

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 661-721-5030

Plan Summary [2021-22]

General Information

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

VISION

We are a learning community of educators that holds integrity and excellence as our core values. We are serving families that have entrusted their children to us. We will be deserving of that trust. We will be excellent role models; we will be highly skilled practitioners; and we will be dedicated and proactive in meeting the personal and academic needs of our students and their families. We embrace our responsibility to serve the community and we define our personal success in terms of the success of our students.

MISSION

Our students will recognize and develop their talents, know that they are valued, and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors.

GOALS

We will provide an environment of academic excellence that will develop creative and critical thinkers.

We will engage each of our students as unique individuals in order to prepare them for college and career readiness.

We will commit to provide a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.

We will educate all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.

Every employee will honor students, parents, and community members by providing exemplary customer service.

Cecil Avenue Math and Science Academy has approximately 618 students. Delano Union Elementary School District has three middle schools, one K-8 school, and eight elementary schools. CAMS serves 6th, 7th, 8th grade pupils. The campus is located in central Delano. There is a large gymnasium, a band room, two fitness labs, three computer labs, and an auditorium. Each classroom has computers for teacher and pupil use, and a high-speed broadband Internet connection in place with Wi-Fi. The school is comprised of primarily Hispanic

(89.53%) and Filipino (8.97%) pupils, with some White (2.32%), and African-American or Black (0.66%) also attending. There are seven languages other than English as the primary language of CAMSA pupils. The Cecil Avenue Math and Science Academy mascot is the Patriot and the colors are red, white, and blue. All students have equal opportunity to take classes in math, science, language arts, social studies, physical education, and elective courses. Students who need additional support in any academic area participate in a targeted intervention after school program. This provides them with an additional opportunity to learn content. Pupils also have the opportunity to participate in many extra-curricular activities, such as sports, clubs, Oral Language Festival, Science Fair, GATE, cheer, Spelling Bee, and History Day. All students are encouraged to get involved.

Reflections: Successes

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

The California School Dashboard (<http://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. Districts receive one of five color coded performance levels on each of the six state indicators. Each performance level is represented by (1) a color, and (2) a number of shaded segments. For example, Green will have four segments filled. The overall performance level is based on both the current performance (status) and change from the previous year (change). The five levels, in order of lowest to highest, are: (LOW) RED - ORANGE- YELLOW -GREEN - BLUE (HIGH) Based on the results of the dashboard, CAMSA has identified the following areas as attaining positive change:

- * Our chronic absenteeism rate for the school as a whole was colored green with a decline of 0.5%. ELLs, SEDs, and Hispanics all maintained or declined which kept the rate of chronic absenteeism to a low 4.5% average for those subgroups.
- * ELA: All student groups with the exception of ELLs in ELA scored orange for the 2018 results. Although each subgroup combined scored an orange, 38.6 points below standard, they maintained overall by having a 0.9 point increase. Our Filipino subgroup scored 15 points above the standard and had a 3 point increase. Although our students with disabilities are 123 points below the standard, they showed positive gains with a 23.1 point increase last year. Our Hispanic and SED subgroups both maintained but are still 40 points below the standard
- * Math: Our overall score for math was colored orange because every subgroup, except for the Filipino subgroup, scored in red. The Filipino subgroup scored 24.7 points below the standard but increased by 4.4 points last year.
- * An after-school STEM lab was implemented into the curriculum. The lab provides students with hands-on activities that are instrumental in helping them attain the necessary skills for career and college readiness.
- * The AVID program was successfully implemented and a school-wide initiative was implemented for homework organization via binders.
- * Electives were implemented successfully. Students received an array of choices such as art, drama, technology, computer science, strong bodies, and many other choices. Also, math and ELA intervention is implemented during the 3rd Trimester 7th period electives to help address some of the areas of need in both subjects. Almost every student on campus is receiving intervention during this designated time to help bolster their understanding of the subject.
- * The site and district coaches were instrumental in providing targeted assistance to all teachers, specifically with the implementation of the new ELA and math curriculum adoptions, thinking maps, and the implementation of IABs in both math and English.
- * The Learning Coordinator along with our new Academic Counselor has worked well with all staff and especially with the certificated staff in

the area of ELA and mathematics. More interventions have been implemented and the use of IABs and Illuminate under the guidance of the Learning Coordinator, are being utilized in every grade level.

