navigate. Our students, as all children, seek to be near one another and their trusted adults. Finding ways

to enforce rules without wounding hearts was not easy or always successful. How does one tell a 5-year-old who is running toward you for a hug to stop?

For our distant learners safe and honest communication has proved challenging. For some of these students few, if any, private conversations have been possible. Some have been very reluctant to share their challenges, perhaps because they would have had to do so from home and in the presence of their caregivers, siblings or other household members. It is also difficult to build trust through a screen. This was especially true for new students who did not have a previously established relationship with the school or their teacher.

LCAP Highlights

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

It is our intention to offer a fully on-site program in the 2021-22 school-year, pending any restrictions enacted by the CDC and local Health Department.

Many lessons have been learned during this pandemic. We intend to continue to address student health and safety by following CDC guidelines as they relate to schools while offering standards-based, high quality curriculum and instruction to all our students. We must continue to take seriously our role as an educational center within our community and are committed to helping our families to navigate all the challenges of living and learning in an environment where all we have previously considered normal, has been turned upside-down.

We are committed to doubling down on our mission of emphasizing academic excellence and artistic expression; respect and appreciation of diversity; personal, social, and environmental responsibility; and an understanding of the interconnectedness of all living things and our global environment. We are resolved to supporting students of diverse backgrounds and abilities to advance academically, artistically, socially, and personally through the framework of the highly successful and proven teaching methods of the International Baccalaureate Primary Years Program.

Communication with our families must remain a high priority as we have seen many caregivers fail to provide necessary supports to their distant learners in their home environment.

As we have always known, high staff to student ratios can offset learning loss and challenges for our struggling and unduplicated students and the additional funding being offered for the coming year will support our ability to provide this much needed support.

We have determined a need for summer school/camp and additional tutoring opportunities to address learning loss and re-establish a classroom based, interactive, hands-on learning environment. Students need to move away from the screen and toward real-life, hands on learning opportunities.

Replacement of technology and classroom furniture will be needed to maintain full student access and a positive, safe learning environment for our students.

Many of the goals set in the 2019-20 LCAP were not fully implemented and many of the standards of evaluation were not available due to the Covid-19. For this reason, many of our goals will remain the same.

Stakeholder Engagement

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

We have been in conversation with our families all year long. We have made personal phone calls to all stakeholders (students and their families) that could be reached and discussed a variety of topics including what is and is not working for their child or their family. We have held weekly meetings with staff, including both our certificated and our classified staff, to discuss potential changes to the program at large and to adapt as a team to the ever changing pandemic environment. In addition, surveys were provided to all stakeholders (student families, classified and certificated staff, and administration) in January and again in April to gather data for the LCAP and to continue planning for the 21-22 school year. Our stakeholders that participated in this process included our unduplicated low-income population, our ELL student families, and our general population. We do not currently have students who are considered homeless or foster youth.

All stakeholder input is considered valuable and is taken seriously when applying their commentary to the goals and actions within the LCAP. Most of our stakeholders share similar desires, including student safety, academic progress, emotional well-being, an aesthetic campus and high staff to student ratio.

On May 10th the rough draft of the LCAP was available for review and comment and on May 24th we listed the reports for discussion at our open Council meeting. This meeting was posted in the local newspaper as required by code.

A summary of the feedback provided by specific stakeholder groups.

There were no requests made from specific groups (ELL, Low Income, IEP student's families, Homeless and Foster Youth) that differed from the general population of stakeholders. All members who responded to the survey and the phone calls wanted the same things for their children: to be safe and well cared for; for their child to be moving forward academically; staff attention to student social-emotional growth; to have an attractive campus that engages them in real life, hands on and outdoor activities; for communication to be frequent and consistent; more opportunities for gathering as a community (Covid willing); high staff to student ratio with opportunities for small groups and tutoring when needed; and to have the option to participate in a summer school/camp program in 2021.

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

All aspects of the LCAP were influenced by our stakeholders feedback, as provided through conversations and via the surveys sent out to all stakeholders several times during the 2020-21 school year.

- High staff to student ratio is supported by all stakeholders. This has been a priority since the school's inception and it remains a priority for the coming year.
- Summer school is being offered during the month of July 2021 to accommodate concerns about academic progress and to re-acclimate students as a on-site community of learners with a focus on the whole child.
- Ongoing improvements to the campus and classroom environment to support a positive and comforting learning environment for all students both indoors and out.

