

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
Mojave River Academy - Oro Grande	Kari Hemsley Executive Director of Mojave River Academy	khemsley@mojaveriver.net 760-245-3222

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

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

Mojave River Academy will increase the number of 3rd, 6th and 9th grade students reading and performing math at grade level proficiency through the implementation of rigorous state standards and appropriate interventions as needed.

State and/or Local Priorities addressed by this goal:

State Priorities:

8

Local Priorities: Schoolwide

Annual Measurable Outcomes

Expected	Actual
CAASPP (ELA and Math) All students	No CAASSP Data Available
CAASPP EL	No CAASSP Data Available
CAASPP (ELA and Math) LI	No CAASSP Data Available
Lexile Scores	No significant increase
Local Benchmarks (ELA and Math)	No significant increase

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will be immersed in college and career curriculum, planning and support to ensure post-secondary success	LCFF Certificated Staff Certified Benefits Online Resources Instructional Materials	LCFF Certificated Personnel Classified Personnel Statutory Benefits Online Resources
Utilize data management system to monitor student progress, administer local assessments and evaluate student growth. Monitor and support EL language proficiency Provide technology to enhance curriculum and student engagement	LCFF Certificated Staff Certified Benefits Online Resources Instructional Materials	LCFF Online Resources Instructional Materials

Provide intervention furniture for intervention

Certificated

Certificated

Personnel

Personnel

Statutory Benefits

Statutory Benefits

Furniture

Furniture

Goal Analysis

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

There were no significant differences between the actions/services that were budgeted and the services that were implemented in the 2020-2021 school year.

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

Providing rigorous reading and math instruction for II students was the primary goal for Mojave River Academy.

Unfortunately, due the Covid 19 pandemic, many of the assessments to evaluate progression and growth were not able to be administered.

Goal 2

Mojave River Academy will provide resources that promote social/emotional growth and parent/community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities:

4

8

Local Priorities: Schoolwide

Annual Measurable Outcomes

Expected	Actual
CA Healthy Kids Survey	Not Reported
Expulsion Rates	0.1%
Chronic Absenteeism Rates	2.7%
Facility Inspection Tool	100% in good repair
Suspension Rates	0% suspension rates
Attendance Rate	97.1% Attendance Rate for 2019-2020 school year.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide access to counselors and parental support to address social and emotional needs of the student population. Provide ongoing intervention and training in supporting student's social and emotional needs. Provide access for students to communicate with teachers.	Certificated Staff (Counselors) Certificated Benefits	Certificated Staff (Counselors) Certificated Benefits
Provide support for parents in their primary language.	Certificated Staff Certificated Benefits Online Resources	Certificated Salary Certificated Benefits Classified Salary Classified Benefits PD Online Resources Cell Phones

Goal Analysis

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

Additional resources were utilized to provide additional resources for teacher coaching.

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

Suspension rates and expulsion rates remained low through out the school year.
 School counselors provided services for students with social/emotional health.
 Primary language support is provided for students and their families and cell phones provided to all staff to ensure communication between staff and students.

Goal 3

Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in math and English Language Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

Local Priorities: Schoolwide

Annual Measurable Outcomes

Expected	Actual
Teachers and Administration Professional Development Schedule	100% of teacher participated in ELA/math professional development
Maintain the 100% of teachers that are highly qualified and certified to teach English Language Learners.	100% of teachers have EL certificate/or waiver

Highly Qualified & Certified Teachers

100% of teachers credentialed to teach independent study

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)	LCFF Contracted Services	Certificated Certificated Contracted Services
Provide new teacher coaching and training	Certificated Classified Contracted Services	Certificated Classified Contracted Services PD

Goal Analysis

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

There were no significant changes between budgeted actions and those that were implemented.

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

All teachers participated in the professional development in the areas of literacy and math. Teachers, instructional staff, and counselors participate in PLC professional development, social-emotional health, and assessment analysis.

