Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The Golden Gate Community School is part of the Contra Costa County Office of Education as a dependent charter school. Our program serves students from the eighteen school districts within the Contra Costa County area. Most students are considered "at risk" and are either expelled from their local school district or have behavioral or attendance issues.   The school has sites located in Richmond, Pittsburg, and Brentwood. The Golden Gate Community Schools are a Western Association of Schools and Colleges (WASC) accredited program providing educational opportunities for all students.

The Golden Gate Community School is located at three sites throughout Contra Costa County. During the 2019-2020 school year, 303 students were enrolled (sixteen students less than 2018-2019). The average length of enrollment was 62 days. The student ethnicity groups included 35 percent African American, 18 percent White, and 40 percent Hispanic. Special education students made up 21 percent of the population and 18 percent were English Language Learners.

We have 3.0 FTE Independent study teachers and 3.0 FTE classified special education instructional assistants who serve all of the Golden Gate sites including our adult program. We have 4 teachers assigned to classroom-based instruction. Each classroom has a 1 FTE certificated teacher and 1 FTE classified special education instructional assistant. In addition, the program has: 1.5 FTE certificated special education teacher, 1 FTE classified administrative assistant, 1 FTE social worker,1 FTE youth services specialist, 1 transition specialist, as well as 2 0.5 psychologists, and 1.0 FTE Principal and a .5 FTE Special Education Administrator.

The instructional day is an average of 363 minutes with a focus on providing curricular and academic courses. Those in high school work on earning credits which are applied to meet graduation requirements. Students take the four core classes: English, Math, Science, and History. Students also participate in PE, Art, and Career Planning. All subjects with the exception of English and U.S. History are available online via Edgenuity. English and U.S. History are accessed by way of Google Classroom. Students can accelerate and recover their credits using Edgenuity at home or on site.

Our curriculum is aligned to the Common Core Standards. We have partnered with the Calculus Roundtable to assess and support our efforts to make our math instruction more engaging. For those students who are below grade level, we use Calculus Roundtable online tutoring services or Freckle as a supplemental resource to help improve their skills as well as on-line standards-aligned curriculum from Edgenuity. The ELA/ELD curriculum is directly linked to the Common Core Standards for Achievement. We also provide coursework to improve basic remediation skills. In our attempt to meet the needs of all learners, we offer a reading intervention program at each site called Reading Horizons. Reading Horizons is research based and proven effective in advancing struggling readers and English Language Learners. We use Reading with Relevance as our grade-level curriculum in ELA. We adopted StemScopes as our Science curriculum earlier this year.

To address the students' social and emotional needs, we have adopted the evidence-based character development curriculum Positive Action. Students engage in SEL curriculum-based activities on Wednesdays. This program has been demonstrated to reduce behavioral incidents and increase attendance.

This is our fourth year as a charter school. Our charter petition was approved for five years. Additionally, we have correlated our WASC, Single Plan and LCAP in order to increase student engagement and learning.

As an Alternative School with a DASS Dashboard, we do not have a Middle School Dropout Rate (5C) or Highschool Dropout Rate (5D) so those Statewide Priorities are not found in our Metrics. Additionally, we do not offer AP Courses so Statewide Priority (4G)-- "The percentage of pupils who have passed an AP examination with a score of 3 or higher" is not included in our Metrics.

Reflections: Successes

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

Based on reviews of Golden Gate's California School Dashboard from 2019, data from local data (informal assessments, attendance and behavior data), and staff input, some of the success of Golden Gate Community School are evidenced in the overall decrease in student chronic absenteeism from the 2018-19 school year to the 2019-2020 school year, and a decrease in students who received suspensions. Feedback from school staff note the increased parent engagement opportunities, the implementation of video conferencing opportunities for parents to engage in School Site Council meetings, Principal Information Sessions, and LCAP engagement sessions strengthen the connection between the school, our community, and the homes of our students. We plan to build on these successes by continuing our robust communication and making sure each students plan is well articulated and shared with all stakeholders (i.e., parents, instructional staff, administrators, mental health, support staff).

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.