- Consistent and reliable communication is seen as a priority to help families feel included and well informed about school activities, plans and long term goals. Parents especially appreciate our efforts to make them feel included, involved and part of the decision making community.

Increased usability of outdoor spaces remains a priority for our community. This has been essential during the Covid Pandemic and looking forward it is one way we will continue to support a safe learning environment for our students and staff. This practice is supported by the majority of our families, staff and students.

We will continue to ensure all students have good quality safe desks, cubbies, book shelves etc. Safety, continues to be a priority among our stakeholders.

Ongoing professional development is a priority for all members of our community and supports student learning by ensuring we are current on student learning research and best practices. We are focusing professional development this year on our K-3 Bridges and Wilson curriculum to ensure understanding is comprehensive and that our staff working in the K-3 classrooms, are able to implement the use of the curriculum fully and with confidence. We are also engaging in PD related to Positive Discipline, Trauma Informed Practice and Peer Mediation as these support our mission of educating the whole child. This continues to be a part of our program our families point to as one of their determining factors for attending LCICS. In addition, when these practices are active, our staff experience less stress and our students exhibit more satisfaction.

Summer school was determined by most families, all staff and the Director to be of utmost importance this year. The “camp” is designed to address academic gaps, social emotional awareness and lots of fun. We are hoping that it provides an opportunity for our students to re-connect more deeply with their peers, step away from technology and acclimate back in to the site based learning environment in a fun and active way.

Tutoring opportunities continues to be a priority for many of our stakeholders. Parents are seeking additional academic support for students who are struggling with concepts/skills while teachers welcome the opportunity to provide more focused, small group and individual tutoring to these students, hoping to fill any gaps in their learning history and “pull them up” to grade level or beyond.

A consensus among stakeholders is the desire to re-engage and gather with one another. If this is possible and not contrary to CDC/CDPH guidelines, it is our intention to address this need by offering more opportunities for in person interaction in a variety of ways throughout the year.

The need for functional technology is something we all agree upon. The lending of our Chromebooks to accommodate distance and hybrid learnings has put some stress on our inventory and many will need to be replaced to ensure schoolwide access. We intend to combine access to technology with the awareness that there is a need to move away from its over-use.

The majority of respondents (families, students, staff and administration) are hoping for kids in seats (preferably with no masks)!

Goals and Actions

Goal

Goal 1	Description
	Increase student math and literacy (reading, writing, and listening) proficiency.

An explanation of why the LEA has developed this goal.

All goals were determined through stakeholder input and the identified needs that resulted from such communication. This goal supports state priorities #1(basic) and #4 (pupil achievement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of returning students who meet or exceed grade level standards in math and literacy as evaluated by the state summative assessments (Caaspp).	2021 testing data expected at the end of summer 2021.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Increase in returning student proficiency scores by at least 10%

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Increased access to staff	This will increase staff to student ratio which allows us to provide more small group and individual instruction. One part-time paraprofessional and one ¾ time teachers. This action supports all of our students, but in particular our low income population, allowing for greater access to additional supports when needed.	50,000.	Y
#2	Free tutoring	We will offer onsite tutoring after school to students in need of additional support with priority given to our unduplicated population.	5,250.	Y

Action #	Title	Description	Total Funds	Contributing
#3	Professional Development	Our K-3 teachers will receive additional PD in both Wilson's (ELA) and Bridges (math) curriculum to better support our students. This action supports all students, including our unduplicated population as the more familiar our teachers are with the chosen curriculum, the better able they are to support our struggling students and recognize areas of weakness or gaps in learning.	5,000.	Y

Goal

Goal 2	Description
	Achieve an attendance rate of at least 93%

An explanation of why the LEA has developed this goal.