Goal 4

All students at Mojave River Academy will have access to a post high school college and career readiness plan.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

Local Priorities: Schoolwide

Annual Measurable Outcomes

Expected	Actual
A-G Completion Rates	Not Reported
Graduation Rates	Not Reported
4 year grade plan	100% Completed

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will be immersed in college and career curriculum, planning and supports to insure post-secondary success	\$4,454 Online Resources	Tech Contracted Services
Provide technology for students to use as part of the college and career exploration process.	LCFF Student Devices (technology)	Classified Salary Classified Benefits Technology

Goal Analysis

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

There was a significant difference between the budgeted amounts for technology. This difference came specifically from school closure during the Covid19 pandemic.

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

Students gained access to more technology during the 2019-2020 school year. Students also have more options to technical curriculum and access to A-G options.

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
Provide health services, personal protective equipments and daily sanitation for students and staff to have in person meetings.	\$22,000	\$26,818	Y
Instructional material for students in distance learning.	\$55,000	\$81,020	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.

There were no substantive differences between planned and budgeted expenditures. Personal protective equipment and online instructional materials were available for all staff and students.

Analysis of In-Person Instructional Offerings

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

Mojave River Academy is an independent study charter school. The program did not have significant changes due to student appointments being transferred from in-person to online. Most of the instructional programs already had online components in place to support the independent study programs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All students will have a chromebook (1:1 program) and access to a hot spot (internet) to engage in online learning. All teachers/staff will have cell phones to connect daily with students.	\$155,115	\$290,855	N
Professional development for all teachers to provide distance learning instructional strategies.	\$22,000	\$40,527	N

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.

Due to the change in teaching strategies of distance learning, teachers received additional PD to meet the needs of students and engage them in the learning process.

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.

Distance Learning Professional Development

Successes:

- The staff also worked on grading policies and providing feedback to families during Covid.
- Professional development changed in March 2020 and continued to include instructional strategies that included; online curriculum training, engagement strategies for online learners, assessments (online ie, IAB blocks and STAR assessments), and social/emotional training.

Challenges:

- Providing Professional development during CoVid provided additional challenges due to technology cooperation, and screen fatigue.

Staff Roles and Responsibilities

Successes:

- Translator Family Engagement Specialists were hired as an added layer of support for both teachers and students.
- There was an increase in positions due to the pandemic.
- Teachers and staff remained flexible during the ever-changing protocols.

Challenges:

- Many staff roles changed and were in need of adjusting to meet the needs of the students during the pandemic.
- Teachers reported that during the pandemic, teachers found that, in order to reach students, work hours had to sometimes be extended. This was not at the request of the school, but out of the genuine concern of our teachers for their students.

Pupil Participation and Progress

Successes:

- Teachers provided multiple opportunities throughout the day for individual instruction and intervention that was above and beyond the daily instruction.
- If a student was showing poor attendance, Translator Family Engagement Specialists were contacted by teachers and they (along with the teacher) made daily phone calls, emails and were available to students for extra help with assignments.
- If their multiple attempts to ensure attendance were not successful, the Director of Students Assistance and Welfare would conduct home visits.

Challenges:

- Many students struggled with making online appointments for class.

Support for Pupils with Unique Needs

Successes:

- Revised the Master Plan for English Learners.

- Able to reach out to most vulnerable students for support through home visits with the Director of Student Assistance, Welfare, and Attendance and members of faculty and Educational Services Team
 - 100% ELPAC testing completion
- Challenges:
- Virtual accommodations for students relied heavily on parent/home support.
 - Virtual Testing accommodations issues for ELPAC and CAASPP
 - Attendance issues for meetings and classes

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for all teachers to provide distance learning instructional strategies.	\$115,000	\$145,974	N

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.

Some additional PD was provided to address the learning loss students experienced due to distance 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.

The district is continuing to assess students and understand the total complexity of learning loss that has occurred during the Covid 19 pandemic.

Successes:

- Teachers were able to administer a variety of assessments to gauge the progress.
- Most English Language Learners were able to take the ELPAC assessment in person and the depth of

learning loss in language acquisition will be evaluated when those scores are received from the state.

