Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wallis Annenberg High School	Rosie Hoang, Principal	rhoang@accelerated.org; 323-235-6343

Plan Summary: 2020-2021

General Information

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

WAHS' educational philosophy is originally based upon the nationally recognized Accelerated School's Model dedicated to the idea that every child can accelerate his/her progress and achieve at high levels through powerful learning experiences. In this model, powerful learning depends on rigorous, standards-based curricula where learning is related to the personal experiences of the students and demands higher order critical thinking skills. The instructional strategies that support powerful learning include projects, technology, heterogeneous grouping, collaboration, critical thinking skills, creativity, and inquiry-based learning.

WAHS prepares its students to take their rightful place as confident and compassionate citizens eager to achieve and contribute to a global society. The guiding principles, mission, and values, described below, are integrated at WAHS to create and sustain a highly supportive educational environment that provides students, parents and the community with high expectations of personal achievement and active learning experiences.

Wallis Annenberg High School (WAHS) was established as a Charter School under the jurisdiction of the Los Angeles Unified School District (LAUSD). LAUSD is the largest district in California with approximately 250 independent and affiliated charter schools. WAHS, previously known Accelerated Charter High School, is one of the Accelerated Schools with a total enrollment of 1300 students from pre-school through high school. Located in the densely populated and economically impacted inner city area of South Los Angeles near the University of Southern California, WAHS serves students from a population where nearly half of the residents receive some form of public assistance and have less than a 9th grade education.

WAHS's current student body includes approximately 475 students in grades nine through twelve with a primarily Latino/Hispanic student population – 96.6% with 3.1% African American and less than 1% White. English Language Learners comprise 18.95% and Redesignated Fluent English comprise 60.4% of the students. Special Education enrollment consists of 8% of the total population. Socio-Economically Disadvantaged comprise 98% of the population. Other than the significant growth in Special Education, demographic factors for WAHS are relatively stable.

Wallis Annenberg High School prepares its student to become independent critical thinkers, decision-makers and responsible, productive leaders in our community. Each student is challenged with a strong focus on becoming mentally and academically prepared to enter and succeed in college and beyond.

Each of our high school students is encouraged to achieve personal success, a strong sense of self and community, along with a deep appreciation for the art of learning. These accomplishments are achieved in an environment designed to enable all students to accelerate their progress and achieve at high levels through powerful learning experiences. Our graduates are empowered to become critical thinkers and life-long learners who are prepared to enter—and succeed—at the college of their choice.

Wallis Annenberg High School has been very proactive in creating a learning environment that accelerates learning. As a school, we believe in the holistic development of students and understand that in order for students to accelerate academically, they must feel safe and secure from a social - emotional level as well. Therefore, we have shaped our learning experience to address and support the social emotional needs of our students in order to provide a foundation for academic success.

We have focused on providing targeted learning opportunities to all students through curriculum, school structure, and culture. We are focused on providing more opportunities for project-based learning with the use of Summit Curriculum. In addition, we understood the need to focus on relationship building and therefore created an advisory program. In the 2020-2021 school year, we expanded our advisory program to include a specialized structure that included building healthy habits and mindfulness, one to one mentoring for each student, and a college & career readiness focus.

MISSION

The Accelerated Schools will graduate student who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders and will act as responsible citizens.

Reflections: Successes

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

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Green	Orange	Yellow	Orange
English Learners	None	Orange	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	Green	Orange	Yellow	Orange
Students with Disabilities	None	Orange	None	None	None	None
African American	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Orange	Green	Orange	Yellow	Orange
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

The following chart reflects Wallis Annenberg High School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019.

WAHS is proud to have maintained an average attendance of 91% this school year despite Distance Learning. This is a clear example of the impact our teachers' dedication and support has had on our students during what has been a challenging school year for most.

We are also proud that in the past year (during a pandemic) we have implemented the following: a new curriculum in our core classes that focuses on customized learning experiences, a mentoring program, and a unique bell schedule that fits the needs of our students and their families during distance learning. Encompassing the above-mentioned components have allowed us to deepen our schoolwide philosophy for learning. This is a testament to the fact that our teachers and leaders believe in our students. They have embraced these changes because they understand how and why they support students.

Curriculum

This year we have implemented Summit Learning as the curriculum in our core classes. It is a research-based curriculum that supports students through rigorous content and project-based learning through an accessible platform that provides live data for students to understand their progress, as well as parent/caregiver access. We have also implemented Vista Higher Learning for our world language program, which focuses on developing communication skills in a variety of ways.