All goals were determined through stakeholder input and the identified needs that resulted from such communication. This goal supports state priorities: #3 (Parental involvement); #4 (Pupil achievement); #5 (Pupil engagement); #6 School climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance data	2019-20 attendance data		[Insert outcome here]	[Insert outcome here]	At least 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Caregiver attendance and number of volunteers participating in school activities including celebrations, field-trips, Council meetings and coffee and tea with the Director functions. We will track attendance at these events to document our progress toward the 2023-24 participation goal.	Event attendance and participation in volunteer activities. We will use the information we have from the 2019-2020 school year as a baseline, since we had a closed campus and limited events available during the 2020-21 school-year.		[Insert outcome here]	[Insert outcome here]	At least 30% participation
The increase in number of fully trained staff and students from current baseline data	Currently 5 members trained in Positive Discipline, 2 members with minimal PBIS, 2 staff in Peer Mediation, Small group of middle school students have begun PM training.				All staff fully trained in Positive Discipline and PBIS strategies. 50% of middle school students trained in Peer Mediation and at least 25% activity engaging in the practice throughout the year.

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Attendance prizes	LCICS will offer attendance prizes and recognition certificates each month for students maintaining perfect attendance. We have had some success increasing attendance using this strategy, especially among our unduplicated students who often struggle with additional obstacles related to regular attendance.	3,000.	N

Action #	Title	Description	Total Funds	Contributing
#2	Volunteer/guardian appreciation	Celebrate our volunteers with appreciation event and hold monthly coffee/tea events with the Director. We believe that the more caregivers are recognized and listened to, the more they will be active participants in their child's education and be invested in positive outcomes for all students.	500.	N
#3	Social-Emotional Support	Participation in professional development related to Positive Discipline, Peer Mediation and PBIS. Student social/emotional well-being is essential for academic progress. Our unduplicated population often struggles with traumas in their home lives that are outside of their control and being welcomed into a caring environment at school is an essential support to their ability to progress academically and to feel successful and confident.	5,000.	Y

Goal

Goal 3	Description
	Maintain facilities that are clean and in good repair inclusive of classroom furniture upgrades and extending functionality of outdoor spaces.

An explanation of why the LEA has developed this goal.

All goals were determined through stakeholder input and the identified needs that resulted from such communication. This goal supports state priorities State Priorities: #1(Basic) and #6 School Climate).

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of days logged for cleaning and disinfecting classrooms.	Nightly cleaning in our main building. Cleaning 3 days per week in the middle school building and office area. Regular disinfection of all high traffic areas.		[Insert outcome here]	[Insert outcome here]	Nightly cleaning in our main building. Deep cleaning three days per week in the middle school building and office area. Disinfecting high traffic areas 5 days per week in all classrooms and office area.
Number of days between reporting of repairs needed to completion.	Currently, there is often a 2-10 wait for repairs made when needed.		[Insert outcome here]	[Insert outcome here]	Immediate repairs to items that may be hazardous (same day).
All students have access to desks/cubbies in good repair.	25% of desks are in need or replacement. New cubbies are needed in the 2/3 classroom for storage of students personal items.				100% of student desks in good repair and all storage needs are met.
Extending shade areas in play yards to make outdoors more user friendly.	Currently insufficient shade is available in our middle school yard.				The addition of at least 2 permanent shade structures.

Actions

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
#1	Cleaning and maintenance	Budget for and increase hours available for cleaning and maintenance to meet the prescribed need. A safe and clean environment is essential for all students to progress academically and for many of our students is a component that is lacking in their home environments. This can be especially true for our low income families, struggling to meet essential needs and lacking in the additional income/time required for cleaning and maintenance needs at home.	5,000.	Y
#2	Replacement of damaged classroom furniture	Budget for and replace all damaged furniture in classrooms. This is a benefit to all students and provides an environment conducive to learning.	3,000.	Y
#3	Outdoor spaces	Budget for purchase and install additional shade structures, outdoor seating options and secure trash and recycling vessels. Upgrades in these areas will allow us to increase the use of our exterior areas and encourage our students to explore the outdoors. Especially during the 2020-21 school year this is seen as a need due to the amount of time children appear to be spending in doors and connected to technology rather than engaging in the world outside.	10,000.	Y
#4	HVAC additions	Install 2 HVAC units in areas of the school that do not currently have them. Lake County summers are hot! Students need to learn in environments that are temperature regulated. Some of our lower income students come from households that either do not have or cannot afford to use air conditioning. While they are with us during the hottest part of the day, we hope this will offer some relief.	10,000.	Y

Goal

Goal 4	Description
	Provide summer camp/school during July, 2021

An explanation of why the LEA has developed this goal.