- Teachers participated in professional development monthly to address gaps in achievement in ELA and math. These scopes and sequences and curriculum maps will guide instruction for the following school year.

Challenges:

- Students did not attend school in the quantity that they traditionally would have in both school years.
- Teachers worked to adjust scope and sequences and curriculum maps to devote time to the highest priority standards but were not able to address or instruct in all standards required in one grade level.
- Data will not be available for CAASPP ELA and Math to determine the amount of loss in the summative exam.
- The average of all reading scores are 1 year below grade level. This will require rigorous literacy intervention (planned in Goal 1.1 of the 21-24 LCAP)

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.

The Social-Emotional Health of students and staff will continue to be a priority for Mojave River Academy Schools (MRAs).

Successes:

- All students had access to School Counselors for academic advisement, specific small-group counseling, and individual counseling that was conducted via online platforms (Care Solice) and in-person when school opened.
- The District's adopted social-emotional curriculum, Lions Quest, that was a component of instruction in every phase and in every learning option.
- A social-emotional check-in was conducted daily with all students that included a lesson from the district-adopted curriculum.
- Students, families, and staff needing additional services beyond the scope of school-based offerings have access to a free, online mental health concierge service to get the services needed.
- Families can access the Student Assistance Program (SAP) through the San Bernardino County Department of Behavioral Health for essential mental health services.
- Overall the district had a high level of participation in the online emotional health resources (students and staff).

- The Student Resource Officer, Nurse and Welfare and Assistance Officer have worked collaboratively with the school to reach out to students who need mental health assistance.
- All resources provided to students and families are also available to staff and teaches.

Challenges:

- The social/emotional affects of the pandemic will not be fully known for a period of time. MRAs will continue to provide on campus and contracted services for families dealing with mental health issues.
- Socially re-engaging students that have been in distance learning will be a challenge for all students and teaches. These reengagement practices will take time from academic time for all students.

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.

Pupil and Family Engagement was vital to ensuring all students received a quality education during the Covid 19 pandemic

Successes:

All students' progress was monitored by the teacher and they reported online daily with their teacher. All students work log and grading was done through their SRGs and Individual Learning Plans. In addition to assignments were pushed out via SRGs and emails, the teacher monitored students progress and independent work through our Core Curriculum digital platforms (ConnectED - ELA, ConnectED - My Math)

The teacher called and/or email parents/guardians to check in and inquire if there are any concerns that are keeping the student from participating, i.e., technology issues, access issues, need for more one-on-one instruction/guidance, or unforeseen family hardships/concerns. Most concerns were corrected quickly and students were able to quickly return to distance learning.

The teacher submitted a referral to support staff such as Translator, Family Engagement Specialists, and Counselors to determine appropriate services and interventions when students were not engaging in distance learning or were missing in-person learning.

Challenges:

Although many resources were put in place for students and families during distance learning; there

were families that continued to have challenges with distance learning. Parents and families communicated through surveys and social media that online learning posed serious challenges both academically and socially.

Analysis of School Nutrition

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

Ensuring all students had access to healthy meals during the pandemic continues to be a top priority for Mojave River Academy Schools (MRAs):

Success:

All meals were served/prepared using strict Covid 19 safety protocols. Students ate meals in small cohorts while maintaining social distancing. Meals were prepared in individual wrappers to ensure there was limited to exposure.

All students had access to healthy lunch/breakfast during the pandemic. Meals were made available on campus and

MRA meets the minimum requirements to provide all students with lunch and breakfast daily without cost. This ensured that all students could participate even if they had not qualified for free/reduced lunch in the past.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributor
Mental Health Services	All students had access to social emotional support during distance learning through a Child Welfare and Attendance counselor and health services.	\$250,000	\$282,839	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.

No significant change was made from the budgeted to the actual expenses.

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.

After evaluating both in person and distance learning in Oro Grande the following lessons have been learned and programs have been added and adjusted:

- A significant amount of students are currently not reading at grade level. While this trend is seen at all grade levels, the area of most concern lies in the primary grades. Therefore, significant resources have been added with a literacy teacher, a significant increase to literacy professional development in primary grades and an additional new EL coordinator has been added at the district level. The district will use assessments targeted at primary levels (SIPPS/Dibbels) to evaluate the effectiveness of these programs.