On the 2019 Dashboard, we had an Orange indicator for suspension rate and red for our College and Career Readiness and Graduation Rate. All other metrics lacked a color based on the sample size. Based on reviews of Golden Gate's California School Dashboard, data from local data (informal assessments, attendance and behavior data), and staff input, some of the identified areas of need at the Golden Gate Community Schools are strengthening the connections our students have to community resources, increasing the engagement of our English Learner families, increasing transition opportunities in the areas of post-secondary education and employment, and developing more A-G approved coursework for our students which will help in their successful transition back to their home districts and allowing more post-secondary education opportunities. We have developed LCAP goals to increase student and family engagement particularly for our English learner students and families including developing an individual plan for future success with each of our students.

LCAP Highlights

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

This plan is reflective of the input of many stakeholders and attempts to capture the continuous improvement process our agency is dedicated to following. We have made many gains since the writing of our last LCAP and find that many of our core programs and services are functioning at a high-level. Based on feedback and school data, our task now centers around serving our students as individuals and increasing the connection between the families that we serve and our school. In this plan we endeavor to create a blueprint of how, over the coming three years, we will increase the connectedness of home and school and also create individualized plans for college and career readiness for each and every student.

Our goals are:
Goal #1: Continue to foster an engaging School Environment based on student, parent and community input.
Goal #2: Create and foster a plan for future success for each and every student.
Goal #3: Maintain 100% in our basic services.

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.

Golden Gate is a single-school LEA

Support for Identified Schools

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

The Golden Gate Community School is part of the Contra Costa County Office of Education as a dependent charter school. Our program serves students from the eighteen school districts within the Contra Costa County area. Most students are considered "at risk" and are either expelled from their local school district or have behavioral or attendance issues. Classes are located in Martinez, Richmond, Pittsburg, Brentwood and Point Richmond. The Golden Gate Community School is a Western Association of Schools and Colleges (WASC) accredited program providing educational opportunities for all students.

At Golden Gate, each student is given individualized attention and assistance getting back on track toward graduation. Almost all of our students come to us with gaps in their educational history. Additionally, students often have trauma around their exit from their homeschool. We prioritize relationship building and reengaging students as learners and scholars. This work involves partnering with not only the students but their families. Often the negative school experiences our students have experienced are part of a larger inter-generational system of negative school experiences. For these reasons, we provide services often offered only to Tier 3 students in a traditional school to all of our students. All students are eligible for free ongoing individual and family counseling for the entire time of their enrollment. We partner with WIOA (Workforce Innovation and Opportunity Act) and WorkAbility and provide job placement and job training support. We coordinate attendance and subsidize the cost of anger management and other specialized assistance programs that are often a condition of students' expulsion readmission plans.

Every quarter, we offer parent engagement activities that are often well attended. We also offer a monthly Q and A with the Principal where parents can come to meet other parents and learn about the rich resources available to them as part of the Golden Gate Community. Strategic plans and initiatives are also the focus of our biweekly staff meetings and trainings. Staff are intimately involved in examining the data and implementing the change efforts underway at Golden Gate.

Our Comprehensive Support and Improvement plan was developed in partnership with stakeholders including staff, parents and students to address our graduation rate which is the indicator that qualifies us for CSI status. This Fall we discussed our CSI plan at our Parent Advisory Committee and received the following feedback:
o To increase graduate rate, offer students choice between: Online work and Book work (packets).
o Offer more elective options for 12th grade students.
o Increase connections for 12th graders for community resources, college supports, college classes and / or vocational training.
o Increase communication between teachers and parents (weekly, by phone or electronically)
o Review possible resources for targeted staff interventions and supports for 12th grade students.
o Increased data review for 12th grade students to provide more granularity.

Based on the feedback we received from stakeholders, we decided to focus on addressing the content of our Math and Science materials, culturally relevant pedagogy, increased mentoring and graduation planning as well as the use of Restorative Practices within the school.

We anticipate our plan and actions to be based on the Improvement Science model which department administrators were trained on in the 2019-2020 school year. Staff are familiar with using short cycles of focused implementation of strategies and reflecting on the impact of the

implementation (the PDSA or Plan-Do-Study-Act cycle model) to try out new interventions and monitor their progress on a small scale before implementing new interventions and support program wide. We used this strategy in 2019-2020 to raise our Attendance rate by 14%. In that project, staff collected information about causes of student absenteeism by conducting empathy interviews with their students. The results of these interviews were translated into a theory of action which led to piloting and later adopting strategies to address absenteeism including difficulties reported with students obtaining reliable transportation and help with finding motivation for school and time management strategies. We plan to use a similar model to investigate and address our graduation rate.