All goals were determined through stakeholder input and the identified needs that resulted from such communication. This goal addresses state priorities: # 2 (Implementation of State Standards); #4 (Pupil Achievement); #7 (Course Access); #8 (Pupil Outcomes in the Subject Areas).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student participation in summer program	15% participation as documented from our 2019-2020 summer camp.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	20%
% of unduplicated student population in summer program	20% participation as documented from attendance data from the 2019-2020 camp offered.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	30%

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Summer camp	<p>Provide instruction in core subject matter and allow opportunities for creative expression and the development of life-skills (cooking, gardening, sports).</p> <p>Certificated staff will provide instruction during summer camp and be supported by qualified/experienced support staff.</p> <p>Provide a minimum of 1 staff to 8 students for the duration of the camp.</p> <p>Have additional staff available for individual instruction for high need students.</p> <p>Supplies relevant to both academic, social-emotional and life skills instruction.</p> <p>In addition, offering summer camp will allow many of our low income families to work and not pay for child care in order to do so.</p> <p>Summer camp also supports our students by giving them an alternative to staying at home where many of them stay plugged in to technology.</p>	30,000.	Y

Action #	Title	Description	Total Funds	Contributing
#2	Provide healthy meal option	Pick up food from MUSD to serve to students for each day of the summer program. For some of our low income families this is access to needed food they might not otherwise have. Sufficient nutrition is an essential component to a student's ability to learn and feel safe and cared for.	0	Y

Goal Analysis [2021-22]

An analysis of how these goals were 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
14.11%	\$87,936

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.

LCICS currently has no enrolled foster or homeless youth. Priority access to additional supports is always given to our unduplicated student population (low income) as well as ELL and students with IEPs. If space remains, access is given to struggling students and then to the population at large.

These students will benefit from the positive environment that LCICS provides. This includes our focus on rigorous academics and our sensitivity to the whole child.

Increased staff access benefits all members of the community including our at-risk, unduplicated population, IEP students, ELL students, and would benefit homeless and foster youth should any enroll in the new-year. Increased staff also allows our certificated staff to focus more attention on delivery of instruction, differentiation and student supports.

Additional teacher training in our chosen K-3 curriculum supports these learners by providing teacher experts/mastery in the nuances of this curriculum.

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

LCICS will be offering a summer program, with priority enrollment offered to these students. These subgroups will also be provided with priority placement in our afterschool and pull out tutoring options during the school year. The increase in certificated and non-certificated staffing hours will be primarily directed toward supporting these students.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 93,250	\$ 30,000	\$ 3,500	\$ -	126,750	\$ 90,250	\$ 36,500

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Increased access to staff	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
1	2	Free tutoring	All	\$ 5,250	\$ -	\$ -	\$ -	\$ 5,250
1	3	Professional Development	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	1	Attendance prizes	All	\$ -	\$ -	\$ 3,000	\$ -	\$ 3,000
2	2	Volunteer/guardian appreciation	All	\$ -	\$ -	\$ 500	\$ -	\$ 500
2	3	Social-Emotional Support	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	1	Cleaning and maintenance	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	2	Replacement of damaged classroom furnitu	All	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
3	3	Outdoor spaces	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	4	HVAC additions	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
4	1	Summer camp	All	\$ -	\$ 30,000	\$ -	\$ -	\$ 30,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 93,250	\$ 123,250
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 93,250	\$ 123,250

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increased access to staff	Schoolwide	All	Elementary	\$ 50,000	\$ 50,000
1	2	Free tutoring	Schoolwide	All	Elementary	\$ 5,250	\$ 5,250
1	3	Professional Development	Schoolwide	All	Elementary	\$ 5,000	\$ 5,000
2	3	Social-Emotional Support	Schoolwide	All	Elementary	\$ 5,000	\$ 5,000
3	1	Cleaning and maintenance	Schoolwide	All	Elementary	\$ 5,000	\$ 5,000
3	2	Replacement of damaged classroom furnitu	Schoolwide	All	Elementary	\$ 3,000	\$ 3,000
3	3	Outdoor spaces	Schoolwide	All	Elementary	\$ 10,000	\$ 10,000
3	4	HVAC additions	Schoolwide	All	Elementary	\$ 10,000	\$ 10,000
4	1	Summer camp	Schoolwide	All	Elementary	\$ -	\$ 30,000

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.