-Professional development has evolved to included more vertical alignment, spiraling and changes to scope and sequence- that are needed to address learning loss for all students, especially our unduplicated students that saw significant struggles with attendance and access content outside the traditional classroom.

-Social, emotional and physical health concerns will also be addressed in the 21-24 LCAP. During the pandemic the district saw a significant increase of students (and families) reaching out for mental health referrals (through district staff and contracted services). The needs of students in areas of physical health increased dramatically due to pandemic related issues, but also a variety of other physical health concerns. Additional staffing in counseling and nursing is a vital need that is addressed in the new LCAP. Students will be highly encouraged to participate in a rigorous and highly engaging summer school programs,

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

Learning loss will continue to be evaluated with a variety of different assessments. ELPAC was successfully administered to all students and will be the most viable data information for the learning loss of our English Learner students. All students will continue to take the interim assessments and local Lexile, STAR, test as these assessments did not get modified during the pandemic and offer an accurate depiction of students' achievement.

The assumption of learning loss for the current school year has led Mojave River Academy to incorporate a wider variety of support programs for engagement and enrichment. These programs include summer school offerings, and support curriculum purchases for teachers. Likewise, teachers have begun PD across grade spans thus preparing for students who may be up to one grade below in understanding compared to a normal school year. This professional development is designed to assist teachers in meeting students where they are and decreasing the learning loss gap.

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 were substantive differences between the description of the actions and services. There were unexpected costs and additional programs that were needed to provide both in-person and distance learning.

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.

The analysis of the Learning Continuity Plan has confirmed the need to prioritize funding and programs that are in line with the four LCAP goals.

Professional development will increase for the next three years. This training will focus on a balanced literacy program, foundational reading interventions, and new scope and sequences (curriculum maps) to address learning loss and acceleration.

Social-emotional and physical health concerns will continue to be addressed in LCAP and will also have new guidelines and requirements to meet the needs for protecting students and staff during the ongoing pandemic. Programs that ensure support inside and outside the school for emotional health

will be a priority in the new LCAP.

The Covid 19 pandemic and the funds associated with relief during the pandemic created an opportunity for Oro Grande to have a 1:1 Chromebook program. This addition to technology will allow for a new core curriculum and intervention programs. There continues to be a need for teachers to have additional professional development for technical needs.

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. (<mailto: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.

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
Mojave River Academy - Oro Grande	Kari Hemsley Executive Director of Mojave River Academy	khemsley@mojaveriver.net 760-245-3222

Plan Summary 2021-24

General Information

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

Mojave River Academy (MRA) is an independent study school that serves students in Victorville, California, and Palm Springs, California. MRA is dedicated to providing a rigorous personalized education for students who are no longer attending a traditional program.

Students who attend MRA need personalized education due to a variety of reasons: credit recovery, smaller individualized settings, and modified school days.

Reflections: Successes

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

local data.

Mojave River Academy submitted its first LCAP in the 17-18 school year. Because of this baseline data for Mojave River Academy occurred on the 18-19 dashboard and there has been no follow-up data to gauge success or failure with our programs. Similarly, local assessment data was not obtained in the 19-20 school year and has not yet been collected for the 20-21 school year. Likewise, the assessment used as our local benchmark has been changed to a different assessment, and will not reflect comparable data.

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.

Mojave River Academy submitted its first LCAP in the 17-18 school year. Because of this baseline data for Mojave River Academy occurred on the 18-19 dashboard and there has been no follow-up data to gauge success or failure with our programs. Similarly, local assessment data was not obtained in the 19-20 school year and has not yet been collected for the 20-21 school year. Likewise, the assessment used as our local benchmark has been changed to a different assessment, and will not reflect comparable data.

