Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2022-2023

General Information

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

The late Dr. Lewis D. Stallworth, Sr. was an educator, psychologist, Bishop, father, and mentor to many who knew the importance of a good education. Dr. Stallworth's siblings were also educated citizens and many of them chose teaching as a profession in a K-12 setting and as university professors in Texas and Oklahoma City. This passion for academics inspired Dr. Stallworth to teach in Stockton Unified School District and found a Christian school that was in operation for more than 30 years, serving both tuition and sponsored students.

As an educator, Dr. Stallworth found his niche and drew students from Stockton's socially and economically challenged Eastside to attend school under his slogan: "From Recreation to Education." He held Friday Night Basketball tournaments and hired coaches to host basketball camps in the school gymnasium. Before and after those events, he would personally talk to the young men about how they were doing in school, how their grades were, and offer words of encouragement. Dr. Stallworth would often sponsor the young men's uniforms, transportation, food, and lodging for basketball tournaments. He would do whatever it took to get as many young men off the streets and into school as possible.

While serving the community though his private Christian school, Dr. Stallworth saw a greater need in the community and was inspired to help even more students. Through research and consultation, he came to understand that he could help more students by creating a public charter school. Between November 2007 and April 2008, Dr. Stallworth worked to continue his dream of helping all students - boys and girls, advantaged or otherwise. Dr. Stallworth never saw his dream come to pass, but he had faith in the administrative staff he chose to lead his project. Dr. Stallworth passed on April 10, 2008 and the school's charter was approved by unanimous vote in June of 2008.

Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) is located in an economically disadvantaged community on the southeast side of Stockton, CA. The community is situated in the middle of California's Great Central Valley and, as such, its economy is heavily based in agriculture. Stockton is an urban outpost suffering from extreme rates of illiteracy and homelessness.

Stallworth Charter serves a population of at risk students from different cultural and ethnic backgrounds, difficult economic conditions, and unstable academic circumstances. Our mission is to expose these students to opportunities they may not be familiar with due to their current circumstances and inspire students to strive for greatness. The majority of Stallworth students come from single parent families or foster care. More than 5% of the student population is homeless or transient as of the 2019-2020 school year. Some of our students reside in shelters or temporary housing. As a result, 24.8% of our student population suffers from chronic absenteeism.

The student population is culturally and racially diverse: 68% are Hispanic, 21.2% are African American, 5.8% Native American, .8% Caucasian, .4% are Pacific Islander, and 3.7% identify as two or more races. Approximately 55.6% of the student population are English Language Learners. Students with Individual Educational Plans (IEP) make up 9.6% of the student population.

The vision of the school is to foster unity, honor, interdependence, and encourage a sense of purpose while striving toward academic excellence as illustrated by our school slogan/mottos: "Academic Excellence Is Our Ultimate goal (AEIOU)" and "Preparing All Students for Success (PASS), Every student, every day." This vision extends to our After-School Program (ASP), which is the highest attended in the county. Most of our students attend the ASP every afternoon. They receive assistance with their homework, have access to library resources, and participate in instructor-ran clubs.

Reflections: Successes

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

A major success for the LEA based on Dashboard data is the decline in chronic absenteeism. According to data from 2018-19, the school's rate of chronic absenteeism declined. In 2017-18, the school was in the red performance level for most unduplicated subgroups. In 2018-19, the school moved into the yellow performance band for chronic absenteeism. All measured unduplicated subgroups increased at least a performance level on the Dashboard. Another success based on Dashboard data was the Mathematics performance on the CAASPP. In 2017-18, the school was in the red performance level, but by 2018-19 the school had moved into the orange performance level.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

One identified need according to Dashboard data is the performance of students in English/Language Arts on the CAASPP. According to previous years (2019), the school is in the red performance level. Socioeconomically disadvantaged students declined by 10 points and were in the red performance level. The Hispanic students increased by 4.5 points and were in the orange performance level. English Learners increased by 14.3 points and were in the orange performance level. The LEA invested in remediation supplemental programs and expanded their English Language Development department. Instructional staff was provided professional development on ELD standards and instructional techniques.