We conducted a school-wide needs assessment and compiled data surrounding our graduation rate and disaggregated the data to identify the demographics of the students who were struggling to graduate. Data reviewed included course enrollment, referring district, race/ethnicity, English Learner status and Special Education status. Based on our needs assessment and our stakeholder engagement, resource inequities we identified include: (1) inequitable access to culturally relevant and engaging instruction (2) inequitable understanding on graduation requirements and (3) inequitable content technical knowledge in math and science content in teachers.

Over the course of the month of September 2020, Site Administration and the program Director met weekly and reviewed the evidence-based interventions available and considered how each would meet the identified needs. Based on our review and building off of past success with the improvement science model where we saw a 14% increase in attendance rate after running several PDSAs and iterating off the successes and failures we experienced, we plan to provide more individualized support for each incoming Senior and review our Math and Science curriculum to provide more culturally-relevant programs and pedagogy to increase engagement and achievement in these critical graduation requirements.

One area where our students struggle is in completing upper level math and science coursework. From this data about course enrollment and completion as well as interviews with teachers, we learned that our teachers (as multiple subject teachers) need support with the technical content of these courses as well as ideas about how to make these subjects more relatable, relevant and interesting to our students.

Since very few of our students are following the traditional 4-year graduation plan and most have gaps in their educational history, they need help to rechart a course toward timely graduation.

This data was shared by our Administrator, Student Programs with staff, students and our community through our School Site Council which due to our small size also serves as our Parent Advisory Committee as well our Charter School Advisory Committee.

In response to the resource inequities identified we plan to implement the following actions:
1. Train teachers in culturally relevant teaching strategies to increase engagement and relevancy
2. Train teachers in technical content in math and science
3. Increase individual support of each incoming senior to help students re-chart a path to graduation including increasing the amount of mentoring provided and also the use of Restorative Practices on campus to help heal the trauma students have about school in general based on their past experiences.
4. Partner with outside organizations and individuals (e.g., Calculus Roundtable and Stem4Real) to help with undertaking of these trainings

We plan to develop contracts with outside agencies that have a track record of working with local districts to create improvement in the academic outcomes of students who match the demographics of our target population. These agencies will provide both professional development, coaching and student mentoring. Through this additional support we hope to bolster our staff's comfort with the upper level math and science courses they need have student complete to graduate and also increase the students' engagement and interest in the subject matter.

Monitoring and Evaluating Effectiveness

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

We will collect and assess improvement in status toward graduation each quarter. The Administrator, Student Programs will lead the continuous improvement process and serve as a liaison between the site level and upper management. Student Programs Directors will monitor this work in their weekly Director's meeting and progress will be reported to the Superintendent's Cabinet by the Senior Director. School staff will be apprised of our progress by way of staff meetings and LCAP stakeholder engagement meetings. Our Student Information System Specialist will continue to compile data that will be used to review our progress in having more students successfully complete the upper level math and science coursework as well as the graduation planning meetings that are held as well as individual student mentoring sessions. This data will be shared during our stakeholder engagement meetings and used to identify areas of need and possible solutions all of which will be documented in our plan.

We will continue to have meetings with various stakeholders in the Golden Gate community where we will share our data and make sure we are influencing the metrics and understand all facets of both the issue and the solution as we review the data. We will provide information about continuous improvement and improvement science to our school community at relevant meetings throughout the year. Any updates will be addressed in the school plan.

Stakeholder Engagement

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

We highly value the input of our stakeholders and designed a series of meetings that took place during the Spring of 2021 to engage them in the development of the LCAP. Each meeting included a presentation from staff about the state priorities and the overall context of the school. We then presented our draft goals and asked stakeholders to share with us what they thought was going well and ideas they had about how to improve the program. We had 10 stakeholder engagement meetings during the Spring: 1 staff meeting with teachers (CTA unit bargaining members) and classified staff (Local 1 bargaining unit members), 1 SPED Parent, 1 All Parent, 1 DELAC, 2 School Site Council (including Administrators, Principals, Students, Parents), 2 Board, 1 District Partners/SELPA and 1 Larger Community. All meetings were well attended and participants shared their ideas freely. In addition to these formal meetings we also applied the input we received informally from our contact with stakeholders. The LEA found the Stakeholder feedback helpful and many ideas were incorporated into the Actions of Goals 1 and 2 in this document.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback was robust and generally fell into the following streams of improvement:

Increase academic and other school information shared with parents

Provide more support in Spanish to students and parents

Do more to connect students and families to the available mental health services available at no charge

Increase opportunities in the community and provide more Career Technical Education

Increase extracurricular activities offered

Leverage the Individualized Learning Plan already in use to guide programming and increase specific information sharing

Create a broader A-G program to prepare students for college

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

The feedback summarized is reflected in the actions of Goal 1 and 2:
Goal 1:
Share more school information with parents in a timely and meaningful manner. (Board, Staff, Parents)
Parents would like more support in Spanish (EL Parents)

Reducing the stigma of students engaging in mental health counseling (Staff, Parents, Community)
Create a stronger linkage to the opportunities in the community (Board, Staff, Parents, EL Parents, SPED Parents)
Increase afterschool activities such as sports and clubs (Staff, Parents, Students)

Goal 2:
Provide more academic school information to parents (Staff, Parents, Board)
Review and update the Individualized Learning Plan process and review and sharing process (Staff, Community, Board)
More Career Technical Education programs/ Link to unions and employment (Board, Staff, Parents, EL Parents, SPED Parents)
Create a broader A-G program (Staff, Community, Parents, Students, Board)

Goals and Actions

Goal

Goal #	Description
1	Continue to foster an engaging School Environment based on student, parent and community input. (Priority #3)

An explanation of why the LEA has developed this goal.

The Golden Gate Community Schools have identified this goal as an area of need because creating a school community that is rich in resources for all students (including our English Learner population), increasing the communication of school information to the homes of students, and creating more opportunities for students and parents to engage in communication with the school will create personalized opportunities for families and students to strengthen their connection to our school, increasing attendance, engagement, academic achievement, and the overall success of our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase sense of safety on pupil, parent, and teacher surveys to 100% on the California Healthy Kids Survey. (6C)	Per the Spring 2021 California Healthy Kids survey, 83% of pupils felt the school was a safe place on the California Healthy Kids Survey.				90% of pupils, parents, and teachers will feel that school is a safe place per Spring 2024 California Healthy Kids Survey.
Increase sense of school connectedness on pupil, parent, and teacher surveys to 100% on the California Healthy Kids Survey. (6C)	Per the Spring 2021 California Healthy Kids survey, 76% of pupils felt connected to the school on the California Healthy Kids Survey.				90% of pupils, parents, and teachers will feel connected to school per Spring 2024 California Healthy Kids Survey.
Decrease pupil suspension rates by 7%. (6A)	8% of students were suspended in 2019-2020.				Decrease suspension rate to 1% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a zero percent pupil expulsion rates. (6B)	No students have been expelled in the past 4 years.				Maintain a 0% expulsion rate.
Increase parental participation in programs for low income, English learner and foster youth pupils as well as for students with disabilities to 90% as measured by records of participation. (3B,3C)	72% of families participated in programs for low income, English learner and foster youth pupils as well as for students with disabilities in the 2020-2021 school year as measured by records of participation.				90% of parents will participate in designated support services provided by the school as measured by records of participation.
Increase the school attendance rate by 14% and decrease the chronic absenteeism rate by 14%. (5A, 5B)	Attendance rate was 76% and Chronic Absenteeism was 64% in 2019-2020.				Attendance rate will be 90% or higher and Chronic Absenteeism will be 50% or lower in 2023-2024.
Increase percentage of stakeholders who feel that the school promotes parental involvement on the California Healthy Kids Survey. (3A)	72% of students, 90% of parents and 68% of staff agree that the school promotes parental involvement on the Spring 2021 California Healthy Kids Survey.				90% of students, parents and staff will report that the school promotes parental involvement on the California Healthy Kids Survey in Spring 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fulltime School Psychologist	Psychologist will provide enhanced support for students and families and increase the connectedness between the home and school.	$184,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Increase Communication with Parents	Share more school information with parents in a timely and meaningful manner. Update website and school brochure. Make sure parents are given info at orientation meeting. More parent visits at the school to see staff and student work. Increase programming for parents offered through the school.	$0.00	No
3	More Communication with Spanish-speaking Families	Provide more support to Spanish speaking parents. Make a comprehensive and coordinated plan for all support staff positions to create a stronger personalized connection between each family and the school. Provide parent education and support increased parent understanding of how to navigate the school system and create a plan for their student's success starting from the place they are currently in.	$0.00	No
4	Mental Health Services	Reducing the stigma of students engaging in mental health counseling. Create a screening procedure to make sure that all students are screened for support. Create a brochure listing all the types of Mental Health and Social Emotional support available and give to students, staff and families at orientation meeting.	$0.00	No
5	Community-based Opportunities	Create a stronger linkage to the opportunities in the community. Increase Work-based Learning in the community and volunteer opportunities to expand vocational and Career Technical education.	$0.00	No
6	Clubs and Affinity Groups	Increase afterschool activities such as sports and clubs. Create interest-based clubs and affinity groups led by staff. Provide more robust physical education and team sports.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Create and foster a plan for future success for each and every student. (Priorities# 2, 4, 5, 7)