LCAP Highlights

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

Mojave River Academy will provide a personalized education that will prepare the next generation. Students who are not meeting grade-level standards will be supported through intervention and all students will have access to standards-aligned rigorous curriculum and instruction.

Our students will be educated by credentialed highly qualified educators. The staff will receive ongoing and rigorous professional development that is centered around California State Standards and 21st Century learning.

Our families will be part of the overall educational experience and will have the opportunities to engage and see support from the school.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Due to COVID, eliciting stakeholder engagement has been through virtual means. The information was presented through DELAC and School Site Council to families and community members via a Zoom or Google Meet online platform as well as through email and the school website. The online meetings provided stakeholders a time to ask questions and comment about the LCAP information in a safe/socially distanced environment. Teachers and staff were also invited to an LCAP meeting also held on a virtual meeting platform and/or have an open invitation to the DELAC and SSC meetings. All stakeholders were able to provide input about the LCAP through Google Forms surveys that addressed the information on the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Mojave River Academy solicited feedback from stakeholders by holding staff meetings, administration training and parent/community meetings and surveys.

The feedback that was received covered the following areas:

- Concern regarding learning loss due to the pandemic specifically in the areas of math and reading.
- Support for student's emotional health and understanding the challenges students will have in engaging back into school.
- Having a broad course of study and ensuring students have access to a variety of courses that will help them engage with school and prepare them for life after high school.

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

Most of the areas of concern from stakeholders have specific goals and action items in the LCAP plans.

Stakeholders gave the following feedback concern regarding learning loss due to the pandemic specifically in the areas of math and reading. Goal 1 - action 1.1- addresses additional resources for math and reading instruction and intervention. -Support for student's emotional health and understanding the challenges students will have in engaging back into school.- Goal 2 Action 2.1 addresses the need for social/emotional support for all students. Additional counselors, counseling professional development, socio/emotional curriculum, and support for families are addressed in the

current LCAP.

-Having a broad course of study and ensuring students have access to a variety of courses that will help them engage with school and prepare them for life after high school. Goal 4 Action 4.2 addresses the need for students to plan for post-high school and have exposure to college and career.

Goals and Actions

Goals

Goal #	Description
Goal 1	Mojave River Academy will increase the number of students in English literacy and Mathematics through the implementation of rigorous state standards and provide appropriate interventions as needed.

An explanation of why the LEA has developed this goal.

MRA has analyzed current and past literacy and math to conclude that effective programs and interventions that will effectively progress the unduplicated students.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
					Increase All students ELA and Math CAASPP

<p>CAASPP ELA and Math - All students</p>	<p>Due to COVID, not baseline data.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>score by 3 points towards Standards Met per year for a total of 6 points increase towards Standards Met.</p>
<p>Math Interim Assessments (IABs)</p>	<p>22% of students were approaching, at, or above standard on the IAB Math.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase in the number of students approaching, at, or above grade level on the Math IAB by 3.3% per year, for a total of 10% in three-years. The three-year desired outcome is 32% at grade level.</p>
					<p>Increase in the number of students</p>

<p>STAR instructional Reading Level Scores</p>	<p>10% of students were reading at or above grade level based on the STAR IRL.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>reading at grade level by 3.3% per year for a total of 10% over the three years. Final outcome is 20% reading at grade level.</p>
<p>English Language Proficiency (Dashboard)</p>	<p>44.4% making progress towards English Language proficiency</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>The desired outcome is to increase the number of English learner students making progress towards proficiency by 25%. To reach this outcome we would need to increase proficiency by at least 5% in the first year and by 10% in</p>

					each successive year. Outcome is 69.4%.
CAASPP ELA-English Learner Students	Due to COVID, not baseline data.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase All students ELA score by 3 points towards Standards Met per year for a total of 6 points increase towards Standards Met.

Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Reading and Math	Provide students with Reading Intervention and Math supports.	\$783,690.00	Yes
Action #2	English Learners Support	Provide rigorous supplement California State standards-aligned ELD curriculum for EL students (specifically meet the needs of all	\$757.00	Yes

		levels of EL students).		
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Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Mojave River Academy will provide resources that promote social/emotional growth and parent/community partnerships

An explanation of why the LEA has developed this goal.