Mathematics performance on the CAASPP is an identified need according to Dashboard data. The LEA is currently in the orange performance level. Hispanic students maintained a red performance level at 1.3 points. English Learners and socioeconomically disadvantaged students were in the orange performance level. Unduplicated subgroups not issued a performance level (African American students and students with disabilities) demonstrated an increase of 12.7 and 41.4 points respectively. The LEA invested in supplemental remediation programs for mathematics and universal benchmarks through Performance Matters to monitor growth and receive early warnings for academic deficiencies.

Another identified need according to the Dashboard data is the suspension rate. According to 2019 data, 7.1% of students were suspended at least once. All unduplicated populations were identified in the red and orange performance levels. The LEA has expanded its Multi-Leveled System of Supports, including Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI). The expanded counseling services focuses on restorative justice and reducing suspensions through social-emotional learning (SEL).

English Learner Progress is also an identified need based on Dashboard data. According to 2019 metrics, 29% of EL students were making progress towards English language proficiency. This need will be addressed by the aforementioned expansion of the English Language Development department.

LCAP Highlight

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

Dr. Lewis D. Stallworth Sr. Charter School's LCAP for the years 2021-2024 features two overarching goals:

Goal #1: All students will make progress towards proficiency in English-Language Arts and Mathematics.

Goal #2: To create a positive and inclusive school culture.

All of the outcomes, metrics, actions, and expenditures are tied to one of these two goals.

To address goal #1, the LEA will expand its current Multi-Tiered System of Supports (including RTI and PBIS). Expanding the current Response to Intervention at Stallworth Charter will involve clarifying the Student Support Team (SST) process (particularly the process for English Learners), implementing Universal Design for Learning (UDL) within the classrooms, increasing collaboration time and professional development on RtI for instructors. Expanding on the Positive Behavioral Systems and Supports (PBIS) program will involve improving the Eagle Bucks store to reinforce academic and behavioral expectations, providing professional development to all staff on positive behavioral interventions, and incorporating UDL in all lesson planning to reach all learners where they are. Goal #1 will also involve the introduction of Student Led Conferences (SLC) to increase family involvement and student accountability, continued progress toward increasing parental involvement on campus, and the development of an attendance committee to provide additional support before absences become chronic. The LEA will also maintain its current 1:1 technology ratio and the use of supplemental intervention curriculum.

To address goal #2, many of the action steps overlap with those identified for goal #1. For example, the expansion of our MTSS framework and the use of Student Led Conferences will promote a positive and inclusive school culture in addition to improving academics. The LEA has instituted a check-in check-out program, adopted Random Acts of Kindness as its SEL curriculum, and developed alternatives for traditional suspension. The number of events for families to participate in on campus has been increased and a safety committee has been established to monitor for potential problems.

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.

Dr. Lewis D. Stallworth Sr. Charter School (Stallworth Charter)

Support for Identified Schools

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

Stallworth Charter School Board of Directors (Board) consented to a focus team consisting of administration, hired consultants and teacher collaboration to develop a plan to address the needs of the LEA's academic status. The focus team decided to implement a Tier I intervention plan, to monitor that plan, and evaluate its effectiveness. The CSI consists of using an experimental research-based framework appropriate for the LEA environment.

Monitoring and Evaluating Effectiveness

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

The LEA has arranged a focus group that evaluated the past results of students' performance across grade levels using the 2018-2019 SBAC and 2019-2020 internal NWEA Map assessment. The purpose was to determine an intervention for schoolwide expected outcomes based on the needs of the students. The team realized that many students within the program scored at levels of ones (1s) or twos (2s), which indicates a score of not met or nearly met standards. The scores were in the content areas of English Language Arts (ELA), Mathematics (Math), with a large amount existing within the English Language Learners (ELL) population. The ELL population is more than 50% of the school's population of students. The team determined that internal experimental research on instructional methods that benefits all students and students' culturally specific needs were needed for schoolwide improvement. The team also agreed that the research experimental methods needed targeted groups to study its effects on students' performance. Out of a total of two hundred forty-four students, the team decided to focus on a total one hundred five (105) students, which is 43% of LEA student body.

