

# 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
Chico Country Day School	Claudia Trout Director of Student Affairs	ctrout@chicocountryday.org 530-895-2650

## Plan Summary [2021-22]

### General Information

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

Chico Country Day School, a public charter school, serves approximately 560 students in the city and surrounding areas of Chico, California. Enrollment at this school is by lottery and the student population represents the many diverse neighborhoods of Chico. Our demographic breakdown is approximately 74.1% White (Non-Hispanic), 23.6% Socio-economically Disadvantaged, 8.1% Students with Disabilities, and 11% Hispanic. CCDS offers a broad and enriched K-8 curriculum. Our instructional strategies include project-based learning and a focus on deeper learning competencies. Relationships are at the core of what we do, an essential function of schooling is to foster the creation of deep and meaningful relationships. Traditional core subjects: math, science, history, and English will be integrated into projects.

Chico Country Day School values the following:

Collaboration – We believe that people have a voice and that collaboration between teachers, parents, students, and staff will produce the best results for our students

Deeper Learning – We believe in utilizing Innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.

Joyful learning – We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the “joy of learning” from how we lead and teach.

Responsiveness – We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better

Community Connection – We value connection to each other, to the broader community of Chico, and to the world.

## Reflections: Successes

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

CCDS has committed to providing high-quality work and a culture of belonging for all students. As we implement Project-Based Learning, this allows CCDS to focus on adapting to students' needs in preparing them for high school and beyond. Our educational program is designed to challenge, engage, and empower students. We aim to do work that matters in this world because our students are living life now, not merely preparing for something they will encounter once their formal education years have finished. In measuring this, our successes are as follows.

Chico Country Day's student data from our LCFF evaluation rubrics for English Language Arts and mathematics show that overall, academic performance has improved. For overall students, ELA is currently blue and math is currently green. As the 2018 and 2019 SBAC results were compared and analyzed by stakeholder groups at Chico Country Day, the findings were extremely positive. 2018/2019 SBAC results showed us that 72% of the students overall are in the "Standard Met or Exceeded" category in ELA and 60% of the students are in the "Standard Met or Exceeded" category in Math. Student performance in ELA is 47.2 points above standard with an increase of 8.8 points and 15.5 points above standard in math with an increase of 4.7 points from the previous year. Our Hispanic and socioeconomically disadvantaged student subgroups are in the blue performance group for ELA and the green performance group for math.

Response to Intervention for academic performance is in the fourth year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services. A team approach to identifying targeted students and providing as many tiered services for them in the classroom has happened as a result. Our local performance indicator, AIMSWEB, shows that our students' reading levels are above the average in California.

We continue to support students through our MTSS model as we see areas of concern through data collection with our Kelvin pulse, counseling referrals, and coordinated family outreach. Additional administrative and counseling staff were allocated this year as a result of the COVID-19 pandemic and continued supports were available for those impacted by the Campfire. We have provided trauma-informed practices and staff has learned about ACES as well as working with students in trauma. PBIS practices continue being implemented as we transitioned to our hybrid and in person model. Targeted social-emotional learning has continued this year with a focus on tier 3 students.

## 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.

CCDS continues to develop continuous improvement cycles by developing data points and the human capacity for analysis of progress and needs. Through the LCAP process and our Western Association of Schools and Colleges (WASC) accreditation, our stakeholders have identified math instruction as an area of need. While the CCDS Dashboard showed math scores increased last year and the LCFF evaluation rubric for math is at the green, we feel the school could improve for specific subgroups including students with disabilities and socioeconomically disadvantaged students. Both of these groups are performing below standard. In addition, the math curriculum has been voiced as an area of need from stakeholders.

Our latest CA Dashboard indicators from 2019 show our socioeconomically disadvantaged subgroup made significant progress in math, increasing by 26.7 points to only 3.5 points below standard. Our students with disabilities declined 6.8 points to 59.8 points below standard. While this improvement for socioeconomically disadvantaged students is significant, we think both subgroups can improve with curricular changes, focused intervention efforts, and professional learning for staff. As a result of these trends, our focus will be on increasing student learning in math. The primary focus will be on providing training for all staff on Cognitively Guided Instruction which has shown to increase teachers' ability to teach math. We will also be piloting and adopting a new curriculum in the upcoming school years. Of course, this will be dependent upon the COVID-19 response and campus re-openings guidelines from the state.