An explanation of why the LEA has developed this goal.
By focusing on increasing the learning opportunities and supports available to our English Learner students, we will be supporting the nearly 20% of our students who have a home language other than English. Increasing curriculum supports will help students have more reclassification opportunities as they progress through their high school careers. Increasing the availability of University of California A-G opportunities will allow for more students to have opportunities have successful transitions back to their home schools, be better prepared for their post-secondary education, and increase their overall academic achievement. Finally, increasing Career and Technical Education pathways for our students will increase student engagement by making their Individualize Learning Plans achievable and providing them with tangible transition opportunities for their post-secondary careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide more intensive and targeted ELD instruction to all ELD students as measured by the amount of targeted individualized instruction delivered. (2B, 7B)	Currently all ELD students receive Structured English Immersion and ELD instruction provided by the classroom teachers and Instructional Assistants. Newcomers receive individual instruction outside of the main classroom.				All ELD students receive targeted individualized instruction regardless of their proficiency level.
Increase the percentage of English learner pupils who	10.5% of students are making adequate progress toward				90% of EL students are making adequate progress toward

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
make progress toward English proficiency as measured by the ELPAC to 90%. (4E)	English Proficiency (2019 Dashboard).				proficiency as measured by their ELPAC scores.
Increase the English learner reclassification rate of Level 3 students to 25%. (4F)	One of the 56 EL students enrolled was reclassified as proficient in the 2020-2021 school year.				25% of Level 3 students will be reclassified as proficient.
Increase the high school graduation rate to 95%. (5E)	2019-2020 grad rate was 53.4%.				95% of eligible seniors will graduate.
Increase the percentage of students who make academic gains on local and Statewide assessments. (4A)	In 2019-2020, 59% of students made gains in ELA and 58% of students made gains in Math on local assessment. We did not have a dashboard color for Statewide testing as we only had 22 test takers but the detail report indicated students scored an average of 172.4 points below standard on the ELA test and an average of 214.7 points below standard on the Math test.				90% of students not already at/or above grade level will show gains in both Math and ELA. Our student average performance on statewide assessments will be at/or above standard.
Increase the percentage of high school graduates who	87 students completed at least one A-G approved				90% of graduates will be marked as College and Career ready on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enroll in and successfully complete a course of study including all A-G approved courses to 50% as measured by the EOY Calpads course completion report. (4B)	course, no students were enrolled in all A-G approved courses in the 2019-2020 school year as measured by the EOY Calpads course completion report.				the CA Dashboard as measured by the EOY Calpads course completion report.
Increase the percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study by 50% as measured by the EOY Calpads course completion report. (4C)	While CTE courses were available, no students completed a CTE pathway in 2019-2020 as measured by the EOY Calpads course completion report.				90% of graduates will be marked as College and Career ready on the CA Dashboard as measured by the EOY Calpads course completion report.
Follow up with students after transition to evaluate the need for additional support to ensure progress toward graduation as measured by local survey. (Local Indicator)	We currently ensure that students are re-enrolled in a school before exiting them but have not previously tracked long term outcomes by local survey. This is new data that we will begin to collect in the 2021-2022 school year.				100% of students will be enrolled in school and continue to earn credit on their graduation track six months after transferring back to their Home District as measured by local survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of pupils who participated in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent measure of college preparedness and/or who completed both the A-G and CTE course of studies. (4D, 4H)	No students demonstrated college preparedness pursuant to the Early Assessment Program in 2019-2020 or completed both the A-G and CTE course of studies.				50% of pupils will participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent measure of college preparedness and/or completed both the A-G and CTE course of studies.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhanced Staffing	Provide enhanced staffing to create a more personalized program and reduce class size to promote engagement and relationship building. Salary and Benefits for the following positions: .25 FTE Sped Admin, .5 FTE Principal, 3.0 FTE Gen Ed Teachers, .5 FTE Instructional Support Provider.	$662,723.00	Yes
2	Tutoring	Create extended learning through staff tutoring. Staff will have opportunities to work with students individually.	$0.00	No
3	Academic School Information Given to Parents	Provide more academic school information to parents. Activate the gradebook in Aeries. Activate the parent portal in Aeries so parents can check on student progress. Train teachers in the use of these features. Send weekly progress reports.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4	Individualized Learning Plan	Review and update the Individualized Learning Plan process and review and sharing process. Build a matrix of targeted interventions and a clear process of how to involve students in those interventions. Build time into the weekly schedule for teachers to work with students on graduation and transition plans. Increase the sharing of the student transition plans with staff and students. Add ILPs to Aeries and make viewable by staff and parents. Add section about Reclassification plan for ELD students. When reviewing the ILP include discussion of Reading Level and plan for improvement for those students scoring below grade level in Reading.	$0.00	No
5	Increase Career Technical Education Programs	More Career Technical Education programs/ Link to unions and employment. College tours. Increase College, career, and technical education opportunities Sports and Arts. Organize visits to Discovery Academy and offer the ASVAB.	$0.00	No
6	A-G Offerings	Create a broader A-G program. Alternative engaging curriculum in all areas: labs, Government/Econ, math, nutrition and financial literacy. Write course descriptions and submit to have more courses A-G approved.	$0.00	No
7	Reading Intervention	Provide Reading intervention to every student who's reading level is below grade level. Create and administer frequent short-cycle assessments to evaluate student progress. Track and report progress monthly. Provide differentiated curriculum to address the particular needs of each individual student including leveled reading books available outside of instruction time.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain 100% in our basic services. (Priorities # 1, 2, 7)