Research is based on the methods of Dr. R Marzano (Classroom instruction), Dr. RC Anderson, Dr. Carol Ann Tomlinson (Differentiated Instruction) and more using the most current research. The research is specific to blended and online learning programs such as NWEA MAP assessment program and literacy programs such as Achieve3000 (SmartyAnts), which are leveled and adaptive to the individual students' needs. These programs use five (5) best practices to engage the student, ensure continuity between home and school, share teacher resources, empower with timely feedback, and user-friendly tools that are integrated with the most common programs like google classroom, schoology, clever, canvas, etc.

The LEAs unique needs offer these programs to students to address their specific Lexile levels to differentiate instruction while providing opportunities for independent reading, writing, and learning beyond their independent assigned work. It combines students' current reading with grade level instruction adjusting the complexity when skills increase. Students are first assessed using a universal screener for comprehension and non-fiction text by MetaMetrics, the makers of the Lexile framework. Next, the students will receive grade-level content instruction, formative assessments based on their profile needs. The programs keep the teachers and administrators informed of their progress to monitor for needed intervention. (Tomlinson, 1999, 2004). The same concept applies to the Math programs.

The experimental design is framed to investigate three different groups across four grade levels using unified research-based strategies to improve performance. Students were assigned to two (2) intervention conditions: the treated group which is 43% of the LEA student body and the control group which is 57% of the LEA student body. The students were further divided randomly into three (3) groups within three (3) subject areas consisting of thirty (30) students having intense intervention in an ELL specific curriculum, fifty (50) students having intense intervention in an ELA specific curriculum, twenty-five (25) students having intense intervention in a math specific curriculum.

The process of this CSI plan is:

1.   Gather the results from NWEA Measures of Academic Performance (MAP) and 2018/19 SBAC of currently enrolled students in grades 1st, 3rd, 5th, and 7th.

2.   Determine the grade levels in the content area of ELA & Math. Exclude 1st graders from the ELA intense intervention; targeted only students in grades 3rd, 5th, and 7th.

3.   Have teachers and administrators analyze the data collaboratively and determine the specifics of the intervention plan for the targeted groups based on best practices.

4.   Teachers implement research-based strategies designed to increase students' performance within their specific needs.

The intervention of the CSI plan includes:

1.   ELA intervention includes:

a.   30 minutes of Achieve3000 focusing on vocabulary and phonic skills, within their reading.

b.   30 minutes of instruction for comprehension and fluency.

c.   30 minutes of instruction for writing conventions and grammar.

d.   30 minutes of a computer based supplemental program using Flocabulary,

e. 15 minutes of silent reading for grades 3rd, 5th, and 7th.

(These totals two (2) hours of intervention)

2.   Math intervention includes:

a.   30 minutes of a computer-based program called WOWZERS, a supplemental instructional program

b.   15 minutes of engaged instructions

c.   45 minutes of intense (fun) practice and projects,

d. Practice includes Flocabulary, and small groups

Monitoring the performance:

The team has scheduled a bi-weekly collaborative meeting to analyze the results and chart the progress looking for patterns, challenges, and growth. The program monitors:

ELA

·   running records for fluency and word identification

·   writing according to the SBAC rubric to assess grammar and structure

·   vocabulary and Lexile movement using the results from Achieve3000, SmartyAnts, and Flocabulary

Math

·   Symbols recognition using Flocabulary and curriculum made assessments

·   Vocabulary and meaning using WOWZERS, Flocabulary

·   Computation using WOWZER and Savvas assessments

· Word Problems using curriculum made assessments and SBAC samples

(supplemental materials and or software will be added as needed)

Stakeholder Engagement

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

The LCAP goals were developed in committees, focused on specific state and local priorities. Committees included members from the various school departments (administration, instructional staff, Parent-Teacher Organization, English Language Development, Nutrition, After School Program, etc.). The goals and action steps were reviewed with stakeholders through the Parent-Teacher Organization (PTO), English Learner Advisory Committee (ELAC), and the School Site Council (SSC). The goals and action steps were updated using data collected through climate surveys given to parents/guardians, staff, and students.