Our local assessment indicator Aimsweb was administered in the Winter and Spring for students in Tk-8th grade. End-of-year results show that CCDS students in Literacy/Reading scored 74% average to well above average. With only 26% scoring in the well below average to the below-average range. In math, 75% of students scored in the average to well above average range, and 25% of them scored in the well below average to the below-average range. Aimsweb Spring results indicated that our grade levels with needs in literacy/reading are our TK students since 77% of them were well below or below average. Our Kindergarten students were 66.5% well below average and below average. In math, our grade levels who showed the most need were Tk, Kindergarten, and fourth grade. Seventy percent of Tk students scored in the well below average to the below-average range. In Kindergarten 48% of the students were in the well below average to the below-average range. Thirty-six percent of our 4th-grade students were in the well below average to the below-average range. A possible factor to our grade levels who were identified is the length of the assessment as well as the impact that the COVID pandemic had on our younger students. Aimsweb is one data point used at CCDS to align intervention services to students. Next year we will be using Fastbridge which will allow us to assess students' discrete skills in reading and math.

Other areas that we are actively monitoring are Chronic Absenteeism and Suspension rates. The changes reflected in the LCFF evaluation rubrics for the 2018/2019 school year where those colors are yellow and orange respectively, is thought to be a reflection of the Campfire disaster and the trauma that ensued for some students. Over half of the students that were Chronically Absent had an 88.5% to 89.9% attendance rate, where the cut-off is 90% attendance for being considered Chronically Absent. Suspension rates increased by 0.7% to 1.5%. We believe this is a reflection of students managing trauma related to the Campfire disaster. Total students suspended increased by 4 students, some of which were Campfire victims. The percentage of students suspended at least once over the past three years has minimally changed. As a result of the small number of suspensions and the size of our subgroups, one or two students can make a significant impact on our LCFF evaluation rubric performance level. We continue to support students through our MTSS model as we see areas of concern. Additional administrative and counseling staff were allocated this year as a result of the COVID-19 pandemic. We have provided trauma-informed practices and trained the staff in ACES as well as working with students in trauma. PBIS is continued and targeted social-emotional learning groups have continued this year with a focus on tier 3 students.

To date, California has not established standardized definitions of "student success" or "college and career readiness" As such the metrics included in the CA School Dashboard and the UC/CSU A-G requirements have become the de facto definition of success. To better serve our community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competencies that will increase their opportunities for success in college and/or career, we will partner with stakeholders to develop a holistic definition of student success that will be adopted as the LEA's graduate profile. This will help ensure each and every CCDS student has an equitable opportunity to develop and demonstrate a set of competencies articulated in the graduate profile.

After analysis of stakeholder's feedback and local Kelvin pulses, two significant themes were identified: mental health and social-emotional needs. Research has demonstrated how trauma significantly impacts learning. By appropriately addressing trauma, social-emotional, and behavioral needs of students, specifically, those disproportionately impacted by the COVID-19 pandemic and Campfire, student educational outcomes can be improved, including academic outcomes. Identifying and creating practices and policies to increase access to school-based social-emotional resources and positive behavior intervention systems and/or restorative justice programs, including trauma-informed mental health services, as well as extracurricular and after-school/enrichment programs will help address our mental health and social-emotional needs.

## LCAP Highlights

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

Through stakeholder meetings and analysis of our state and local data, four goals have been identified:

Goal 1- Ensure High-Quality Work: Begin implementation of our Graduate Profile to ensure every student has equitable opportunity to create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

Goal 2- Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

Goal 3: Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive, and equitable environment where all students feel a sense of belonging, are supported with social-emotional needs, develop strong relationships, and experience joy.

Goal 4: Support For Struggling Students: CCDS provides targeted interventions to students in need of additional support.

## 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.

## Board meetings

September 23, 2020:

At this meeting, the administrative team conducted an informational presentation about the Learning Continuity and Attendance plan local indicators, goals and actions. Parents, teachers and board members were present to discuss and provide feedback.