The new curricula are more targeted to student needs and clearly outline learning outcomes and success criteria for students. The clarity they provide to students helps them to better understand their progress and identify what they need to do to grow and improve, along with a clear pathway to do so.

In order to build upon the implementation of this curricula, we plan on continuing to provide support for teachers from both administration and our instructional coaches through our ongoing coaching and feedback cycles. Our coaching and feedback cycle includes weekly check ins, bi-monthly observations, review of lesson internalization plans, and bite size feedback with actionable steps to support with improving practice and deepening the understanding of the curriculum.

Mentoring:

Wallis Annenberg High School is dedicated to deepening the practices that we are cultivating now. In the past, we identified 3 components of the "advisory" program: 1. Math and ELA support classes 2. STEM Escalera 3. "other" the Math and ELA support advisories' effectiveness were supported with data and we still have STEM Escalera. Based on the social emotional needs of our students, we restructured components of the advisory program to include Mentoring. Our mentoring structure is proving to be extremely effective, specifically during distance learning.   Mentoring is where our students are building a solid bond with a trusted adult and a group of peers while engaging in activities that build culture, mindfulness, and college and career readiness skills. We will continue to build upon this structure as next year many of our students will remain with the same mentor for a second year in a row.

Bell Schedule:

Our unique bell schedule includes 3 different components: Synchronous time, Workshops, and Mentoring/Self Directed Learning Time in order to meet the needs of our students. Synchronous blocks which occur Tuesday-Friday, students are supported by their content teachers as they make academic progress while building on their content knowledge, cognitive skills, and work habits. During Workshop blocks, which also occur Tuesday-Friday, students are able to receive small group targeted instruction from their teachers. And lastly our bell schedule includes Mentorship/Self Directed Learning Time, where our students begin each day.

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.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Green	Orange	Yellow	Orange
English Learners	None	Orange	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	Green	Orange	Yellow	Orange
Students with Disabilities	None	Orange	None	None	None	None
African American	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Orange	Green	Orange	Yellow	Orange
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

At WAHS, our goal is to accelerate, improve, and measure student outcomes. With that in mind, WAHS has established the following Growth and Achievement Measures:

GROWTH MEASURE
100% of students will **GROW 1 YEAR in 1 YEAR'S TIME** *(Minimum of 50 scale score points in ELA and Math)*

Achievement Measure
- 100% of students will graduate WAHS in 4-year cohort
- 100% of students will graduate WAHS College and Career Ready

In order to address the Orange performance level for the Suspension Rate we have done the following:

- WAHS hired a Social-Emotional Counselor who provides social emotional learning strategies and behavioral counseling to support students. An additional counselor was added in the 2019-2020 school year which reduced the student to counselor ratio, allowing an opportunity for counselors to know their student caseload on a deeper level. Total number of suspended students decreased from 15 in 2018-19 to 4 in 2019-2020 due to the implementation of Restorative Practices.
- WAHS hired a Dean of Culture to address overall campus climate/culture

- WAHS has implemented a mentoring program to allow students the opportunity to build a solid bond with a trusted adult and a group of peers while engaging in activities that build culture, mindfulness, and college and career readiness skills

In order to address the Orange performance level for the College/Career Indicator (CCI) we have included the following:

- WAHS hired a Director of College and Career Readiness. The goal is to develop and expand current practices to support and foster a college-going culture.
- A Media Art Pathway has been developed, and students have the opportunity to receive a seal of Biliteracy with four years of foreign language instruction.
- Our school is continuing our partnership with Los Angeles Trade Technical College (LATTC) to provide a college level course for our students every semester. Students also have the option of taking courses at LATTC via concurrent enrollment.
- In an effort to increase opportunities for students to take AP courses, all grade 11 students are enrolled in AP U.S, History and AP English; and seniors are enrolled in AP English Literature. Each one of the students enrolled in the AP classes are also enrolled to take the exam for each class.

In order to address the Orange performance level for the Mathematics we have:

- Enrolled Algebra I students into Math Support.
- Provided a dedicated teacher for Math Support.
- Wallis Annenberg High School has established a systemic Cycle of Assessments that includes but is not limited to (in addition to state mandated assessments): Interim Comprehensive Assessment (ICA), NWEA MAP Reading and Math, and Illuminate Assessments.
- We also hired additional staff to support instruction. A dedicated math teacher will provide math support for all incoming Grade 9 students during the intervention block to address learning gaps and prepare all incoming students for college preparatory Algebra. In addition, two instructional coaches were added this year to strengthen the delivery of instruction and to support with building capacity of our teachers, thus positively impacting student outcomes. One coach will specifically focus on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach will work with the Math and Science Department.
- Implemented a comprehensive curriculum that focuses on conceptual learning

In order to improve the Yellow performance level for ELA Academic Indicator schoolwide and across all student groups we have:

- Created a cycle of Interim Assessments to guide and personalize instruction (See above)
- Hired an Instructional Coach (see above)
- Implemented a comprehensive standards-based curriculum that is made up of projects and focus areas.
- Hired a Data and intervention Coordinator to improve our use of assessment data to better inform practice and allow for personalized and targeted teaching plans based on student performance and need.