MRA recognizes that students have needs that extend beyond the academic setting. In an effort to support our community and family partnerships, MRA feels that it is essential to provide access to and communication about welfare services. Similarly, MRA knows that students need support socially and emotionally to become positively contributing members of the community.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
California Healthy Kids Survey	No baseline. Vendor could not locate results.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Have 70% of students feel safe at school.
Facilities Inspection Tool	100% of items inspected to be in Good repair.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of items inspected to be in Good repair.
Average Daily Attendance Rate	Average Attendance Rate is 97.2%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain a 95% or higher attendance rate.

Suspension Rate	0% Suspension rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain below 1%
Expulsion Rate	0% Expulsion Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain below a 0.5%
Chronic Absenteeism	Chronic Absenteeism is 4.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain a Chronic Absenteeism below 5%

Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Social Emotional Support	Provide access to a clinical counselor and parental supports to address the social and emotional needs of the student population.	\$329,515.00	Yes
Action #2	Primary Language Support	Provide Programs and assistance for parents in primary language to students in both academic and social/emotional needs.	\$72,805.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Common Core State Standards and researched-based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in Math and English Language Arts

An explanation of why the LEA has developed this goal.

Mojave River Academy school recognizes for students to be successful in a rigorous standards-based core curriculum, they must be taught by highly qualified teachers. MRA school understands that for teachers to teach utilizing current research-based practices, they must be provided professional development training.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Implementation of State Standards: Professional Learning: CA State Standards	100% of teachers trained in CA State Standards	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of teachers trained in CA State Standards
Highly Qualified & Certificated Teachers	100% of teachers as highly qualified.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Have 100% of teachers as highly qualified.
Teachers and Administration Professional Development Schedule	100% of teachers receive professional development	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers receive professional development

Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Professional Development in core content and ELD framework	All Teachers and Administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)	\$37,544.00	Yes

Action #2	New Teacher Training and Coaching	Provide instructional coaching for new teachers.	\$1,656,513.00	Yes
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Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
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Goal 4	MRA will provide services to increase the percent of students on track to graduate.
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An explanation of why the LEA has developed this goal.

Mojave River Academy believes that dual enrollment opportunities provide students exposure to college and career opportunities.

Mojave River Academy believes that schools' should provide all opportunities for students to be well-rounded. Not only does the school believe in a rigorous standards-based academic curriculum, but also in cultural and expressive enrichment.

Mojave River Academy believes that students' success rate in secondary completion hinges on the connections that students make to the school environment. Providing electives and interest opportunities to students from a young age will promote future participation in school activities.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduation rates	78.3% graduation rates	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80% graduation rate
College and Career Readiness	4.3% college and career readiness	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	10% college and career ready

Actions

Action #	Title	Description	Total Funds	Contributor

Action #1	Technology	Increase technology for student to have access to online curriculum and college and career services.	\$0.00	Yes
Action #2	College and Career	Increase access for students to participate in dual enrollment and college/ career field trips.	\$0.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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
0%	\$0.00

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.

Mojave River Academy's Goal one addresses student access to the academic standards. The actions in this goal considered special populations first and assessed the various challenges and support needs that special populations face. This goal provides professional development in the standards and differentiation for teachers and support programs to increase student success.

Goal two also addresses unduplicated populations by recognizing the social and emotional needs that are specific to students who are foster, English Learners, and/or low-income. In an effort to support our community and family partnerships, MRA feels that it is essential to provide access to, and communication about, welfare services. The school provides safety, physical and mental health, and welfare service access to students and families in need.

Goal three's commitment to researched-based instructional methodologies, implemented with rigor by highly qualified teachers to increase the proficiency levels of students in Math and English Language Arts, insures being taught by teachers who display the skill sets required to best accommodate our special student populations. Coordinators are being onboarded that are specific to each special population success and will be integral in the research, professional development training and credential auditing of Mojave River Academy.