October 9, 2020:

At this meeting, the administrative team conducted an informational presentation about the LCAP and local indicators, goals, and actions. Learning Continuity and Attendance data were presented. Dashboard progress was not available due to school shutdowns in March 2019. Parents, teachers, and board members were present to discuss and provide feedback.

March 24, 2021:

At this meeting, the administrative team presented on Graduate Profile development and collaboration with Silicon Schools grant Parents and teachers and board members were present to discuss and provide feedback.

## Parent Communications, Meetings, and Surveys:

October 9, 2019: LCAP/WASC Stakeholder meeting

At this meeting, the administrative team presented progress towards goals regarding WASC and the LCAP. Discussion and input were facilitated with the group. Survey results, test scores, discipline data, attendance rates, and information on the educational program were provided. Parents and teachers were present. Due to school closures because of the pandemic, the 19/20 LCAP was not adopted however this meeting helped guide the work and establish a foundation for the direction of the 21/22 LCAP.

Sept- LCP posted on the website

February 2, 2021

A family survey was sent out to Tk-3rd grade parents to gather input on family and student needs. Families identified reading support, counseling, and socialization as a need.

February 19, 2021

A teacher pulse was sent via Kelvin to gather input on teacher needs.

4/14/21

Director of Education, Wendy Fairon, sent out a communication regarding the Graduate Profile with a link for stakeholder comments.

March 12, 2021

A family survey was sent out to 4th-8th grade parents to gather input on family and student needs.

April 12, 2021

Newsletter/Eflyer: Invitations for Stakeholder meetings and information about the LCAP progress provided.

April 19, 2021

At this meeting, the admin team lead an interactive brainstorming session with parents regarding the Expanded Learning and LCAP Goals

### Surveys

Parents were provided a climate and input survey in April, gathering 76% of our family's responses. Data gathered and analyzed by the team to determine actions and services.

Staff and student surveys were sent out in February and April and analyzed by the team to determine actions and services provided as a result of the COVID-19 campus closures.

### Staff Meetings

February 17, 2021

At this meeting, the Director of Education and Bryanna Hanson, from Altitude Learning, presented a breakdown of progress report data and competence-based score.

February 3, 2021: Staff meetings

At this meeting, the administrative team and Altitude Learning presenter discussed the Graduate Profile design process.

April 21, 2021

At this meeting, the administrative team leads a brainstorming session to collect ideas on mental health and social-emotional learning, academic student support services, family needs, equity, diversity, and inclusion.

### A summary of the feedback provided by specific stakeholder groups.

The themes that emerged in reviewing the data collected from stakeholder input were the continuation of high-quality work through project work, exhibitions, and the development of attributes that enable us to interact effectively and harmoniously with other people. In addition, parents supported our continued work with implementing equitable and inclusive practices.

These themes led to the identification of needs resulting in future actions or services in this Local Control Accountability Plan.

- Continued support in project-based learning, ensuring students participate in high-quality work and adapt to student's needs in preparing them for high school and beyond. (Goal 1 and 2)
- Continued support for struggling students. (Goal 4)
- Continued focus on an inclusive environment. (Goal 3)

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

Continued support in project-based learning, ensuring students participate in high-quality work and adapt to student's needs in preparing them for high school and beyond. (Goal 1 and 2)

- Continued support for struggling students. (Goal 4)
- Continued focus on an inclusive environment. (Goal 3)



# Goals and Actions

## Goal

Goal #	Description
1	Ensure High Quality Work: CCDS students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

An explanation of why the LEA has developed this goal.

All learners benefit from creating high-quality and authentic work which entails frequent feedback targeting students' learning needs, while providing students with information to develop their work. As the process, effort, and strategies involved in accomplishing this work are focused upon, students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000). State priorities 1,3,7,8

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student project exhibitions include evidence of reading, writing , or mathematical reasoning skills aligned with CCSS.	95%				100%
Students engage in project based learning or exhibition	95%				100%
Families attending an student led conference ( which	90%				98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
includes our unduplicated)					
Family survey responses indicate strongly agree and agree, “CCDS provides a high quality educational program for all students.”	79%				98%
Provide a variety opportunities for school community to provide input	email, surveys, in person meetings, virtual meetings				
Percent of credentialed teachers	100%				100%
Percent of students with access to CCSS aligned curricular materials.	100%				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Exhibitions and Student-Led Conferences	Continue to host exhibitions and invite community members to participate. Demonstrate conditions of learning are met. Additionally, CCDS will continue to implement student-led conferences where families will hear from their children about their learning, reflections on academic and Social-Emotional Learning (SEL) growth, and goals for the year.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Basic Services	Provide high-quality credentialed teachers, appropriate instructional materials, and well-maintained facilities to optimize learning.	\$2,135,259.00	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.