In order to move the Green performance level for Graduation Rate to Blue we have schoolwide and all student groups:

- Although we consistently outperform state metrics, we will continue to strive for 100% graduation rate.

- Counselor caseload is less than 250. We believe counselor support is critical to student success and will be hiring a third college and career advisor for the 2021-2022 school year to reduce the caseload, so counselors are able to offer in-depth counseling.

For **English Learners (ELs):**

- Improving instruction for ELs especially with Mathematics through the use of evidence-based pedagogical strategies through differentiation.
- To support ELs, WAHS has improved the quality of Professional Development, conducting classroom observations on a regular basis, and hosting parent workshops to improve EL student outcomes.
- For the 2020-21 school year, ELs receive both designated and integrated ELD instruction though small group instruction
- Mathematics: Teachers are leveraging strategies during Number talks to elicit opportunities to learn and practice oral English language in order for literacy skills to flourish.
- Use of internal assessments (NWEA, ICA, Illuminate) to measure and monitor EL/LtEL student progress.
- Use data to identify students for additional supports with MTSS
- 2020-21: Each student was provided an individualized goal with learning outcomes and success criteria, in order for students to take ownership of their progress/learning.
- Use assessment data findings to identify students for Summer Intervention Program.

LCAP Highlights

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

The school's leadership team comprised of the Principal, Directory of Secondary Education, Director of College Career Readiness, Directory of Curriculum & Instruction, CEO, CFO, SPED Administrator, Lead Teachers, collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the needs assessment and ultimately the LCAP. Data analysis included the Fall 2019 California Schools Dashboard, local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parents and student), in addition to internal assessment data, and NWEA MAP Assessments for Reading and Math.

Key features in this years' LCAP:

To improve College and Career Outcomes, our school hired a Director of College and Career Readiness. The goal is to develop and expand current practices to support and foster a college-going culture. A Media Art Pathway has been developed, and students have the opportunity to receive a seal of Biliteracy with four years of foreign language instruction. Our school is continuing our partnership with Los Angeles Trade Technical College (LATTC) to provide a college level course for our students every semester. Students also have the option of taking courses at LATTC via concurrent enrollment. In an effort to increase opportunities for students to take AP courses, all grade 11 students are enrolled in AP U.S, History and AP English; and seniors are enrolled in AP English Literature. Each one of the students enrolled in the AP classes are also enrolled to take the exam for each class.

One of our goals is to address the school climate and reduce the number of students who are chronically absent and who are suspended. WAHS hired a Social-Emotional Counselor who provides social emotional learning strategies and behavioral counseling to support students. An additional counselor was added in the 2019-2020 school year which reduced the student to counselor ratio, allowing an opportunity for

counselors to know their student caseload on a deeper level. Total number of suspended students decreased from 15 in 2018-19 to 4 in 2019-2020 due to the implementation of Restorative Practices.

To improve our student performance on state standardized assessments, Wallis Annenberg High School has established a systemic Cycle of Assessments that will be administered in distance learning that includes but is not limited to (in addition to state mandated assessments): Interim Comprehensive Assessment (ICA), NWEA MAP Reading and Math, and Illuminate Assessments. We also hired additional staff to support instruction. A dedicated math teacher will provide math support for all incoming Grade 9 students during the intervention block to address learning gaps and prepare all incoming students for college preparatory Algebra. In addition, two instructional coaches were added this year to strengthen the delivery of instruction and to support with building capacity of our teachers, thus positively impacting student outcomes. One coach will specifically focus on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach will work with the Math and Science Department.

The new curriculum we've adopted this school year, Summit Learning is aligned with the Common Core State Standards. As students learn to build their Habits of Success and Cognitive Skills, they are also learning skills that are aligned with the CA state standards. To measure the student learning and to identify areas of strengths and weaknesses in student learning, we're also administering the Interim Comprehensive Assessment, both ELA and math assessments that mirror the state summative assessment.

This is to ensure that we are able to analyze the data results to support our cycle of improvement.