A summary of the feedback provided by specific stakeholder groups.

The LEA surveyed the stakeholders prior to the development of the LCAP and the following trends emerged:

- Students surveyed expressed comfort and satisfaction with their relationships with staff and the campus. 91.6% of students surveyed are satisfied or very satisfied with their relationship with their teachers. 92.6% of students receiving additional services at Stallworth Charter were satisfied or very satisfied with their experiences. 83% of students surveyed were satisfied with the communication of expectations. 86.4% of students polled are satisfied or very satisfied with their safety on campus. 72.9% of students are satisfied or very satisfied with the cleanliness of their campus. With regards to the supplemental remediation programs used, only 40.7% of students liked to use Achieve3000, but only 5.1% claimed it was difficult to use. The overwhelming majority of students polled (91.5%) liked or really liked Reading Plus and only 1.5% described the platform as difficult to use. 74.6% of students liked using Wowzers, with only 5.1% describing it as difficult to use. 79.7% of students liked using Flocabulary, another 3.4% found the platform difficult to use. Students indicated a need for more mathematics instruction to meet their goals (18% of those surveyed), 20% of students polled wanted to see improvement in the quality of their lunches, 20% of students wished to see improvement in their playground facilities, 14.5% of students want to have longer recesses, and 7.2% of students wished for the removal of COVID restrictions (like masks and not being able to touch each other). 5.4% of students wanted cleaner restrooms, 14.5% of students wanted sports, 1.8% wanted to see the return of art class, and 3.6% of respondents wanted to be able to communicate in Spanish more often.
- Parents surveyed indicated that they feel comfortable and included in campus activities (100%), well informed about their students' progress and learning levels (82-91%), and encouraged to participate in their student's education (94%). 17% of respondents expressed an interest in receiving more information about reinforcing lessons at home. 11% of parents with students that have identified needs (in the form of an IEP) indicated that they needed more information about how to assist their students. Parents of English Learners were also surveyed about their unique experiences with Stallworth Charter and 65% of those surveyed felt welcomed and included on campus. 50% of parents were aware of the ELD services their student receives, 60% felt their students were receiving skills needed for future success, and 55% felt their student was acknowledged for their achievements. 55% of parents of ELs indicated that the school staff values their culture, makes participating in their student's education easy, and that teachers communicate ELD progress and achievements.
- Teachers and instructional staff surveyed indicated that increased or more specialized professional development was needed to meet the needs of students (54% felt the current PD was quite or extremely beneficial). Another 54% of teachers described the process for SSTs, IEPs, and counseling services to be quite or extremely difficult and 62% described services received as not to somewhat effective. 54% of teachers indicated that school leadership set a positive tone for the culture of the school and 31% felt they had input in significant

decisions on campus. Teachers chose the following items as the most important for continued school development: Continued technology upgrades, increased support for English Learners, and more collaboration and preparation time for teachers.
- School personnel surveyed indicated a desire for more extra-curricular activities for students and increased training in the curriculum and assessments used by teachers.

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

One of the ways that the stakeholder input was incorporated into the development of the LCAP goals was the increase and breadth of the professional development opportunities for teachers and school personnel. Both groups indicated that there was a need for more training in PBIS, EL strategies, and assessment analysis. Instructional staff was given additional reading/writing training, specifically focused on ELD (both integrated and designated). Instructional staff indicated that the SST process was unclear and this has also been addressed with the current action steps for Goal #1. Another way that stakeholder input was taken into consideration was developing a plan for increasing parental involvement on campus, particularly to increase engagement with the parents of English Learners that indicated that they were not welcomed or involved in campus activities. The LEA will institute student-led conferences to increase parental involvement in academics. Student concerns about supplemental programs were also taken into account when determining which programs will be utilized in the 2021-22 school year. The LEA plans on instituting a bi-annual climate survey to continue the process of ensuring that stakeholder's input on campus improvement is accounted for.

