

Literacy First Charter Schools



"The tree of knowledge begins with literacy."

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.

Literacy First Charter Schools is located in East San Diego County. The school is located at four separate sites, serving a diverse population, reflective of the communities we serve, of students K-12th grade. Additionally, LFCS includes Freedom Academy, an independent study program for students K-8.

The Literacy First Charter Schools' Mission states that:

We exist to nurture the whole child from kindergarten through high school graduation by igniting a passion for comprehensive L I T E R A C Y and equipping our students to wholeheartedly participate in their community.

OUR VISION is:

Literacy First views education as a process, not a product, which enables students to go from learning to read, to reading to learn. LFCS desires to shape

L Literate, life-long learners
I Independent thinkers
T Technologically literate citizens
E Enthusiastic and highly qualified teachers
R Reliable assessments that provide students a productive educational experience
A Aspiring leaders who positively impact their community
C Community that understands and supports the mission of LFCS
Y Yearly fiscal sound budget

OUR VALUES are the following:

NURTURE

All children will be known, recognized for their unique and creative nature and be comfortable to take risks. All staff will be invested in the success of each student through continuous professional development All parents will be recognized as invaluable resources

IGNITE

All children will be cultured, and literate in a wide-range of subjects All staff will have an enthusiasm for teaching using research proven methods where student success is expected About Our School All parents will be enthusiastically drawn into the school environment

EQUIP

All children will be self-directed, life-long learners and innovative leaders All staff will encourage students to be productive, independent, values-conscious thinkers All families will serve as links to the community where students can become informed participants in the democratic process.

Reflections: Successes

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

Due to COVID1-19, the California School Dashboard is not currently up to date, therefore, the data we have that shows our student progress is from our own, in house assessments such as AIMS Web and Achieve 3000. This data shows that our students are continuing to progress despite their time at home during the stay at home order and distance learning. Our data shows the progress made from the fall assessments to the winter assessments in K-8 students, to be as follows: 90-99th percentile growth from 18% to 24% and 1-10th percentile went from 9% to 6%. This shows that our students are progressing and improving throughout the year.

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.

Literacy First Charter School was identified as a distinguished school in San Diego County. Our overall data is very high, nonetheless, we will continue to work to develop the skills of our lowest language support students. These generally tend to be the neediest students that are new

to the country or have been in poorly performing schools prior to coming to LFCS. Additionally, we will continue to work to develop our students with disabilities numbers to ensure maximum progress given the needs of each individual student. At the high school level our programs will continue to develop to provide a broader variety of classes to meet a variety of interests and educational pathways. One of our areas of concern is that of our English Learners population. However, our data reflects that 85% of our EL students are scoring in 3 or 4 on the ELPAC. This remains a high percentage, however, we continue to develop and ensure that our language support program is meeting the needs of this student population with good success. In particular, we have noted that our female students are not thriving. Our upper grade Hispanic population tends to be the concern as these students come to us from other than LFCS schools and are historically low upon entry. Additionally, our resource students are another group that requires more attention. Obviously, due to the nature of these students, it is not surprising that they are scoring lower than the typical students, however, we are eager for all students to achieve to their greatest potential. In keeping data to see goals met we are closely analyzing IEP goals, goals met and services rendered. The percentage of goals met is in the range of 70-80% depending on the campus and specific area of service: resource, speech, OT and other support services. These are increases over the past year. The high school reports the least increase in goals met, which is in some part due to the nature of the student and ability to comply or not.

Overall, LFCS is very intentional and prescriptive in providing services to all students, and in particular those that are shown to have a specific academic need.

During the COVID-19 shutdown and year following, we did see student learning loss. We have worked to reverse this during the 2020-21 school year, and will continue to meet the needs of our students experiencing learning loss in the coming years.