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

An explanation of why the LEA has developed this goal.

Our educational program is designed to challenge, engage, and empower students. And in supporting Project-based Learning, CCDS intends to provide equity and access to curriculum while challenging diverse learners. Research shows that a pedagogy that asserts that students learn best by experiencing and solving real-world problems increases engagement, deepens learning and provides access to all students (Barron & Darling-Hammond, 2008). State priorities 2,4, 6, 8

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator will maintain or increase	All student group: 18-19 school year Blue (47 points above standard)				Maintains or improves
CA Dashboard Math Indicator will maintain or increase	All student group: 18-19 school year Green (15 points above standard)				Maintains or improves
Number of faculty trained and participating in Project Based Learning	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English language learner progress (CA Dashboard) and ELPAC Reclassification rates	N/A ( Too few students to report publicly)				
Number of student survey responses positively indicate the statement “Adults at my school believe that I can be successful.” And answer positively to the question “ Do you do work that matters?”	86%				95%
Number of students meeting end of year Fast bridge benchmarks	N/A				75%
Number of students who are "Meeting" and "Advanced" in Competency based measures used in Altitude ( EPMA)	75%				90%
CA Dashboard Science ( CAST) will maintain or increase	N/A				maintain or increase
Utilizing CSSI standards rubric: current staff self analysis (	90%				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
implementation of CCSS					
School community knowledge of CCDS graduate profile	15%				95%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning (ELA, PBL) and Graduate profile	Provide professional learning experiences aligned with EL Curriculum and PBL for staff. Director of Education will spend 10% of her time implementing, revising, and engaging stakeholders with the graduate profile.	\$14,065.00	No
2	Math - professional development and Curriculum	Professional development on cognitively guided instruction and research, pilot, train staff, and implement a new math curriculum.	\$5,000.00	No
3	Project Work	Project design will reflect meaningful, interdisciplinary projects and students will be able to explain the learning goals and the purpose behind their work while applying their skills and content knowledge to produce purposeful, meaningful work. Support staff to implement our science camp for grades 6th and 7th.	\$15,000.00	No
4	Specialist	Continue to support enrichment opportunities through our specialists (Art, Spanish, Music, STEM)	\$119,086.00	No

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

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

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

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

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

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# Goals and Actions

## Goal

Goal #	Description
3	Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive environment where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

An explanation of why the LEA has developed this goal.

Over the past few years, the LEA has implemented Restorative Practices, MTSS, along with sustained positive discipline. Additionally, efforts have been made to respond to chronic absenteeism, students in crisis, and creating a joyful environment. In doing so, students' social-emotional needs are better met and relationships are at the forefront. CCDS is committed to continuing this effort with students, families, and teachers and in order to respond to future needs. Creating an inclusive environment is paramount for student learning and a strong school community. (State priorities 1,5,6)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of chronic absenteeism	4%				3%
Rate of chronic absenteeism SED students	6%				4.5%
P2 attendance rate	96%				98%
Suspension rate	1.5%				1.0%
Percent of facility inspections that are in "good repair"	95%				98%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student respond to the statements, “I feel happy to be at CCDS”, “I want to do my best”, and “I feel safe at school.”	85%				95%
Expulsion rate	0%				0%
Middle school drop out	0%				0%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Services	Continue to fund administrative and social-emotional supportive time to support the development and maintenance of a happy, healthy, student community. All three directors will spend 10% each of their time dedicated to social emotional support.	\$53,560.00	Yes
2	Professional learning for student services	Provide ongoing professional learning to all staff to collaborate and improve implementation of restorative practices and to maintain MTSS and PBIS structures for the student community.	\$6,500.00	Yes
3	Support for Continuous Improvement data review	Support collaborative staff time to gather and examine data regarding sense of belonging from student surveys and social-emotional wellness in order to identify and implement best practices through the school.Support staff for attendance monitoring.	\$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
4				No
5				

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# Goals and Actions

## Goal

Goal #	Description
4	Support For Struggling Students: CCDS schools provide targeted interventions to students in need of additional support.