Goals and Actions

Goal

Goal #1	Description
1	All students will make progress towards proficiency in English-Language Arts and Mathematics.

An explanation of why the LEA has developed this goal.

According to the Dashboard, the ELA and Mathematics performance levels are in red and orange, respectively. The LEA expects to progress towards the next performance level in both assessments.

Measuring and Reporting Results

Metric 2021-22	Baseline 2021-22	Year 1 Outcome (2022-23)	Year 2 Outcome (2023-24)	Year 3 Outcome (2024-25)	Desired Outcome for (2023–24)
CAASPP - ELA	Red Performance Level - 92.6 points below standard	Very Low Designation in ELA 89.3 points below standard	[Insert outcome here]	[Insert outcome here]	No more than 50 points below standard
CAASPP - Mathematics	Orange Performance Level - 112.4 points below standard	Very Low Designation in Math 122.5 points below standard	[Insert outcome here]	[Insert outcome here]	No more than 50 points below standard

Actions

Action #	Title	Description	Total Funds	Contributing

| 1 | Expand Multi-Tiered System of Supports (including RTI and PBIS) | Clearly defining the SST referral process using a universal set of assessments and benchmarks. Teachers will meet in grade band cohorts weekly to review the data and discuss potential SST referrals, bringing the information to the monthly school-wide meetings for review. Expand the Eagle Bucks store to support academic achievement and regularly monitor student opinions on the program to create a more effective rewards system school-wide, increasing options available to middle school students. Implement the state academic standards, the guidance in the frameworks for all content areas, and the practices of Universal Design for Learning to provide instruction that integrates multiple subject areas and supports cross-cultural understanding through a multi-tiered system of supports and services (levelized readers). Collaborate with other educators (weekly teacher cohort meetings) to calibrate the consistency of programs and curriculum, as well as provide appropriate specialized support for individual students. LEA will utilize a process for identifying English learners for special education that includes assessing students in their dominant learning language. Incoming EL students will be given the BVAT to determine their dominant learning language. EL students referred for SST will be administered the BVAT to determine their dominant learning language. Address needs of students in a focused learning environment: Access to school meals Access to counselors PBIS training to all staff Use of a variety of learning modalities Access to technology and student training on use of technology - tablets or Chromebooks, open-source learning, and information literacy, digital literacy and digital citizenship. SSTs to address any barriers to accessing and participating fully in core academic and extracurricular activities Barriers include: income, transportation, language, family engagement, special needs, etc. Teachers will review data weekly for students with minimal to low growth and bring to weekly teacher cohort meetings to discuss positive interventions and supports for student growth, review | $235,426. | [Y] |

		tracked interventions and if needed request for an SST to further support the student.		
2	Attendance Committee	Establish an attendance committee to review and follow up on attendance issues monthly before they become chronic absentee issues. This team will be made up of members of staff from any departments and will report their monthly findings to office staff.	$91,588	[Y]
3	Student Led Conferences	Develop a school-wide system for using student led conferences (SLC) in the Fall and Spring. Fall conferences will be used to establish goals and Spring conferences will be used to review goals, achievements, and set future goals. ● Teachers will review data with students during Student Led Conferences in Fall to establish goals, and in Spring to review goals, achievements, and set future goals.	$5,000.00	[Y]
4	Bi-annual Climate Survey	Institute beginning of the year and end of the year climate surveys to increase responsiveness.	$ 500.00	[Y]
5	Instructional Coach / Consultant Assistant	The LEA employs an Instructional Coach and Consultant Assistant. The Instructional Coach will ensure that each teacher is appropriately assigned to students they are teaching.	$108,505.	[Y]
6	Access to Curriculum	Students will have access to physical textbooks and Chromebooks. The LEA has purchased 100% of needed technology. ● Students will receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary interventions, accommodations and assistance to meet graduation requirements. ● LEA will implement early warning systems that use individual student data to generate indicators of "on-track" status and enable staff to identify and monitor progress of students falling below an identified threshold. Teacher cohorts will identify additional actions and interventions designed to help each student improve his or her performance. Interventions will be tracked and if needed, students will be referred to SST. ● English Language Learners will receive language acquisition support for continuous progress toward English proficiency ○ Integrated English Language Development (ELD) will provide English learners support in core content. ○ Designated ELD will provide specialized instruction to English learners, and Long Term English Learners (LTEL).	$317,250	[Y]