LCAP Highlights

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

It seemed that if we were going to develop a driving document that would be meaningful, it needed to be structured in such a way that everyone in the organization from housekeeping through the executive director, parents and students would have the ability to understand in a simple manner the point of this process. For that reason, the LCAP team was intentional in the number of goals, the range of their inclusion and the purpose behind them. An acrostic was developed that aligns with these goals so that all stakeholders can clearly recognize what our goals are and why. Every member of our organization understands their “job” and the “why” in accomplishing these goals for the benefit of our LFCS K12 student population.

The acrostic is TAPS:

Teachers Trained
Academic Accountability
Parent Connected
Students Protected

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Our stakeholders consist of teachers, parents, staff, board members, our Patriot Legacy Education Foundation, Parent Teacher Leadership Council, and DELAC. We consult our stakeholders by means of surveys, staff meetings, lead teacher meetings, administration meetings, and department head meeting , as well as through emails. As a school, we review all of the feedback given to us by our stakeholders and use it to guide our decision making, and the writing and finalizing of our LCAP.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by our stakeholder groups was in the areas of student intervention and support, ELL intervention and support and improving resources for our AP program. Our parents and staff have also showed concern regarding Social Emotional needs and state mandates mostly brought on by the pandemic.

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

The aspects of the LCAP that were influenced by specific stakeholder input were ELL supports, our intervention program, as well as ensuring we were responding to the concerns of parents regarding student health and state mandates..

Goals and Actions

Goal

Goal #	Description
1	To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development, participate in professional learning communities and training that aligns with the mission, vision and values of LFCS

An explanation of why the LEA has developed this goal.

In order to provide students with a quality education, we first have to provide our teachers with quality training and growth opportunities. We have built our school on the foundation of our mission, vision and values, and in order to have those come to fruition, we know how important it is to equip our teachers with the skills they need to therefore instill them into their daily teaching and interactions with their students and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A	All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including ELA/ELD, Math, History Frameworks, and brain based, research proven strategies.				All staff members will engage in ongoing PD.
2B	With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by ELPAC				ELL students will advance one performance level annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E	Steadily Increase EL Reclassification levels in grades 5-8.				Eligible ELL students will be reclassified.
1B	Students with Disabilities will meet annual IEP Goals and improve ELA and Math scores by 1% annually.				Students with disabilities will meet annual IEP goal.
6C	Administer annual staff surveys				Administer annual staff surveys

Actions

Action #	Title	Description	Total Funds	Contributing
1	Types of Professional Development	<p>Professional Development for all teachers & administrators will be provided in the following areas: Brain Compatible Strategies, Visible learning Developed Benchmark Assessments</p> <p>NGSS- researching materials and a mini implementation. EL Strategies MTSS programs</p> <p>In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction as well as updated information on the above.</p>	\$30,609.00	No
2	Payment for Professional Development	LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data, new state mandates and current legislation that may impact our educational programs.	\$30,609.00	No

Action #	Title	Description	Total Funds	Contributing
3	IEP Funds	LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.	\$187,826.00	No
4	Feedback	A feedback process will inform staff on the effectiveness of the implementation of the new standards based curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.		No
5	ELL Expenditures	EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop programs for EL Learners including benchmark assessments for writing and reading comprehension.	\$55,333.00	No
6	LS and Intervention Professional Development	Professional Development for all language support teachers and intervention specialist on academic frameworks and LFCS master plan will be provided to insure program goals are being met..	\$10,000.00	No
7	ELL Coordinator	EL Coordinator provides training for teachers, conducts classroom observations monitors program quality and ensures goals of the master plan are being met and/ or implemented to support academic needs of students.	\$40,000.00	No

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.

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Goals and Actions

Goal

Goal #	Description
2	Implementation of a school-wide standards aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.

An explanation of why the LEA has developed this goal.