An explanation of why the LEA has developed this goal.

CCDS recognizes that students encounter difficulties that hinder their success in school and that early intervention can help increase student achievement and self-confidence resulting in the likelihood of graduation. Academic, social-emotional, behavioral difficulties and inconsistent attendance all contribute to a student's challenges in school. Research shows that unaddressed skill gaps can negatively impact some subgroups more than their peers. Therefore, CCDS stays committed to supporting all students while targeting those subgroups to ensure all students perform at their personal best. (State priorities 8,6)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students receiving Rtl services	10% of student population				Maintain or improve
Number of students who exit Rtl services	30% of the students served				Maintain or improve
Number of students who receive direct instruction in SEL	70% of student population				95% of student population
Number of students who participate in SEL intervention groups	3% of the student population				5% of the student population

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Rtl Support Team	Intervention services will be coordinated and improved upon through best practices in a three-tier model of academic intervention by providing RTI staff.	\$134,945.00	Yes
2	Outreach	Improve support services to identified students by providing social emotional classroom supports, transportation passes, family outreach and administrative support.	\$40,855.00	Yes
3	Instructional coaching and support	Substitute time to support math and assessment coaching.	\$8,500.00	Yes

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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
5.17%	24939

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.

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

Our latest CA Dashboard indicators from 2019 show our low-income students showed an increase of 2.8% in the chronic absenteeism indicator with a total of 6% of our low-income students being identified as chronically absent. This put us in the orange performance level. In all other areas ( suspensions, ELA, and Math) low-income students were in the blue and green performance level. In response, our school will put together an attendance team to identify and put resources in place for students who are chronically absent. We will also hire additional staff to ensure appropriate tracking and communication between the school and families. We've seen success during our 2020-2021 school year in implementing an attendance team to help reduce absences and help families feel connected to the school. As a result of the continued and increased support, we expect to see chronic absenteeism rates of low-income students decline.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,350,951.00	\$109,519.00	\$3,500.00	\$77,800.00	\$2,541,770.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,244,440.00	\$297,330.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Exhibitions and Student-Led Conferences	\$2,500.00				\$2,500.00
1	2	All	Basic Services	\$1,956,440.00	\$103,019.00		\$75,800.00	\$2,135,259.00
2	1	All	Professional Learning (ELA, PBL) and Graduate profile	\$14,065.00				\$14,065.00
2	2	All	Math - professional development and Curriculum	\$5,000.00				\$5,000.00
2	3	All	Project Work	\$12,500.00		\$2,500.00		\$15,000.00
2	4	All	Specialist	\$114,086.00	\$5,000.00			\$119,086.00
3	1	English Learners Foster Youth Low Income	Student Services	\$53,560.00				\$53,560.00
3	2	English Learners Foster Youth Low Income	Professional learning for student services	\$6,500.00				\$6,500.00
3	3	All	Support for Continuous Improvement data review	\$6,500.00				\$6,500.00
3	4	All						
4	1	English Learners Foster Youth Low Income	Rtl Support Team	\$134,945.00				\$134,945.00
4	2	English Learners Foster Youth Low Income	Outreach	\$39,855.00		\$1,000.00		\$40,855.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners Foster Youth Low Income	Instructional coaching and support	\$5,000.00	\$1,500.00		\$2,000.00	\$8,500.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$239,860.00	\$244,360.00
<b>LEA-wide Total:</b>	\$239,860.00	\$244,360.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Student Services	LEA-wide	English Learners Foster Youth Low Income		\$53,560.00	\$53,560.00
3	2	Professional learning for student services	LEA-wide	English Learners Foster Youth Low Income		\$6,500.00	\$6,500.00
4	1	RtI Support Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,945.00	\$134,945.00
4	2	Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,855.00	\$40,855.00
4	3	Instructional coaching and support	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	\$8,500.00

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.