		○ Provide ongoing monitoring of reclassified English learners through weekly cohort meetings and parent conferences.		
7	Staff Development	All teachers and support staff will receive staff development training on support programs that increase literacy in English Language Arts and Mathematic Concepts, and English Language Development (ELD) that are aligned with state standards.	$60,000	[Y]
8	Supplemental Curriculum	● Teachers will use a variety of formative, interim, and summative assessments to assess student progress and factor in the individual needs of students during instructional decision-making. ● To provide remediation the following support programs are being utilized: Reading Plus (Grades 3-8), SmartyAnts (Grades TK-2), Flocabulary (Grades TK-8), Achieve3000 (Grades 3-8), and Wowzer's (Grades TK-8). These are support programs for instruction and remediation.	$25,059	[Y]
9	Family Involvement	The LEA will expand its efforts to involve parents by: ● Hosting a Back to School Night to communicate teacher, parent/guardian, and student academic and behavioral expectations. ● Monthly meetings of the Parent Teacher Organization (PTO), School Site Council (SSC), and the English Learner Advisory Committee (ELAC) will be held. ● The school will host monthly awards assemblies to showcase the achievements of the students	$10,615	[Y]

Goal Analysis [LCAP Year]

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

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

The Multi-tiered systems of support were expanded to provide social and emotional skills for all students. The attendance committee needs development to incentivize student attendance. All students are provided 30 minutes of social emotional support with the Random Acts of Kindness curriculum. Students needing additional support meet with a counselor or a behavior specialist that provides the students with strategies to be successful with relationships, classroom ethics, and exhibit equity to everyone on campus.

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

The LEA used additional supplemental curriculum that was not budgeted as part of the actual expenditures. The LEA used Nearpod, Khan Academy, and Discovery Education.

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

The incentives for attendance were not effective in that the LEA absenteeism increased by 38.8% causing the LEA to have a Very High designation of the California dashboard.

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.

A change made to the planned goal was a weekly teacher's meeting to review data inclusive of assessments, assignments and social and emotional well being of the students. Cohorts met monthly to collaborate on instructive strategies and assessments to increase student achievement.

Goal

Goal #	Description
2	To create a positive and inclusive school culture.

An explanation of why the LEA has developed this goal.

According to Dashboard data, the LEA needs to reduce suspension rates and increase attendance. This goal is intended to address both metrics through parental involvement and student engagement.