It is imperative to have an assessment system that is aligned with state standards, in order to help teachers and the school at large gauge how effective teachers are teaching and students are learning. As well as, to guide instruction, special education and language support programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A	Teachers will meet highly qualified LFCS criteria.				Teachers will meet highly qualified LFCS criteria.
1B	All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core				All students will have access to curriculum & instructional materials
4B	All students Kinder-8th are assessed in ELA & Math Benchmark Assessments: 3 times per year. High School students are benchmark tested in content areas quarterly.				All students will be assessed regularly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A	Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth annually, 3rd – 8th grade.				Students meeting or exceeding standards will show growth on CAASP assessments in grade 3-8.
4D	Students not meeting or nearly meeting standards will be identified and supported by an intervention program specific to the area of need.				Students not meeting or nearly meeting standards will be identified and supported by an intervention program specific to the area of need.
4A	Overall student participation rate will maintain 95% or higher, including all subgroups.				Overall student participation rate will maintain 95% or higher, including all subgroups.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Direct Coaching	<p>Funds were expended to train teachers through direct coaching to improve Teacher Quality, and ensure highly qualified teacher authorizations.</p> <p>Coursework for supplemental credentials including admin credentials, SPED, and CLAD certifications New curriculum training in ELA and Math Brain compatible classroom strategies, AP teacher training, robotics and computer science training, progress monitoring tools and new Teacher training, induction programs, internship programing & mentoring</p>	\$30,800.00	No

Action #	Title	Description	Total Funds	Contributing
2	Science Curriculum	Transitional phase for Science curriculum and exploratory for social sciences.	\$5,000.00	No
3	Tech Support for CAASP	IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School and AIMSweb implementation. Additional notebooks were purchased to meet the demand of technology use.	\$123,213.00	No
4	Tech Updates	LFCS will update as needed new technology and software for student use with assessments, academic support, instruction, and conducting academic research. This may include classroom technology like Smart boards and Promethean boards.	\$50,000.00	No

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Goals and Actions

Goal

Goal #	Description
3	Engage parents through education, communication, and collaboration to promote student academic success & engagement.

An explanation of why the LEA has developed this goal.

We rely heavily on our parents at LFCS. They are the direct connection to their students, so it only makes sense to invest in them through classes that assist them in continuing the school teachings at home. We communicate with parents through email, phone calls, newsletters and social media and we collaborate with them by offering volunteer opportunities in the classroom and at school events, as well as through our Parent teacher leadership council.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A-C	Implement strategic plan, collect data, assess impact that parent involvement has increased				Implement strategic plan, collect data, assess impact that parent involvement has increased
3C	Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2021- 2024.				Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2021- 2024.
3A-C	Expand school wide volunteer opportunities in coordination with PTLC				Expand school wide volunteer opportunities in coordination with PTLC
3A-C	Use Social media- Facebook, Twitter and Instagram- as a				Increase Social media- Facebook, Twitter and Instagram-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	important tool in connecting with parents. We aim to increase this number by 10% next year.				presence as a important tool in connecting with parents.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent connection funds	Funds will be used to connect parents to the school and their students through a variety of activities, educational and community building. Data will be delivered in a parent friendly and meaningful manner including to second language parents.	\$500.00	No
2	Parent Workshop Funds	Costs associated with hosting parent workshop & trainings that are relevant to the time and their students. In addition to other tools to engage and promote student success from home.	\$1,000.00	No
3	Translation Services	Ongoing translation services will be provided to students and their families where English is not the first language per needs basis. We will contract with an outside vendor to make a more consistent turnaround.	\$8,672.00	No

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Goals and Actions

Goal

Goal #	Description
4	To provide all students with a safe well-maintained facility and a positive learning climate that supports the academic, social, emotional and physical needs of all students.

An explanation of why the LEA has developed this goal.