Wallis Annenberg High School has maximized weekly professional development. Our professional development cycle has learning sessions for staff to include: Instruction, Feedback, and Diverse Learner Support. These professional development workshops focus on delivering strategies and tools to our teachers that support making the curriculum accessible to all students including meeting the unique needs of English Language Learners and students with disabilities. We have worked diligently to create a cohesive environment that mirrors our student learning cycle. We are consistently reviewing our data, coming together to evaluate, and adjust our practices accordingly. Much of this work occurs during our weekly professional development meetings. In addition, we embed time in those meetings for teachers to collaborate in grade level teams and / or departments. The leadership team also meets weekly to review our school wide data and adjust our upcoming events and activities. During parent and guardian meetings such as Coffee with the Principal, Back to School Night, ELAC meetings, and Parent Conferences, parents and guardians are encouraged to share their feedback with us. Our goal is to support students and all stakeholders by creating a cohesive and informed team. We want to streamline communication so every person on our campus is aware of what each person is doing to contribute to the learning community.

The following highlights key features for our Special Education populations and our English Learners:

- Services are provided to students with disabilities by our Resource Specialists in accordance with the students Individualized Education Plan. Services delivered to students range from Resource,
- Language/Speech, Counseling and Guidance, Adaptive Physical Education, Occupational Therapy, Behavior Intervention Implementation, and Psychological Services (ERICS).
- Our Resource Specialists work collaboratively with our General Education Teachers in order to plan lessons and adjust curriculum to support meeting the needs of all students and to ensure that appropriate accommodations are provided to students with IEPs.
- During Workshop Blocks our Resource Teachers and General Education teachers offer small group instruction to provide opportunities for intervention.
- Designated English Language Development (ELD) is provided in two forms to students in small groups throughout the week. One form of designated ELD is provided by our Secondary Literacy Coach and Assistant Principal where an ELD curriculum is used to support language acquisition and practice skills that emphasizes listening, speaking, reading, and writing skills. The second form of designated

ELD is provided to English Learners by their English Teachers, also through small group workshops designed to build their academic content knowledge.

Enrichment Opportunities:

- Los Angeles Community College Partnership (see school programs for details)
- Micro College Partnership (see school programs for details)

Wallis Annenberg High School is in its initial phase of implementing a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

LCAP Goals were revised to reflect an equity lens and key areas of focus for Wallis Annenberg School.

- Goal #1: Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.

- Goal #2: Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

- Goal #3: Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

Wallis Annenberg High School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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.

Wallis Annenberg High School has ont been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

Wallis Annenberg High School has ont been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

Wallis Annenberg High School has ont been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following provides information of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Panorama Education Surveys were distributed to staff (certificated and classified), administrators, students, and parents/families. The survey focused on social-emotional learning, multi-tiered system of supports, response to intervention, school climate, and student voice. Utilizing the visual dashboards in the platform, we were able to interpret the data and identify actions necessary to improve student outcomes, school climate, and systems of supports. We were able to capture feedback about teaching and learning and classroom experiences through the lens of the students. We were able to understand the factors that foster safe, social, and positive learning environments. Survey data allowed us to use information as a means to support productive and professional conversations between teachers, staff and school leaders.

As part of the planning process for this LCAP, we consulted with a diverse group of stakeholders in the following ways:

- **Site Leadership Team:** Provided schoolwide areas of strength and areas of growth which were used to adjust LCAP goals, actions, and services.
- **English Learner Advisory Council**: Reviewed, discussed, and provided feedback on sections of the LCAP involving English Learner Support
- **Parents**: Feedback on our school's performance on the 8 state priorities collected from: LCAP Stakeholder Survey; Title I Survey; Feedback and Discussion from Coffee with the Principal
- **Students**: Feedback on our school's performance on the 8 state priorities collected from LCAP Stakeholder Survey
- **Teachers**: Feedback on our school's performance on the 8 state priorities collected from LCAP Stakeholder Survey
- **SELPA**: Reviewed, discussed, and provided feedback on sections of the LCAP involving Students with Disabilities
- **Charter School Local Governing Board of Trustees**: Feedback on our school's performance on the 8 state priorities

The consultations listed above allowed us to identify specific goals and actions in the LCAP that needed more attention. We also used the collected data from these different sources to ensure that our LCAP and SPSA were in alignment, and that the goals in each document were aligned with the most urgent needs of our students and our school.

A summary of the feedback provided by specific stakeholder groups.

Students: A majority (over 75%) of our students reported that they felt safe on campus, they believe the school is safe, they have access to necessary technology, and the school clearly explains standards and expectations for student success. However, based on survey results we will focus on communicating to students the link between classroom coursework expectations, rigor, and the connection to life after high school. Based on the survey results, we know that students feel valued on campus and know teachers care. We would like to deepen students' understanding of the long-term connection between high school and college/career. Finally, 66% of our students Agree or Strongly agree that the academic and social supports meet their needs. We intend to mindfully reinforce the many supports students have and utilize our strong mentoring program to help all students know how to access the supports that exist.