Measuring and Reporting Results

Metric 2021-22	Baseline 2021-22	Year 1 Outcome (2022-23)	Year 2 Outcome (2023-24)	Year 3 Outcome (2024-25)	Desired Outcome for (2023–24)
Suspension Rate	7.1% of students were suspended at least once	5% of students were suspended at least once	[Insert outcome here]	[Insert outcome here]	Decrease suspension rate by 50%
Rates of Chronic Absenteeism	24.8% of students chronically absent	38.8% of students were chronically absent	[Insert outcome here	[Insert outcome here]	Decrease chronic absenteeism by 50%
Parent / Guardian Involvement	29% of families involved in PTO	35% of families involved in PTO	[Insert outcome here]	[Insert outcome here]	Increase parental participation by 25%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand Multi-Tiered System of Supports (including RTI and PBIS)	- Establish a check in-check out program to support the LEA's focus on restorative justice. Check In-Check Out would be utilized for the students that require additional behavioral support and for students returning from suspension. Students will check-in with qualified staff to set the goal for the day, receive their student goal form, and monitor for any potential roadblocks to success (hunger, anger, anxiety) prior to being released to the classroom. Students will check-out with qualified staff at the conclusion of the school day to discuss whether or not goals were met. - Expand training opportunities for all staff on PBIS, de-escalation, RTI, and the correctional essay as a therapeutic strategy. - Address needs of students in a focused learning environment: - Access to school meals - Access to counselors - PBIS training to ALL staff - Use of a variety of learning modalities - Access to technology and student training on use of technology - tablets or Chromebooks, open-source learning, and information literacy, digital literacy and digital citizenship.	$75,030	[Y]

		- SSTs to address any barriers to accessing and participating fully in core academic and extracurricular activities - Barriers include: income, transportation, language, family engagement, special needs, etc. - English Language Learners will receive language acquisition support for continuous progress toward English proficiency - Integrated English Language Development (ELD) will provide English learners support in core content. - Designated ELD will provide specialized instruction to English learners, and Long Term English Learners (LTEL). - Provide ongoing monitoring of reclassified English learners through weekly cohort meetings and parent conferences. - Teachers will review data weekly for students with minimal to low growth and bring to weekly teacher cohort meetings to discuss positive interventions and supports for student growth, review tracked interventions and if needed request for an SST to further support the student.		
2	Career Readiness and High School Preparation	Offer career technical education or high school readiness in the middle school grades.	$7,333	[Y]
3	SEL Instruction	Utilize the Random Acts of Kindness curriculum for grade-level appropriate pro-social instruction that aligns with school-wide themes (respect, caring, inclusiveness, integrity, responsibility, & courage). These themes are promoted in all classes, at the same time, building a more inclusive and positive culture while also incorporating grade-level standards in instruction.	$18,400	[Y]
4	Suspension Alternatives	Increase the availability of on-line education opportunities as an alternative to suspensions. Rather than a traditional suspension, students can be put on a distance learning model for the extent of their removal from campus.	$9,000	[Y]
5	Cameras	Students will be given an opportunity to be successful in a nurturing, caring, clean and safe environment. (Cameras have been installed to ensure campus safety).	$5,000	[Y]
6	Safety Committee	The LEA will continue the Safety Committee which was established to ensure a safe campus for students and staff.	$5,000	[Y]
7	Student Led Conferences	Teachers will use a variety of formative, interim, and summative assessments to assess student progress and factor in the individual needs of students during instructional decision-making.	$12,500	[Y]

		● Teachers will review data with students during Student Led Conferences in Fall to establish goals, and in Spring to review goals, achievements, and set future goals.		
8	Parent Involvement	The LEA will expand its efforts to involve parents by: ● Increasing the number of activities that parents/guardians are invited to on campus ● Increasing translation efforts for all events and written communications	$5,750.00	[Y]

Goal Analysis [LCAP Year]

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

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

A substantive difference in the LEA's camera's system was upgraded to improve campus safety. Substantial improvements were parental participation. Parents became more concerned with making decisions for the school, providing their input during PTO and ELAC meetings. Parents join a charter coalition as advocates to ensure a continued choice in their child(ren)'s education. SEL instruction was provided to students that participated in clubs. The students were provided instructions for self-awareness, integrity, community service, career and college planning.

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

The material difference between budgeted and actual expenditures were the installation of the LEA's camera system and the monitoring of the LEA's campus during evening hours by a Security Company.

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

Cameras

The camera system is effective in keeping the LEA's campus safe for monitoring staff, students, visitors, vendors or other guests on campus. Inclusive of the camera system is a visitor check-in that provides the office staff with a photo identification of each guest or vendor. The camera system helps reduce inappropriate behaviors. Suspensions have decreased by 2% as a result.