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.

* Based on the English Language Arts Assessment report on the California Schools Dashboard, the Students with Disabilities subgroup is in the red category which is a decline of 6.5 points. In mathematics, our Students with Disabilities, English Language Learners, Hispanic, and SED subgroups are in the red category. The site will continue to focus specifically on these subgroups in the 2019-20 school year and provide interventions as appropriate as well as professional development for teachers and administrators.

* Site and district coaches will work with teachers and provide them with the necessary tools and strategies to help the students with disabilities subgroup, English Language Learner subgroup, Hispanic, and SED subgroups in the area of Math in an effort to improve at least one performance level on the California School Dashboard for the 2019 assessment.

- As indicated by CAASPP scores and local measures, our site needs to focus on improving results in the area of mathematics for all of our students. Our math scores have decreased across all grade levels and as a school, we are in the orange category. The coaches will continue to work with teachers and principals to increase student performance in this area. CAMSA will also focus intervention efforts to assist students with math skills. CAMSA will provide intensive after school intervention academies that will provide students with the opportunity to gain necessary skills to improve.

* English Language Arts scores are in the orange performance level in the California School Dashboard. Our ELL subgroup declined by 6.9 points which placed them in the red category. CAMSA will provide intensive after school intervention academies that will provide students with the opportunity to gain necessary skills to improve.

* CAMSAs suspension rate is in the orange category because of an increase of 2% to yield a total of 7% of students suspended at least once. These suspensions were necessary to redirect the school's culture towards one of a positive learning environment. The suspension rate for this next year will be closely monitored but authority had to be reestablished due to a lack of discipline in previous years.

* Students with disabilities increased by 5.9% under chronic absenteeism to yield an orange category for the subgroup. This gives the group an overall of 10.8% chronically absent. Our Filipino subgroup increased by 2.3% to yield a yellow category for the group. This gives the Filipino subgroup a total of 3.8% chronically absent.

LCAP Highlights

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

Reflecting on our district mission, vision, and goals; and through an extensive collaboration with various stakeholder groups, the following goals were created to address the needs of our students: Goal #1 - DUSD will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness. Goal #2 - All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups Goal #3 - Implement a 21st Century

learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts. Our key LCAP actions include:

- * Implementation of Common Core State Standards

- * Fully credentialed teachers – 91%

- * Williams Team FIT tool –100% sufficiency in access to materials and facilities in good repair

- * Teachers trained in ELD Standards and Strategies – 100%

- * CAASPP results – Meet/Exceed ELA - All students: 32.2%

- * CAASPP results - Meet/Exceed Math – All students: 15.7%

- * ELPAC results - Level 1 = 7%, Level 2 = 10%, Level 3 = 39%, Level 4 = 37%, Level 5 = 7%

- * English Learner reclassification rate – 10.67%

- * Attendance rate – 97.2%

- * Chronic absenteeism rate – 2.8%

- * Suspension rate – 6.05%

- * Expulsions – 0

- * Parent surveys indicate a need for continued funding to keep schools safe and to continue support of MTSS and anti-bullying efforts.

- * Staff surveys indicate a need for increased technology upgrades, professional development in curriculum implementation, STEAM, and classroom management. Staff is also requesting increase of time for collaboration with colleagues and additional support for new teachers.

- * Student surveys indicate a need to continue the efforts to offer incentives for positive behavior and attendance. They would also like better food.

- * All students had access to all courses

- * All unduplicated pupils had access to programs and services available to all students

- * All students were provided with opportunities for extended learning, including extended day, ASES, summer school, and any additional program offered by the district

- * A total of 56 students participated in the Zero Period Computer Literacy Elective at Delano High School

- * The following numbers represent students participating in the arts program in the district: District Honor Band = 25, County Honor Band = 2, County Honor Orchestra = 2, County Honor Chorus = 1, County All-State Band = 1, Jazz Band = 7, Choir = 30, Band = 85, and color guard = 12

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 our school has not been identified.