Parents: A majority of our families (80%) reported that they believed we provide rigorous expectations in a positive school climate that values students, families, and staff. An area of need that emerged was that 69% agree or strongly agree that we provide appropriate academic and social support. We intend to continue to share the many and varied supports that exist for students and families in a more mindful manner in order to ensure all parents and families are aware of the support available. Our thought is that people may not know how to access the support and through our 2021-2022 parent education plan and parent nights, we hope to increase the number to 100% of our parents understanding what and how to access academic and social emotional supports.

Staff: WAHS staff had extremely positive feedback. Over 85% of our staff believe that WAHS provides strong academic and social supports and educates all students with a rigorous and meaningful program. In addition, a majority of our staff reported that we provide a positive school climate (89%), high health and safety standards (91%), rigorous expectations (93%), and value our model of professional development which includes personalized coaching (95%).

SELPA Consultation:

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

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and the feedback has been embedded in the LCAP Actions & Services for the 2021-22 school year.

WAHS Administration and instructional staff need to further identify, prioritize and implement *at minimum two per year* schoolwide research-based instructional strategies that foster rigor and addresses all students' academic needs:

1. To improve student outcomes, including but not limited to, graduation, UC/CSU "a-g" completion, local benchmarks/assessments, student academic grades, state standardized tests.
2. To address the educational needs of specific sub-groups, such as EL and Special Education.
3. To provide timely interventions for both students in need of remediation and students in need of extensions and enrichment through programs and in-class instruction.
4. To provide differentiated instruction to address student sub-populations, multiple learning styles and identified needs
5. To align with Common Core State Standards

WAHS stakeholders, especially administration and instructional staff, need to define and refine the process and protocols by which all school stakeholders analyze data *at an in-depth level*:

A. to determine the effectiveness of instruction
B. to modify instruction to improve student outcomes
C. to provide in class interventions in relationship to student achievement on the Common Core standards

D. to determine student achievement of the Schoolwide Learner Outcomes (SLOs)
E. to ensure students are ready for college and/or career
F. to identify and provide staff development

WAHS administration and instructional staff need to further align the curriculum, especially vertical articulation, and to ensure increasing rigor. In addition, feedback has been embedded in the LCAP Actions and Services for the 2021-22 schoolyear that include:

- Initial implementation of a Multi-tiered System of Supports (MTSS with Rti)
- Continue to strengthen the delivery of academic intervention and supports
- Continue to address the social-emotional and mental health needs of students.
- Continue to provide robust professional learning for all teachers including ongoing instructional coaching to improve the quality and delivery of instruction including the use of evidence-based effective pedagogical strategies to address the diverse learning needs of all students (EL, SPED, Socioeconomically Disadvantaged).
- Develop a systematic and evidence-based strategies to reduce chronic absenteeism.
- Continue to implement strategies to improve parent/family input and participation through community-building and communication.

WAHS administration, including charter administration, teachers, and other designated stakeholders, such as School Based Council and ELAC, need to collaboratively establish a system that determines and implements strategies and actions that fosters and values the commitment of all stakeholders to improving student outcomes. This includes, but is not limited to, the school administration, leadership and staff demonstrating shared decision-making, responsibility, and self-reflection on actions coupled with accountability for implementing practices and programs that support student learning that is documented and supported by data. This includes evidence of the planning process, implementation and data collection and analysis.

Goals and Actions

Goal

Goal #	Description
1	Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.

An explanation of why the LEA has developed this goal.

There is a need to use the multiple types of internal assessment as universal screeners, identify and develop mid-year and annual student growth goals, measure student progress throughout the year in ELA/Reading and Math to inform instruction, and to identify academic supports, and inform instruction areas for teacher growth. There is a need to disaggregate and report all student achievement data by grade level, student group(s), to share with stakeholders in a timely manner to clearly identify students for tiered targeted support; develop action plans, monitor student progress, and assess effectiveness of schoolwide initiatives in order to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Grads who meet UC A-G requirements	80%	85%	90%	95%	100%
% students who pass AP Exams with a score 3+	53%	55%	57%	59%	60%
HS Graduation Rate	87%	90%	93%	96%	100%
HS Dropout Rate	13%	11%	8%	5%	0%
Suspension Rate	0%	0%	0%	0%	0%
Expulsion Rate	0%	0%	0%	0%	0%
Attendance Rate	89.7%	90%	93%	96%	100%

* For the 2020-21 school year, NWEA Reading & Math Assessments were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.