An explanation of why the LEA has developed this goal.
Ensuring that our staff are appropriately placed to teach our local school board approved curriculum (based on the state board adopted curriculum standards) and that our English Learner student population will increase student achievement, providing students with increased transition and post-secondary opportunities. Our school staff, students, and community have also identified the need to increase our curriculum options to create a broader continuum of academic options for our students, helping them remain engaged in their learning opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the California Statewide Assignment Accountability System. (1A)	Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the California Statewide Assignment Accountability System.				Teachers continue to be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the California Statewide Assignment Accountability System.
Every pupil in the school has sufficient access to the standards-aligned instructional materials as measured through	Every pupil in the school has sufficient access to the standards-aligned instructional materials as measured through annual yearly audit.				Every pupil in the school continues to have sufficient access to the standards-aligned instructional materials as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
annual yearly audit. (1B)					measured through annual yearly audit.
School facilities are maintained in good repair as measured by annual FIT report. (1C)	School facilities are maintained in good repair as measured by annual FIT report.				School facilities are maintained in good repair as measured by annual FIT report.
Provide a viable curriculum based on the state board adopted academic content guaranteed for all students including students with exceptional needs as measured by our Local Indicator Self Assessment. (2A, 7C)	We provide a viable curriculum based on the state board adopted academic content guaranteed for all students including students with exceptional needs as measured by our Local Indicator Self Assessment.				We provide a viable curriculum based on the state board adopted academic content guaranteed for all students including students with exceptional needs as measured by our Local Indicator Self Assessment.
Provide a broad course of study for all students including those with exceptional needs as measured by our Local Indicator Self Assessment. (7A, 7C)	We provide a broad course of study for all students including those with exceptional needs as measured by our Local Indicator Self Assessment.				We continue to provide a broad course of study for all students including those with exceptional needs as measured by our Local Indicator Self Assessment.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Staffing	Continue to provide core staffing for the school. Salary and Benefits for the following positions: .5 FTE Principal, .5 FTE Instructional Support Provider, 0.25 FTE SPED Administrator, 4.0 FTE General	$995,251.00	No

Action #	Title	Description	Total Funds	Contributing
		Education Teachers, 1.0 FTE School Administrative Assistant, .69 FTE Custodian		
2	Instructional Materials	Continue to provide ample instructional materials. Replenish Board Adopted Curriculum each year	$50,000.00	No
3	Increase ELD Support	Build out a more robust ELD support program. Purchase ELD instructional materials.	$2,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.94%	213,012

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.