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 our school has not been identified.

Monitoring and Evaluating Effectiveness

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

N/A our school has not been identified.

Stakeholder Engagement

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

Cecil Avenue Math & Science Academy values the input of all stakeholder groups for the completion of the annual LCAP. Stakeholder groups include parents, teachers, students, administrators, and other school personnel. CAMSA held various stakeholder group meetings to understand the needs of the different members and how we might improve Cecil Avenue as a group. The parent meeting was held during the school site council meeting on May 18th. The certificated meeting was held on April 23rd.

A summary of the feedback provided by specific stakeholder groups.

The Principal, along with the Vice Principal, Learning Coordinator, Academic Counselor, Site Resource Teacher, and staff consulted with each other on the plan. There were also meetings held to discuss the plan and to receive input regarding thoughts and recommendations. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) members provided valuable input during our scheduled meeting to help with the development of the Plan for the 2021-2022 school year.

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

Parent, student, and staff input was gathered and documented during each stakeholder meeting. Each stakeholder group gave valuable input and their suggestions and concerns will be noted in next year's LCAP. The money will be utilized to support their suggestions for this year but if an action item does not exist, then it will be established for next year's LCAP.

Goals and Actions

Goal

Goal #	Description
1	Cecil Avenue Math & Science Academy will provide a world class education through a supportive learning environment that sparks and attitude if inquiry and enthusiasm for learning to ensure students success in college and career readiness.

An explanation of why the LEA has developed this goal.

Based on results of the CAASPP, ELPAC and other local multiple measures, CAMSA has identified the need to continue to increase the quality of instruction. CAMSA will have a continued effort to retain fully credentialed teachers and to provide professional development

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a) – teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;	Cecil Avenue Math & Science Academy currently has 3 teachers who are not fully credentialed. This indicates that 89% of teachers are appropriately assigned and fully credentialed.				The desired outcome is 100% for the 2023-2024 school year.
Priority 1(b) – every pupil in the school district has sufficient access to the standards-aligned instructional materials;	Based on the Williams Team visits in August 2019, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County				The desired outcome for 2023-2024 school year is 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Superintendent of Schools Williams Visit webpage.				
Priority 1(c) – school facilities are maintained in good repair;	Based on the Facilities Inspection Tool from the Williams Team visit in August, 2019, CAMS received a rating of Exemplary.				The desired outcome for 2023-2024 school year is Exemplary.
Priority 2(a) - the implementation of state board adopted academic content and performance standards for all students;	Cecil Avenue Math & Science Academy will implement all content performance standards. Based on principal observations and district walkthroughs, 90% of teachers are fully implementing CCSS.				Desired outcome for 2023-2024 is 100% of teachers achieving full implementation.
Priority 2(b) - how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	The ELD standards were substantially implemented. Based on classroom walkthroughs by the ELD director and principals, 90% of teachers are implementing the ELD standards during the ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. Teachers				Desired outcome for 2023-2024 is 97% substantial implementation of ELD standards during the ELD block.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	are providing both Integrated and Designated ELD for their students to improve English language proficiency and academic content. The implementation is only partial for Integrated ELD, as evidenced by SBAC, ELPAC, and Redesignation data.				
Priority 4(a) - statewide assessments administered pursuant to Article 4.	<p>CAASPP Results 2019</p> <p>6th ELA: 34.62% Math: 16.74%</p> <p>7th ELA: 34.17% Math: 19.1%</p> <p>8th ELA: 32% Math: 20.1%</p> <p>ELL ELA: 2.26% Math: 0.89%</p> <p>SpEd ELA: 6.90% Math: 1.72%</p>				<p>6th ELA: 40% Math: 25%</p> <p>7th ELA: 45% Math: 30%</p> <p>8th ELA: 40% Math: 30%</p> <p>ELL ELA: 7% Math: 5%</p> <p>SpEd ELA: 12% Math: 7%</p>
Priority 4(b) - the percentage of pupils who have successfully	The percentage of pupils who have successfully				The percentage of pupils who have successfully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed courses that satisfy the requirements for entrance to the University of California and the California State University.	completed courses that satisfy the requirements for entrance to the University of California and the California State University - N/A				completed courses that satisfy the requirements for entrance to the University of California and the California State University - N/A
Priority 4(c) - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks - N/A				The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks - N/A
Priority 4(d) - The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C);	The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C); - N/A				The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C); - N/A
Priority 4(e) - the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language	The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English				The desired outcome for the 2023-2024 school year of the percentage of ELs progress toward English proficiency on the ELPAC results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Proficiency Assessments for California.	Proficiency, as certified by the SBE – Results for 2019 are : Level 1 = 12.27%, Level 2 = 30.90%, Level 3 = 40%, Level 4 = 12.27%				are: Level 1 = 20%, Level 2 = 25%, Level 3 = 30%, Level 4 = 25%
Priority 4(f) - the English learner reclassification rate.	The ELL reclassification rate for 2018-2019 school year was 0.10 or 10.1%				Desired outcome for 2023-2024 is 15%
Priority 4(g) - the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;	The percentage of pupils who have passed an AP exam with a 3 or higher – N/A				The percentage of pupils who have passed an AP exam with a 3 or higher – N/A
Priority 4(h) - the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A				The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	CAMS will provide staff with Common Core and intervention professional development and provide materials for program implementation. The trainings will provide enhanced and		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supplementary professional development. CAMS will provide staff development in the area of English Language Arts, Math, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Priority will be given to unduplicated students.</p> <p>Priority 1,2,4 Roadmap Principles 2 (B,D, F)</p>		
2	Grade span adjustment in upper grades	<p>In a continued effort to mitigate learning loss and reduce class sizes in grades 7th-8th, CAMSA will continue to employ a math teacher to help students understand and master the common core math standards.</p> <p>Roadmap Principles 2 (B, D)</p>		Yes
3	Academic Needs and Support	<p>CAMSA will employ an Academic Counselor to help address various student academic needs. The Academic Counselor will monitor student progress for all three years, meet with those who are struggling academically, and conduct parent meetings with those students who are struggling. The Academic Counselor will also hold parent workshops to inform parents of various student needs and what the school has to offer to help students succeed.</p> <p>Roadmap Principles 1 (C, D)</p>		Yes
4	Grade span adjustment in upper grades	<p>CAMSA will employ a 6th grade teacher to help students understand and master the common core standards.</p> <p>Roadmap Principles 2 (B, D)</p>		Yes