** For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver

*** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

Actions

Action #	Title	Description	Total Funds	Contributing
1	Administrators and Educators support the instructional program	Administration and educators are critical to the smooth operation of WAHS which meets the many varied needs of our students and families. Without the administration and team of educators we would not be able to meet the needs of our students. Wallis Annenberg high School (WAHS) will employ a **Principal and a total of 21 appropriately credentialed** and assigned classroom teachers for students in grades 9-12, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. WAHS will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days. All teachers will participate in 5 days of intensive Summer Professional Development, an additional 5 days in the summer for "new" teachers to the profession, to prepare for the 2021-22 academic school year, and an additional 5 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development during the academic school year. Therefore 10% of salaries are being funded with LCFF S&C.	$1,929,226.00	Y

Action #	Title	Description	Total Funds	Contributing
2	Utilizing assessments to measure student progress	Our CAASPP data highlighted the need for personalized instruction. Using data to set student, teacher, grade, department, and/or classroom goals will allow us to understand students' specific needs and to target them appropriately. In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: • **NWEA Reading & Math Assessments** for 9-12: (Title I Funded) • **State mandated assessments**: CAASPP ELA & Math, CAST, ELPAC, PFT WAHS will adopt and implement the ***Performance Matter data management system*** where all student data and assessments will be housed to develop student, grade level and schoolwide reports to measure and monitor student performance.	$133,927.00	Y

3	Address academic needs and supports to accelerate learning	WAHS will: Provide targeted intervention and academic support, which may take the form of individual or small group tutoring, workshops, co-teaching, etc. Use a variety of research-based instructional strategies and resources to respond to students' diverse needs and interests, including prescribed educational curricula and software. Provide individualized mentoring services to a group of about 25 students. Conduct outreach to engage and empower students' family members. Implement Restorative Practices to promote social-emotional development, mental health, a sense of community, and positive school culture. Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. Our interventions were designed to further mitigate learning loss and close achievement gaps. WAHS will employ the following to address learning loss: • Math Interventionist (credentialed teacher) (Title I) – for incoming 9th grade students • 1 Math & Science Interventionist • 1 ELA & History Interventionist • 1 ELA & History Interventionist for Gr 10-11 • 1 HS Tutor (12th grade) WAHS will also provide: • Edficiency – which is a scheduler for students (flexible scheduling) emails students (offered during school workshop blocks) • ARC: Summer Bridge Program • Summer Extension (ARC): **Courses Offered:** • Math • Science	$544,660.00	Y

Action #	Title	Description	Total Funds	Contributing
		• English • History		
4	Address the social-emotional and behavioral needs of students	The WAHS school community has been severely impacted by the COVID-19 pandemic and in order to improve student academic outcomes, their social-emotional and mental health needs must be addressed. WAHS will: - Build and maintain a sense of community amongst students, staff, and families. - Work closely with teachers to deliver the College and Career lessons and support with building and implementing restorative practices and celebratory events school wide. - Provide opportunities for students to meet with counselors, multiple times throughout the year. - Provide opportunities for counselors to participate in Individualized Educational Plan (IEP) meetings and monitor student progress towards meeting graduation requirements. - Provide strategies such as restorative Justice Practices, Empowerment Groups - Design a 3-Tiered System of tutoring support - Utilize Kickboard In addition, WAHS will employ: • 1 Psychiatric Social Worker - 1 (split across 3 schools) • 1 Dean of Culture: • 1 Yoga Teacher	$241,394.00	Y

Action #	Title	Description	Total Funds	Contributing
5	Promote a college-going culture	WAHS will provide all students with a broad course of study beyond core subjects that include the following: - Offer CC A-G approved courses - Provide all students access to all courses to ensure equity and access. - Position students to be college and career ready by implementing an Advanced Placement approach for all students. - Offer CTE Courses to help prepare all students to be career and college ready. - Offer college and career field trips such as: 9th Grade: Residential program at USC for all 9th grade students; 10th grade: 3-day College Tour; UC/CSU/Private in California; 11th /12th grade: 3-day college trips based on interest. - Provide targeted intervention and academic support, which may take the form of individual or small group tutoring, workshops, co-teaching, etc. - Hire a math support teacher and a math consultant to support our team and implement research based instructional practices in order to support student need and provide responsive instruction. - Utilize Naviance to help assess and develop essential competencies students need in order to be successful after high school. - Provide PSAT, SAT and AP testing to help our students to achieve college readiness as any colleges and universities still use these test scores as part of the application process. - Continue to utilize a Director of College and Career Readiness - Employ 3 guidance counselors to provide direct support to our students. They support their socio-emotional needs as well as addressing the academic needs of our students	$952,381.00	Y