Goal four centers around the MRA students in special populations and provides extra attention to keeping them on track to graduate. Mojave River is incorporating new data systems for dually identified learners to ensure that they are receiving every support possible to make graduation a reality.

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

There are currently have a small number of foster youth students, all services for this department are being run through the Director of Student Assistance, Welfare, and Attendance in the Mojave River Academy office and will modify under the direction of this position should we enroll foster youth.

For our English learners, we are expanding our ELD department to include specifically designated ELD support through the Reading Interventions Teacher. This teacher will support the reading fluency for all students in the RI program, but will specifically incorporate ELD standards for English Learners. Mojave River Academy has also created a plan to use the ELlevation online data and teacher support platform. All teachers will be trained in and utilize this program for best practices in teaching EL students, and progress monitoring of the District EL Portfolio. Mojave River Academy is piloting programs and curricula that take an asset-based approach to multilingualism and culture.

Low-income students are being supported by our school-wide free lunch grant that extends into 2023. Also, the school district is purchasing more transportation to accommodate students' abilities to make it to school. The district provides technology (computers, one-to-one, and internet hotspots) to students to support their educational needs. Along with technology, the school has purchased a plethora of online educational support programs to provide equity in access to education.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Reading and Math		\$634,014.00	\$0.00	\$0.00	\$149,676.00	\$783,690.00
1	2	English Learners Support		\$757.00	\$0.00	\$0.00	\$0.00	\$757.00
1	3	ELD Supplemental Curriculum		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	4	ELD Intervention		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	Social Emotional Support		\$308,570.00	\$0.00	\$0.00	\$20,945.00	\$329,515.00
2	2	Primary Language Support		\$9,729.00	\$63,076.00	\$0.00	\$0.00	\$72,805.00
2	3	Social Emotional Professional Development		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2	4	Family Literacy		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Professional Development in core content and ELD framework		\$0.00	\$0.00	\$0.00	\$37,544.00	\$37,544.00
3	2	ELD Standards Training		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3	ELD Curriculum Training		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	4	New Teacher Training and Coaching		\$1,605,058.00	\$0.00	\$0.00	\$51,455.00	\$1,656,513.00
4	1	ELD Data Management		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	2	Technology		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	College and Career		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,558,128.00	\$63,076.00	\$0.00	\$259,620.00	\$2,880,824.00

Total Personnel	Total Non-Personnel
\$41,981,910.00	\$1,230,450.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Reading and Math	Schoolwide	English Language Learners and Socio-economically Disadvantaged	Mojave River Academy	\$634,014.00	\$783,690.00
1	2	English Learners Support	Schoolwide	English Language Learner	Mojave River Academy	\$757.00	\$757.00
2	1	Social Emotional Support	Schoolwide	English Language Learners and Socio-economically Disadvantaged	Mojave River Academy	\$308,570.00	\$329,515.00
2	2	Primary Language Support	Schoolwide	English Language Learner	Mojave River Academy	\$9,729.00	\$72,805.00
3	1	Professional Development in core content and ELD framework	Schoolwide	English Language Learners, Socio-economically Disadvantaged	Mojave River Academy	\$0.00	\$37,544.00
		New Teacher		Socio-economically disadvantaged,	Mojave		

3	2	Training and Coaching	Schoolwide	English Language Learners	River Academy	\$1,605,058.00	\$1,656,513.00
4	1	Technology	Schoolwide	Socio-economically Disadvantaged	Mojave River Academy	\$0.00	\$0.00
4	2	College and Career	Schoolwide	Socio-economically disadvantaged English Language Learners	Mojave River Academy	\$0.00	\$0.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$2,558,128.00	\$2,880,824.00

Annual Update Table Year 1

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



Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 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	Enter information in this box when completing the LCAP for	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23.	Enter information in this box when completing the LCAP for 2023–24.	Enter information in this box when completing the LCAP for

2020–21.	2020–21.	Leave blank until then.	Leave blank until then.	Leave blank until then.	2020–21.
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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 2020–23 LCAP from the 2017–20 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.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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).
- **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.