Action #	Title	Description	Total Funds	Contributing
5	Grade span adjustment in upper grades	CAMSA will employ a physical education teacher to help students understand and master the physical education model content standards. Roadmap Principles 2 (B, D)		Yes
6	Program Implementation	CAMSA will employ a Site Resource Teacher to provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8.		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low performing groups.

An explanation of why the LEA has developed this goal.

Based on the Multi-Tier Systems of Support for positive behavioral interventions, discipline, attendance, and vice principal behavior observations, the data indicates a continued need in providing an engaging, safe, and secure learning environment for all students. Special emphasis will be placed on subgroups of greatest need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(a) - school attendance rates.	Attendance rate is 97.8%				Desired outcome for 2023-2024 is 98.3% attendance rate.
Priority 5(b) - chronic absenteeism rates.	The chronic absenteeism rate is 4.6%				Desired outcome for 2023-2024 is 2% absentee rate.
Priority 5(c) - middle school dropout rates.	Middle school dropout rate is 0 students.				Desired outcome for 2023-2024 is to maintain the rate at 0%.
Priority 5(d) - high school dropout rates.	High school dropout - N/A				High school dropout - N/A
Priority 5(e) - high school graduation rates.	High school graduation rate - N/A				High school graduation rate - N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6(a) - pupil suspension rates.	34 students have been suspended in 2019-2020.				Desired outcome for 2023-2024 is 0 suspension.
Priority 6(b) - pupil expulsion rates.	0 students have been expelled in 2019-2020.				Desired outcome for 2023-2024 is 0.
Priority 6(c) - other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Due to the climate school survey taken by our student body, approximately 66% of students have a sense of safety and school connectedness.				Desired outcome for 2023-2024 is 80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Health Services	<p>CAMS will expand the duties of the nurse to enhance parent communication and the health and safety of the students. The nurse will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for students, and any other areas that need professional development.</p> <p>Priority 5</p>		Yes