Action #	Title	Description	Total Funds	Contributing
6	Provide services and support to Students with Disabilities (SWDs)	Wallis Annenberg High School's SPED team will provide instructional and social emotional support as outlined by the students' IEP. LAUSD serves as the school's SELPA provider. The Director of Curriculum & Instruction will serve as the SPED Administrator (split between all 3 Accelerated Schools) will ensure required services for Student with Disabilities (SWD) will be provided per the student's IEP. The SPED Team comprised of the ***Director of Curriculum & Instruction (SPED Administrator), RSPs, SPED Learning Specialist, Instructional Aides, Speech & Language Pathologist, Psychologist, Contracted Cross Country Education, Student Services Coordicator and Social-emotional Specialist*** will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided. The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning. Services delivered to students with disabilities range from Resource, Language/Speech, Counseling and Guidance, Adaptive Physical Education, Occupational Therapy, Behavior Intervention Implementation, and Psychological Services (ERICS) Resource Specialists work collaboratively with our General Education Teachers in order to plan lessons and adjust curriculum to support meeting the needs of all students and to ensure that appropriate accommodations are provided to students with IEPs. During Workshop Blocks our Resource Teachers and General Education teachers offer small group instruction to provide opportunities for intervention.	$922,777.00	Y

Goal Analysis: 2020-2021

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
2	There is a need to continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

An explanation of why the LEA has developed this goal.

There is a need for educators to improve the quality and delivery of instruction through strategies such as differentiation/scaffolding, to support the diverse learning needs and learning gaps of our students, in order to close the achievement gap among student groups. There is a need to provide educators (teachers, paraprofessionals, administrators) with ongoing robust professional development on using formative and internal assessments to check for understanding that will inform instruction.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL making progress towards English Language Proficiency (ELPI)					
EL Reclassification Rate	20%				30%
% Teachers appropriately credentialed and assigned	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Students with access to standards-aligned materials	100%	100%	100%	100%	100%
All teachers will implement the state board adopted academic content and performance standards for all students: (ELA, Math, ELD, History, PE, NGSS, Health, VAPA, & World Languages)	100%	100%	100%	100%	100%
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	Option 2: CDE Reflection Tool: Acad. Standards 		2020-2021
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ELA	4
ELD	3
Math	3
NGSS	3
History	3
Physical Ed.	4
World Lang.	2
CTE	
Health Ed.	2
VAPA						Option 2: CDE Reflection Tool: Acad. Standards |	2021-2023
---	---
ELA	4
ELD	4
Math	4
NGSS	3
History	4
Physical Ed.	4
World Lang.	3
CTE	3
Health Ed	3
VAPA	3	

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Professional Development	Wallis Annenberg High School educators will participate in a robust evidence-based professional development for 1-week during the summer, (5 additional days for "new" teachers, weekly during the academic school year, and 5 non-instructional days during the academic year. To address the learning loss and findings from the initial student achievement data, professional development areas of focus organization wide include: • Mindfulness Training: • Goal Setting and Monitoring Using Success Criteria • Generating Learning through Student-to-Student Dialogue • Using Assessment Data to Drive Planning & Instruction • Providing Impactful Feedback on Student Work WAHS will also support Leadership and Teachers with: • Social Emotional Learning Sessions: USC partners (monthly) • LMU partnership: Best practices, team building, implementing mission and vision. • Conferences: UC / CSU Conference (3 counselors); College and Career Readiness; Teaching Strategies; Instructional Technology; Diversity, Equity, & Inclusion; Social Emotional Learning To support teacher effectiveness and credential clearance, WAHS will reimburse *teacher induction expenses. (Title II Funded)* WAHS will: - Invest in and provide targeted and ongoing professional development that is designed around research-based practices in order to best serve students - Offer opportunities for teachers and administrators to attend conferences as a way to maximize learning opportunities - Coach and support new teachers	$714,022.00	Y

Action #	Title	Description	Total Funds	Contributing

2	Strengthen the program, services and supports provided to English language learners	WAHS will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language.
		
		WAHS will provide carefully designed professional development for staff to support our English Learner population with becoming proficient in English and experiencing academic success.
		
		Our plan for continued improvement includes carefully designed professional development for staff, increased instructional support, designated ELD, and mentoring to support with personalized instruction for our English Learners.
		
		WAHS will increase instructional support, designated ELD, and provide mentoring to support with personalized instruction for our English Learners.
		