Students and staff deserve a safe place to learn and teach. A safe well-maintained facility is at the utmost importance for all LFCS campuses. This creates a positive learning climate so students feel safe to learn and grow at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C	All students will receive instruction in facilities that are safe, secure, clean and well maintained.				All students will receive instruction in facilities that are safe, secure, clean and well maintained.
6C	Participation in quarterly community service projects				Participation in quarterly community service projects
6C	95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.				95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.
5E	95% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric.				95% of LCHS Seniors will participate in a Service Learning Project.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A	Assess student attendance rates				Assess student attendance rates
4B	Identify students for academic intervention & provide a support system through MTSS for each student , K-8				Identify students for academic intervention & provide a support system through MTSS for each student , K-8
5D-E	Identify Students 9-12 for academic intervention & provide a support system through MTSS for each thru the LCHS Academy program.				Identify Students 9-12 for academic intervention & provide a support system through MTSS for each thru the LCHS Academy program.
6C	Provide counselors, school psychologists and behavior therapists for students K-12 to assist in the area of social emotional health/ learning.				Provide counselors, school psychologists and behavior therapists for students K-12 to assist in the area of social emotional health/ learning.
6C	Provide and use a social emotional phone app to track and assist our students in Grades 7-8.				Provide and use a social emotional phone app to track and assist our students in Grades 7-8.
6C	Staff and parents will have access to resources in the area of social emotional learning/ health.				Staff and parents will have access to resources in the are of social emotional learning/ health.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance	A school wide Attendance review policy will be implemented and our administrative staff will report the findings. Funds will be used to update training of staff, meetings to review implementation, and develop policies and/or strategies to increase student attendance	\$64,033.00	No
2	Summer Intervention Programs	LFCS will provide targeted academic intervention at no cost to families over the summer, to include: Summer Intervention programs (Camp Catch-Up) for 2- 6 grades Summer EL Programs for 2- 6 grades Summer High School Math Classes and credit recovery classes Clearing credits for resource students.	\$25,000.00	No
3	Streamlined intervention and testing	Funds used to streamline the student support and resource and/or intervention process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504	\$5,632.00	No
4	Celebration Assemblies	LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement	\$1,000.00	No
5	Service Projects	Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics to ensure 90% of students meet or exceed the goal or participating in community based service projects.	\$90,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Support Staff for students	In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (MTSS) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.	\$156,619.00	No
7	Social emotional learning	Funds will be used to provide training and assistance to staff and students in the area of social emotional learning.	\$5,000.00	No

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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
105%	1,406,053

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.

General Explanation: We selected "all students" for each action as we provide services to students based on need not based on labels. For example, if a student is reading below grade level and is not labeled as EL, we still provide them reading intervention services. That is why the "Contributing" column is auto filled as "No." The actions listed in this LCAP are not exclusively for EL, foster youth, and low income students. This does not mean that these actions do not directly or indirectly benefit EL, foster youth, or low income students. These actions do intentionally benefit EL, foster youth, and low income students but these actions also benefit students with similar academic, social, emotional, and other needs as EL, foster youth, and low income students.

Goal 1: Action 1: EL, foster youth, and EL students disproportionately perform below grade level. Professional development in the areas of EL strategies, Visible Learning, and Brain Compatible Strategies will improve the efficacy of teacher instruction and support for EL, foster youth, EL and other general education students so that all students improve the academic achievement.

Goal 1: Action 2: Payment for the professional development described in Goal 1: Action 1 ensures the professional development occurs and the EL, foster youth, low income, and other general education students will improve their academic achievement due to the improved efficacy of their teachers.

Goal 1: Action 3: Covering expenses of IEP meetings ensures all SPED students, including SPED students who are classified as EL, foster youth, or low income, are receiving a free and appropriate education, including the services, supports, and accommodations listed on their IEP, so they can improve their academic achievement.

Goal 1: Action 4: The feedback process assesses the degree to which teachers are effectively delivering content based instruction to all students, including EL, foster youth, and low income students, so that all students improve their academic achievement. EL, foster youth, and low income students need effective content standard aligned curriculum and instruction to improve their academic achievement. This action helps hold teachers accountable for delivering such instruction.