Action #	Title	Description	Total Funds	Contributing
2	Emergency Management Systems	The school will provide materials (emergency procedure posters and supplies) to provide training in emergency management systems. Priority 6		Yes
3	School Safety	CAMS will continue to employ and train a vice principal on MTSS to continue to promote student safety and continued support of teachers. Priority will be given to unduplicated students. Priority 5, 6 Roadmap Principles 1 (C, D)		Yes
4	School Safety	CAMS will work with the Delano Police Department to continue to employ one School Resource Officers (SRO) to assist students, staff, and parents. The SROs will provide training on school safety and other related topics. Priority 5, 6 Roadmap Principles 1 (C, D)		Yes
5	Campus Security	The school will continue to promote student safety and visibility by employing campus security supervisor and noon duty aides/crossing guards to provide security on the school campus and surrounding areas. Priority 6 Roadmap Principles 1 (C, D)		Yes

Action #	Title	Description	Total Funds	Contributing
6	Positive School Climate	CAMS will promote a positive school culture by providing culture-building activities for students, staff, and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Priority 6 Roadmap Principles 1 (C, D)		Yes
7	Parent Involvement	CAMS will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication. Priority 5, 6 Roadmap Principles 1 (C, D)		Yes
8	Behavior Intervention Instructor	CAMS will continue to employ and train an intervention teacher to support MTSS and provide the Tier 2 behavior intervention. Priority 6 Roadmap Principles 1 (C, D)		Yes
9	MTSS Materials	Purchase of materials to support the MTSS Tier 1.		Yes
10	Academic and Incentive Field Trips	CAMS will provide academic and incentive field trips for all students with special focus on unduplicated students. Priority 5, 6 Roadmap Principles 1 (C), 2 (C)		Yes

Action #	Title	Description	Total Funds	Contributing
11	Additional Student Needs	Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6 Roadmap Principles 1 (C, D)		Yes
12	Mental Health and Social Emotional Learning	CAMSA will employ a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker will conduct group sessions to help students cope with various personal issues. The Social Worker will also meet with parents to inform them of issues with their student to better help the student. The Social Worker will also inform teachers of student issues as needed. As students feel supported by the school, they will work harder academically to find success. Roadmap Principles 1 (C, D)		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Cecil Avenue Math & Science Academy will implement a 21st Century learning community of students in partnership with parents and community to build a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.

An explanation of why the LEA has developed this goal.

Based on stakeholder input, there is a need to provide students more experiences and enrichment opportunities in STEAM. Internal stakeholder input indicates a need to increase technology use in the classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a) - the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;	Based on sign in sheets, CAMS had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.				Desired outcome for 2023-2024 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.
Priority 3(b) - how the school district will promote parental participation in programs for low income, English	English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting				Desired outcome for 2023-2024 is to continue to meet with parents and provide them with opportunities to be involved in their child's