		WAHS will provide supplemental materials and supports, including:
		
		     o Family Reading Nights
		     o Audio Books
		     o Videos (staff created using zoom and Loom - allows for CC)
		     o Spanish/English Dictionaries for all classrooms
		     o Google Translate
		     o Learner's Dictionary
		     o Ellevation/EL Passports
			$112,914.00	Y

Action #	Title	Description	Total Funds	Contributing
3	Address Core curricular program needs	The following standards aligned curriculum will be purchased: • Vista High Education - Spanish curriculum • Summit Learning/platform: LMS & Curriculum provider • Novels • Chemistry Lab Supplies Summit Learning is a comprehensive, research–based approach to education designed to drive student engagement, meaningful learning, and build strong student–teacher relationships thus preparing students for life beyond the classroom	$40,000.00	N
4	Close the digital divide	WAHS has implemented a 1:1 student to device ratio, schoolwide WAHS will invest time and/or resource in the following software platforms: • Summit platform • S'mores • Nearpod • Naviance • Go Guardian • Laptops/Headsets • Tech Assistants	$46,969.00	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
3	Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

An explanation of why the LEA has developed this goal.

There is a need to collaboratively establish a system that determines and implements strategies and actions that fosters and values the commitment of all stakeholders to improving student outcomes. This includes, but is not limited to, the school administration, leadership, staff, students and parents demonstrating shared decision-making, responsibility, and self-reflection on actions coupled with accountability for implementing practices and programs that support student learning that is documented and supported by data. This includes evidence of the planning process, implementation and data collection and analysis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Facilities Inspection Tool (FIT) Score: Good or Exemplary	Good				Exemplary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Increase parent satisfaction rate as measured in the annual survey	75%				90+
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey	68%				90+
Increase % of staff who feel supported and connected as measured in the annual staff survey:	73%				95+

Actions

Action #	Title	Description	Total Funds	Contributing
1	Promote positive school climate, student engagement, and a safe learning environment	Wallis Annenberg High School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our stakeholder survey indicated that college field trips, student leadership opportunities and a broader course of study (specifically athletics) will improve school climate and student engagement. The following will be implemented: • Student Leadership Opportunities • Schoolwide Events • College Field Trips • Boys/Girls Volleyball • Girls/Boys Soccer • Boys/Girls Basketball • Softball • Baseball • Football • Cheer **Field Trips** and extended learning opportunities allow for students to learn standards through real world experiences. A large portion of the field trip budget will be for **college field trips** to create a college & career going focus for students. WAHS will administer **Panorama SEL surveys** to students, staff and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school's LCAP and local indicators report.	$644,120.00	Y

Action #	Title	Description	Total Funds	Contributing
2	Promote parent input in decision making	During parent and guardian meetings such as Coffee with the Principal, Back to School Night, District/English Language Advisory (D/ELAC) meetings, Parent Advisory Committee (PAC) meetings per CA EC 52062(a)(1), and Parent Conferences, parents and guardians are encouraged to share their feedback with us. The leadership utilizes this data in conjunction with student progress data to adjust professional development and ensure we are meeting the needs of the community.	$0	N

3	Provide opportunities to support parent engagement and participation	WAHS will provide all parents, including those of unduplicated students and Students with Disabilities, with numerous opportunities to engage as partners in their child education. To keep families up to date on school events, promote parent engagement and participation, our school's website will be designed to be parent friendly, and accessible.
		
		The following events/resources will be available for parents as a means to increase parent/family engagement and participation:
		• Coffee with the Leadership Team
		• Parent Advisory Committee (PAC)
		• Parent/Family Workshops
		• SIS Parent portal (PowerSchool)
		• Summit Learning Platform
		• Vista
		• Surveys
		• Remind App (S&C)
		• Parent Education:
		  o USC PD: How to support your child through HS and beyond. (3 sessions)
		  o Financial Aid
		  o College Applications
		  o MicroCollege Partnership
		  o Behavior management
		  o Social Emotional (Suicide awareness, cyber issues, etc.)
		  o Tech Sessions: Summit, Vista, PowerSchool, etc.
			$19,747	Y

Action #	Title	Description	Total Funds	Contributing
4	Ensure safe and clean school facilities	WAHS strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. WAHS will ensure safe and clean school facilities by: • Ensuring that repairs/maintenance is done in a timely, efficient, and accurate manner • Provide PPE equipment & supplies to students and staff • Ensure ongoing and regular inspections of the campus facilities	$140,520.00	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

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.

[Provide description here]

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

[Provide description here]

Instructions

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)).

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

o 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:

  o **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.

  o **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.

  o **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:

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

  o **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.