SEL instructions

The SEL instructions during student club meetings were very effective. The students were provided with college tours, volunteer opportunities in a nursing facility, and exposure to other community events.

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

[Respond here]

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2022-2023

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.63%	738,830

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.

1: Expand Multi-Tiered System of Supports (including RTI and PBIS) - According to 2019 data, 7.1% of students were suspended at least once. All unduplicated populations were identified in the red and orange performance levels. The LEA has expanded its Multi-Leveled System of Supports, including Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI). The expanded counseling services focuses on restorative justice and reducing suspensions through social-emotional learning (SEL). Given that English Learners and low-income students were overrepresented in the suspension rates and underrepresented in academic achievement, the MTSS will address their needs first. The MTSS will reduce suspensions, increase student engagement, and serve as an early warning system for student failure.

2: Attendance Committee - According to the dashboard, 24.8% of students are chronically absent. English Learners and socioeconomically disadvantaged students are in the yellow performance level (12.3% of ELs and 25% of low income students) and make up the bulk of the chronically absent student population. The LEA will establish an attendance committee to review and follow up on attendance issues monthly before they become chronic absentee issues. This will provide another layer of accountability and opportunity to investigate extrinsic factors impacting attendance.

3: Student-Led Conferences - The LEA will develop a school-wide system for using student led conferences (SLC) in the Fall and Spring. Fall conferences will be used to establish goals and Spring conferences will be used to review goals, achievements, and set future goals. The SLCs will increase parental involvement of EL students and low income students by opening lines of communication with parents that indicated they were left out of the conversation with traditional conferences. Conferences can be given in a student's native language and focus on academic achievement.

4: Bi-annual Climate Survey - The climate surveys given in the 2020-21 school year showed a marked difference between the experiences of English Only parents and English Learner parents. Giving the survey twice a year will allow for more responsiveness on the part of the LEA.

5: Instructional Coach / Consultant Assistant - To address the unique needs of ELs, foster youths, and low income students, an instructional coach assists and supports the instructional staff on the specific skill sets needed to address students who are at risk.

6: Access to Curriculum - Providing physical and internet based textbooks with Spanish support systems will address the needs of English Learners with Spanish language skills. Foster students and low-income students retain access to their textbooks despite the potential for physical relocation. Many low income students lack access to the internet at home and this action step addresses this deficiency.

7: Professional Development - Professional Development on English Learner strategies has been planned to address the needs of ELs in an integrated classroom. PD focused on the Multi-Tiered System of Supports will also address the needs of low income students.

8: Supplemental curriculum - The supplemental programs provide an opportunity to track and intervene on behalf of English Learners, low income, and foster youth. Supplemental programs will also provide remediation and access to support in the student's native language.

9: Parental involvement - The LEA plans to expand efforts to involve parents/guardians on campus by hosting Back to School Night, quarterly awards assemblies, and monthly PTO/ELAC meetings. Notification of events will be mailed, telecommunicated, and posted on the internet in English and Spanish. All assemblies will be translated into Spanish as well.

10: Career Readiness and High School Preparation - This program will expose students to various careers, high school expectations, and goal planning for their futures. Low income, foster youth, and ELs require additional support with transitioning to high school and beyond.

11: SEL instruction - The LEA will utilize Random Acts of Kindness as its SEL curriculum. The curriculum is CASEL approved, evidence based and focuses on equity and digital citizenship. The curriculum is available in Spanish language.

12: Suspension alternatives - English Learners and socioeconomically disadvantaged students are overrepresented in the population of suspended students so alternatives to traditional suspensions allows students to have access to general education curriculum while working towards restorative justice.

13: Safety committee / Cameras - Cameras were installed to eliminate blind spots where EL and socioeconomically disadvantaged students may be bullied. The safety committee will report on any violations of equity of the low income or English Learner students.

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

The suspension of these students has decreased 2%, English learners continue to make gains in their acquisition of the English language. During the 2022 reporting cycle 59% of English learners were making progress toward proficiency compared to 29% in 2019.

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:

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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