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
learner and foster youth pupils;	was held and all parents were invited to attend, including the parents of unduplicated pupils.				school site activities and meetings. A continued special emphasis will be placed on inviting and promoting the participation of parents of unduplicated pupils and parents of children with disabilities.
Priority 3(c) - how the school district will promote parental participation in programs for students with disabilities.	Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and school activities. Through regular communications, parents were encouraged to attend IEP meetings. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.				Desired outcome for the 2023-2024 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.
Priority 7(a) - a broad course of study including courses	100% of students had access to ELA, Math, Science, Social				Desired outcome for the 2023-2024 school year is 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable	Studies, PE, and Music. In addition, 100% of qualifying students attended the high school courses.				
Priority 7(b) - programs and services developed and provided to low income, English learner and foster youth pupils;	100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.				Desired outcome for 2023-2024 is to continue to have 100% access for all students.
Priority 7(c) - programs and services developed and provided to students with disabilities.	100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and				Desired outcome for 2023-2024 is to continue to have 100% access for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	program attendance records				
Priority 8 - Pupil Outcomes	Implementation of district writing benchmarks to measure improvement in writing skills.				Desired outcome for 2023-2024 is to set baseline data writing benchmark. Each grade level will increase at least by 5% each subsequent year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Visual/Performing Arts	CAMS will continue to fund a music teacher and promote the arts and expand participation in current programs to all students. The programs will be offered in the following areas; music, visual and performing arts, and band. Priority 7 Roadmap Principles 1 (C), 2 (C, D)		Yes
2	Parent Involvement	CAMS will provide funds for parent involvement activities at the site. Activities may include Math nights, Literacy nights, Latino Family Literacy, Education Nights, and Technology. Priority 3 Roadmap Principles 1 (C, D)		Yes
3	Parent Involvement Opportunities	CAMS will support parent participation and learning opportunities for students by employing resource clerks and a librarian. These		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>employees will offer opportunities for parent involvement before, during, and after school such as extended library hours.</p> <p>Priority 3 Roadmap Principles 1 (C, D)</p>		
4	Elective Course	<p>CAMS will provide middle school students the opportunity to take elective classes.</p> <p>Priority 7 Roadmap Principles 2 (B, C, D)</p>		Yes
5	Technology	<p>CAMS will enhance the current technology programs through the purchase of software and professional development.</p> <p>Priority 7 Roadmap Principles 1 (C), 3 (B)</p>		Yes
6	STEAM Instruction	<p>CAMS will promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction. CAMS will continue to promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff and the purchase of materials used for a school wide STEAM-fair.</p> <p>Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)</p>		Yes

Action #	Title	Description	Total Funds	Contributing
7	Science Education	CAMS will continue to promote Science education for students in grade six by supporting participation in Scicon camp for students. Priority 7 Roadmap Principles 1 (C, D), 2 (D), 3 (D)		Yes
8	Gifted and Talented Education	CAMS will enhance and expand student opportunities in GATE activities. Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)		Yes
9	Technology Equipment/Infrastructure	Purchase of technology equipment to enhance daily classroom instruction. Priority 7 Roadmap Principles 1 (C), 3 (B)		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
31.71%%	\$1,572,165

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.

Professional Development - Funds for professional development have been principally directed to meet the needs of English learners, foster youth and low-income students. Teachers will receive training to carefully analyze data and use the results to ensure that students are provided with appropriate intervention opportunities. While the needs of all students are considered when planning professional development and training for teachers and staff, the school recognizes that English learners, foster youth and low-income students will need additional support and interventions. The teachers will receive training to equip them with the knowledge and strategies to plan appropriate lessons and strategies to meet the needs of these students. Having all teachers trained and provided with knowledge and strategies to assist unduplicated pupils will provide the students opportunities to excel

Grade Span Adjustment in upper grades - This action allows the school to provide grade span adjustment to some upper grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.

Academic Needs and Support - The Academic Counselor will work with foster youth, English learners, and low-income students in small group settings to provide additional academic assistance. This action will provide unduplicated pupils the opportunity to monitor their academic progress and provide them with the additional academic support they need to experience academic success.

Grade Span Adjustment in upper grades- This action allows the school to provide grade span adjustment to some 6th grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.

Grade Span Adjustment in upper grades- This action allows the school to provide grade span adjustment to some 7th & 8th grade Physical Education classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow for instruction in smaller group settings to allow for interventions within the school day.

Program Implementation - Funds for this action have been principally directed to fund a Site Resource Teacher who will help with meeting the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services. Having extra support for students will be an effective way of meeting the goals of these students. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support. The Site Resource Teacher will provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8.

Health Services - While all students will benefit from health services, unduplicated pupils will receive priority of services as many do not have access to regular healthcare or insurance. Funding for this action will allow for students to have immediate access to healthcare and by keeping the students healthy, they will have better opportunities for academic success.

Emergency Management Systems - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

School Safety - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

School Safety - Maintaining a safe school will benefit all students including unduplicated pupils. Materials will be used by our Site Resource Officer to continue the training of staff that will include strategies to support unduplicated pupils and ensure they are sensitive to the specific needs of these groups.