Action 1.1 Full-time School Psychologist:

After assessing the needs, conditions, and circumstances of our unduplicated students and based on feedback about the need from our English Language Learning parents, School Site Council and Board, we learned that there was a lack of two-way communication between home and school for Spanish-speaking families which was contributing to the lack of academic achievement and low engagement rate of these students. Additionally we learned that based on the fact that our low-income students were needing assistance in rebuilding relationships with home and school which was effecting their academic achievement and school engagement.

In order to address these conditions of our unduplicated students, we will increase support by providing a fulltime School Psychologist. Through this action we will see an improvement in the two-way communication between the school and our Spanish-speaking families as well as parent education occurring around navigating the school system which will lead to an increase in academic achievement and school engagement for our ELD students. We also expect to see increased relationship building with home and school for our low-income students which will lead to an increase in academic achievement and school engagement for our low-income students.

Action 1.1 is being provided on an LEA-wide basis and we expect that all students with achievement gaps will benefit. However, because of the significant gaps in academic achievement, attendance rates and graduation rates of our unduplicated students, we expect that the performance gaps for our unduplicated students will decrease significantly more than the gaps of all other students.

Action 2.1 Enhanced Staffing:

After assessing the needs, conditions, and circumstances of our unduplicated students from low-income families we learned that 94% of our students were unsuccessful in their previous academic settings. Through our lower staff to student ratio we will create a more personalized experience where students are academically successful and more engaged

In order to address these conditions of our unduplicated students, we will increase our staffing to lower our student to staff ratio. Through this action, we will see an improvement in relationships with school staff which will lead students feeling more connected to their school and we will see an increase in academic achievement and school engagement for our our unduplicated students.

Action 2.1 is being provided on an LEA-wide basis and we expect that all students with achievement gaps will benefit. However, because of the significant gaps in academic achievement, attendance rates and graduation rates of our unduplicated students, we expect that the performance gaps for our unduplicated students will decrease significantly more than the gaps of all other students.

Action 3.3 Increase ELD Support:

After assessing the needs, conditions, and circumstances of our English Language Learning students, we learned that their academic achievement and school engagement was lower than our overall population. Through increasing our ELD support we hope to increase academic achievement and engagement of our English Language Learning students.

In order to address these conditions of our unduplicated students, we will increase our ELD support. Through this action, we will see an improvement in access to the curriculum which will lead students feeling more connected to their school and we will see an increase in academic achievement and school engagement for our our unduplicated students.

Action 3.3 is being provided to English Language Learning Students only as it is a specific program designed to address to their English Language Learning needs.

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

The programs and services in the section above capture the details of how we have put the needs of our foster, English Learner and low-income students first. We have designed programs and supportive services based on the needs of these groups based on both data and stakeholder input.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,894,621.00				$1,894,621.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,842,121.00	$52,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Fulltime School Psychologist	$184,147.00				$184,147.00
1	2	All	Increase Communication with Parents					$0.00
1	3	All	More Communication with Spanish-speaking Families					$0.00
1	4	All	Mental Health Services					$0.00
1	5	All	Community-based Opportunities					$0.00
1	6	All	Clubs and Affinity Groups					$0.00
2	1	Low Income	Enhanced Staffing	$662,723.00				$662,723.00
2	2	All	Tutoring					$0.00
2	3	All	Academic School Information Given to Parents					$0.00
2	4	All	Individualized Learning Plan					$0.00
2	5	All	Increase Career Technical Education Programs					$0.00
2	6	All	A-G Offerings					$0.00
2	7	All	Reading Intervention					$0.00
3	1	All	Core Staffing	$995,251.00				$995,251.00
3	2	All	Instructional Materials	$50,000.00				$50,000.00
3	3	English Learners	Increase ELD Support	$2,500.00				$2,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$849,370.00	$849,370.00
LEA-wide Total:	$662,723.00	$662,723.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$186,647.00	$186,647.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Fulltime School Psychologist	Schoolwide	English Learners Foster Youth Low Income	All Schools	$184,147.00	$184,147.00
2	**1**	Enhanced Staffing	LEA-wide	Low Income	All Schools	$662,723.00	$662,723.00
3	**3**	Increase ELD Support	Schoolwide	English Learners	All Schools	$2,500.00	$2,500.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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.