Goal 1: Action 5: Expending funds on ELAPC testing and the EL support program helps identify EL students and determine and deliver the reading fluency, reading comprehension, and writing supports and interventions they need to improve their academic achievement. We do have students who are not EL who read and write below grade level so our reading and writing intervention program includes services to all students who need the reading fluency, reading comprehension, and writing supports and interventions for them to also improve their academic achievement.

Goal 1: Action 6: Expending funds for professional development for our language support staff helps ensure our reading fluency, reading comprehension, and writing intervention and support program best meets the needs of EL, foster youth, and low income students who disproportionately read and write below grade level but also meets the needs of other general education students who also read and write below grade level.

Goal 1: Action 7: Our ELL Coordinator provides some of the trainings teachers need to support their EL students read and write at grade level so EL students improve their academic achievement. The ELL Coordinator also conducts classroom observations to help ensure teachers are effectively instructing and assessing EL, foster youth, low income, and other general education students in reading and writing. Strategies for teaching reading and writing to EL students is also very effective in teaching reading and writing to students not classified as EL and helps all students improve the academic achievement.

Goal 2: Action 1: Our direct coaching program improves the efficacy of our teachers with the goal of closing the achievement gap of EL, foster youth, and low income students and ensuring all students meet or exceed state standards.

Goal 2: Action 2: We are investing in new science curriculum that is aligned to the NGSS and investing in exploratory social science curriculum that will better engage EL, foster youth, and low income students as well as all other general education students with the goal of closing the achievement gap of our EL, foster youth, and low income students and ensuring all students meet or exceed state standards.

Goal 2: Action 3: We are investing in wireless internet infrastructure and additional computers to better enable the school to deliver the CAASPP assessments so the school can measure the achievement of EL, foster youth, low income, and all other students. The improved wireless internet infrastructure and additional computers also better enables the school to deliver and analyze formative assessments such as AIMSweb to better enable staff to identify EL foster youth, low income, and all other students who are reading below grade level and performing mathematically below grade level so targeted interventions and supports can be provided or adjusted with the goal of closing the achievement gap of EL, foster youth, and low income students and ensure that all students are meeting or exceeding state standards.

Goal 2: Action 4: We are investing in updated technology such as Smartboards and online assessment programs such as Illuminate to enhance the delivery of instruction and the delivery and analysis of assessments. The visual instructional components enabled with the Smartboards helps visual learners such as EL students. Illuminate allows teachers to analyze assessment results to better align instruction to assessment results. The school is investing in software that will improve the ability of all students to conduct academic research using school computers. This helps low income students who may not have a computer at home or a reliable internet connection. The purpose of these technology investments is to help close the achievement gap of EL, foster youth, and low income students by making instruction more engaging, assessments more informative for adjusting instruction, and technology for academic research more accessible. These technology investments should also help all students meet or exceed state standards.

Goal 3: Action 1: Using funds to connect parents and students, including EL, foster youth, and low income students, to the school by way of various activities, and education and community building, to the school ensures that all parents are aware of the goings on of the school, therefore assuring all students are included and their needs are met.

Goal 3: Action 2: Hosting parent workshops and trainings assists parents, including parents of EL, foster youth, and low income students, in helping their student become successful in school by knowing how to help them with their academics from home, as well as enabling them with the tools to help students engage, in class and at home, with their education.

Goal 3: Action 3: Using funds to allow for translators to assist our parents of EL, foster youth, and low income students, if applicable, ensures the success of not only our parents, but our students. Students who have parents who understand what is happening in school can therefore assist them with school related items, and the school can help parents with the success of their student by knowing what their needs might be.

Goal 4: Action 1: Attendance is extremely important. All students, including EL, foster youth, and low income students, need to be in school to learn. By using funds to train staff, review implementation and develop policies and/ or strategies to increase student attendance, we are ensuring student success and increasing and/or sustaining attendance.