Campus Security - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

Positive School Climate - This action focuses on suspensions, expulsions, and overall school climate. The students are exposed to many opportunities to encourage positive school climate. The needs of unduplicated students were considered first since they often don't have access to some of the opportunities offered through this action such as field trips, motivational speakers, etc.

Parent Involvement - Offering parent training and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and meetings. School site personnel make extra efforts to reach out to unduplicated parents to provide any assistance necessary. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Behavior Intervention Instructor - Unduplicated students will receive priority for services from the behavior intervention instructional assistants. Unduplicated students placed in this class will receive additional support for tiered intervention opportunities through small groups. This action will help meet the academic and behavior needs of unduplicated pupils.

MTSS Materials - This action focuses on materials aimed at providing important information to help with the overall school climate. Students will be exposed to all of the necessary materials needed to help incorporate the many strategies needed to help with creating and maintaining a positive school climate. The needs of unduplicated students will be considered first since they often don't have access to these materials.

Academic and Incentive Field Trips - Unduplicated pupils are considered first for support services under this action. This action will ensure that unduplicated students have access to any educational field trips. Students will have the opportunity to attend educational field trips. This opportunity free of charge will be prioritized for unduplicated pupils to ensure that they are able to participate. Educational field trip activities and learning will be especially important for the education of our English learners to better comprehend the importance of knowing what is out there for them.

Additional Student Needs - Unduplicated pupils are considered first for support services under this action. Many students are unable to attain personal care items or clothing. This action will ensure that unduplicated students have all items needed to attend school and have academic success.

Mental Health/Social Emotional Learning - Funds for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services. Having extra support for students in the area of mental health and social emotional learning will equip students with coping mechanisms and strategies to improve their overall mental health which will translate to greater academic gains. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support from school services and community agencies if needed.

Visual/Performing Arts - unduplicated students often do not have the opportunity to experience visual and performing arts in their home life. Funds from this action will ensure that all unduplicated pupils are provided with band, choir, and piano. This action will allow unduplicated pupils to become well-rounded students with access to the visual and performing arts.

Parent Involvement - Offering parent involvement opportunities and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and parent involvement activities. School site personnel make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Parent Involvement Opportunities - Funding from this action will support parents of unduplicated pupils to have access to extended hours at the school site. Many parents of our unduplicated pupils are farmworkers and need access to school personnel at earlier or later school hours. This will ensure that parents stay connected and get the information from the school they need regarding their child.

Elective Classes – Electives will offer the perfect opportunity to give unduplicated students the literal or figurative stage to showcase their talents and develop new interests and abilities.

Technology - Equitable access to technology is of utmost importance. CAMSA has focused on providing a device to each student to use at home. In addition, the school has provided students with hotspots to ensure connectivity. Technology funds have been principally directed to ensure that unduplicated subgroups have equal access to technology and hotspots for connectivity.

STEAM Instruction - STEAM instruction provides students with hands-on opportunities in the field of Science, Technology, Engineering, Arts, and Mathematics. Unduplicated students are a priority for STEAM instruction to give them exposure to these hands-on opportunities. These hands on labs will help the students grow academically to prepare them for a 21st century future.

Science Education - All unduplicated subgroups will be offered the opportunity to attend SCICON as 6th graders completely free of charge. Students will have the opportunity to receive hands on science education. This opportunity free of charge will be prioritized for unduplicated pupils to ensure that they are able to participate. Hands on activities and learning will be especially important for the education of our English learners to better comprehend the science education standards.

Gifted and Talented Education - Many students that qualify for the GATE program are part of one of more of the unduplicated subgroups. This action allows for students to receive GATE support throughout the school year.

Technology Equipment/Infrastructure - Unduplicated students will have priority in access to district technology. Students will receive technology to have access to keep at home to help with homework. They will also receive an additional device to use at school. Unduplicated students will receive priority for hotspots to ensure that they have connectivity when working from home. This will allow them to always have access to instruction both at home and at school. This will help with their academic success.

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

Cecil Avenue Math & Science Academy will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched based intervention during school, after school, and during targeted academies. The services will be principally directed for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff with administrative professional development opportunities. In addition, through the use of more effective monitoring, the school will better observe the effectiveness of initiatives for this targeted subgroup. English Learners and in particular Long Term English Learner achievement will be a priority for the site administration. The implementation of the ELD standards and NGSS will be a priority focus. The implementation of PBIS/MTSS will continue along with the presence of intervention teacher. The site social worker will help address the needs of Tier 2 and 3 students and will provide assistance in implementing social emotional learning throughout the school day to meet the mental health needs of our unduplicated pupils. The program will be in full implementation this school year under the direction of the vice principal. He will work hand in hand with school psychologists to ensure the three tiers of implementation. They will also serve as liaisons to foster youth students and our homeless students. These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the social and emotional learning needs of all students. Funds will also be allocated for class size reduction to provide targeted assistance to unduplicated students and students with disabilities. The school will continue to focus on early literacy skills through the support of the literacy specialist. The school will begin to address more specifically the needs of students with disabilities with the support of the district Special Education academic coach. New teachers from CAMSA will receive training and support of all district initiatives. CAMSA students will be supported with health and wellness education and physical education literacy with the addition of a physical education teacher. Technology will continue to be priority at CAMSA. The focus on all funds are principally directed to provide needed services to all pupils including unduplicated counts.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Totals:	Total Personnel	Total Non-personnel
Totals:		

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development					
1	2	English Learners Foster Youth Low Income	Grade span adjustment in upper grades					
1	3	English Learners Foster Youth Low Income	Academic Needs and Support					
1	4	English Learners Foster Youth Low Income	Grade span adjustment in upper grades					
1	5	English Learners Foster Youth Low Income	Grade span adjustment in upper grades					
1	6	English Learners Foster Youth Low Income	Program Implementation					
2	1	English Learners Foster Youth Low Income	Health Services					
2	2	English Learners Foster Youth Low Income	Emergency Management Systems					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	School Safety					
2	4	English Learners Foster Youth Low Income	School Safety					
2	5	English Learners Foster Youth Low Income	Campus Security					
2	6	English Learners Foster Youth Low Income	Positive School Climate					
2	7	English Learners Foster Youth Low Income	Parent Involvement					
2	8	English Learners Foster Youth Low Income	Behavior Intervention Instructor					
2	9	English Learners Foster Youth Low Income	MTSS Materials					
2	10	English Learners Foster Youth Low Income	Academic and Incentive Field Trips					
2	11	English Learners Foster Youth Low Income	Additional Student Needs					
2	12	English Learners Foster Youth Low Income	Mental Health and Social Emotional Learning					
3	1	English Learners Foster Youth Low Income	Visual/Performing Arts					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Parent Involvement					
3	3	English Learners Foster Youth Low Income	Parent Involvement Opportunities					
3	4	English Learners Foster Youth Low Income	Elective Course					
3	5	English Learners Foster Youth Low Income	Technology					
3	6	English Learners Foster Youth Low Income	STEAM Instruction					
3	7	English Learners Foster Youth Low Income	Science Education					
3	8	English Learners Foster Youth Low Income	Gifted and Talented Education					
3	9	English Learners Foster Youth Low Income	Technology Equipment/Infrastructure					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$0.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
1	2	Grade span adjustment in upper grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 7th & 8th		
1	3	Academic Needs and Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
1	4	Grade span adjustment in upper grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 7th & 8th		
1	5	Grade span adjustment in upper grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th		
1	6	Program Implementation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Health Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	2	Emergency Management Systems	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	3	School Safety	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	4	School Safety	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	5	Campus Security	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	6	Positive School Climate	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	7	Parent Involvement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	8	Behavior Intervention Instructor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	9	MTSS Materials	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	10	Academic and Incentive Field Trips	Schoolwide	English Learners Foster Youth	Specific Schools: Cecil Avenue Math & Science Academy		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income	6th, 7th, 8th		
2	11	Additional Student Needs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	12	Mental Health and Social Emotional Learning	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	1	Visual/Performing Arts	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	2	Parent Involvement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	3	Parent Involvement Opportunities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	4	Elective Course	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	5	Technology	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	6	STEAM Instruction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	7	Science Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	8	Gifted and Talented Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	9	Technology Equipment/Infrastructure	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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