Goal 4: Action 2: We have worked hard to develop summer programs to meet the needs of all of our students, including EL, foster youth, and low income students. These funds are used for intervention programs to bring students up to or closer to grade level, our EL program is specifically designed to meet the needs of our EL students, The high school math program and credit recovery programs assist students at our high school, including EL, foster youth, and low income students. These funds are specifically used to aid the teachers in gaining the needed materials and curriculum to to assist all of these student groups.

Goal 4: Action 3: Covid-19 has caused us to really invest and grow our intervention programs, Through these programs, students, including EL, foster youth, and low income students, are assessed for academic, behavioral and/ or social intervention. Individualized Learning plans are then developed based on these assessments, and our students educational experience is that much more robust due to the individual care given to help them succeed.

Goal 4: Action 5: We invest in community based service projects and project based lessons to educate our students and also assist families in our community that are in need, including EL, foster youth, and low income students. This ensures student success by educating them in ways to participate in their community as well as receive from their community in times of need. All of our students, including EL, foster youth, and low income students, participate in projects and learning opportunities, both in our community at large, as well as our LFCS community.

Goal 4: Action 6: Providing support staff for students is an expense that is of utmost importance, especially since the Covid-19 pandemic started. These funds allow for academic intervention for all students, including EL, foster youth, and low income students. Additionally, Individualized Learning Plans are written for students found in need of such assistance. Programs provided for all students, including EL, foster youth, and low income students include counselors, advisors, and/ or mental health professionals to help students meet their academic, emotional, mental and social goals.

Goal 4: Action 7: Again, the Covid-19 pandemic has brought forth a greater need for social-emotional care for students, including EL, foster youth, and low income students. Using funds to train and assist staff and students in this area will help students to be successful and staff to be well trained and prepared to assist students successfully.

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

Due to the learning loss experienced from Covid-19, our intervention programs were increased to meet the needs of our English Learner and Low-income students. Our programs included targeted intervention for our English Language students, SPED and academy programs for our

4-12 grade students. These programs ranged from homework assistance and math intervention at our 4-8 grade campus, to writing intervention, reading fluency and comprehension and targeted math lab intervention at the high school level.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$772,061.00	\$52,785.00	\$50,000.00	\$46,000.00	\$920,846.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$734,695.00	\$186,151.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Types of Professional Development	\$25,765.00	\$4,844.00			\$30,609.00
1	2	All	Payment for Professional Development	\$25,765.00	\$4,844.00			\$30,609.00
1	3	All	IEP Funds	\$150,361.00	\$37,465.00			\$187,826.00
1	4	All	Feedback					
1	5	All	ELL Expenditures	\$55,333.00				\$55,333.00
1	6	All	LS and Intervention Professional Development	\$10,000.00				\$10,000.00
1	7	All	ELL Coordinator	\$40,000.00				\$40,000.00
2	1	All	Direct Coaching	\$30,800.00				\$30,800.00
2	2	All	Science Curriculum	\$5,000.00				\$5,000.00
2	3	All	Tech Support for CAASP	\$108,213.00			\$15,000.00	\$123,213.00
2	4	All	Tech Updates			\$50,000.00		\$50,000.00
3	1	All	Parent connection funds	\$500.00				\$500.00
3	2	All	Parent Workshop Funds	\$1,000.00				\$1,000.00
3	3	All	Translation Services	\$8,672.00				\$8,672.00
4	1	All	Attendance	\$64,033.00				\$64,033.00
4	2	All	Summer Intervention Programs				\$25,000.00	\$25,000.00
4	3	All	Streamlined intervention and testing		\$5,632.00			\$5,632.00
4	4	All	Celebration Assemblies				\$1,000.00	\$1,000.00
4	5	All	Service Projects	\$90,000.00				\$90,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	6	All	Support Staff for students	\$156,619.00				\$156,619.00
4	7	All	Social emotional learning				\$5,000.00	\$5,000.00

Contributing Expenditures Tables

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

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

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

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[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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