

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buckingham Collegiate Charter Academy

CDS Code: 48705734830113

School Year: 2022-23

LEA contact information:

Samantha Working

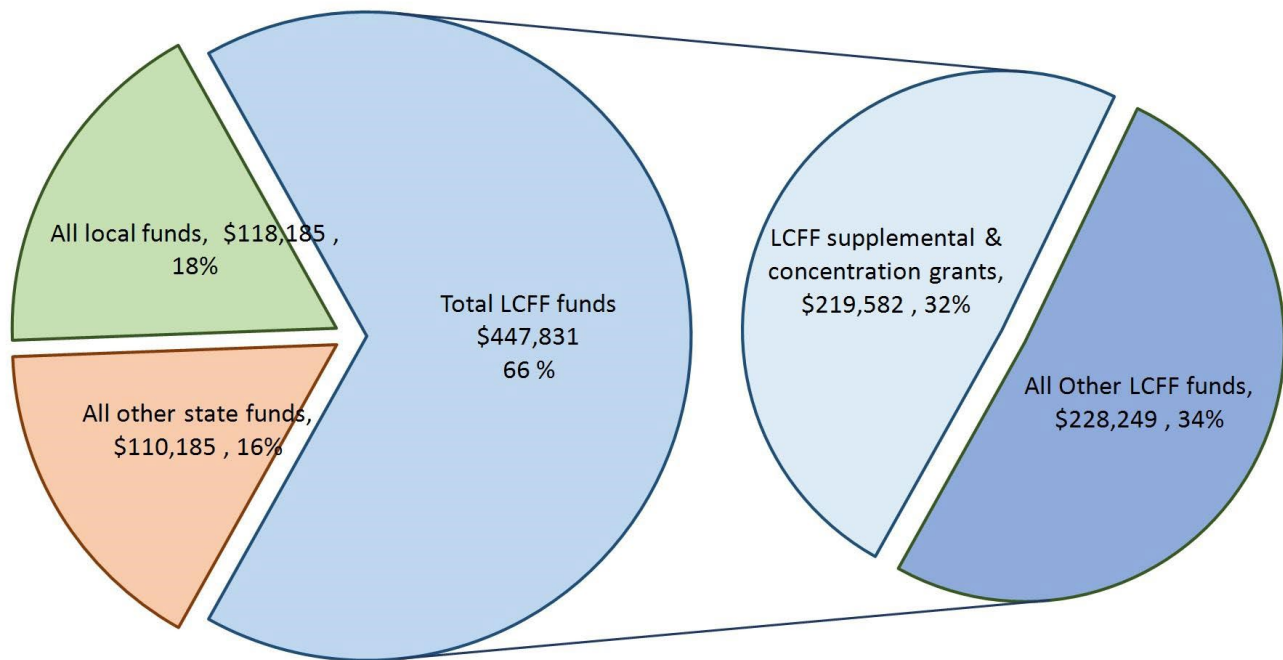
Principal

707.453.7300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

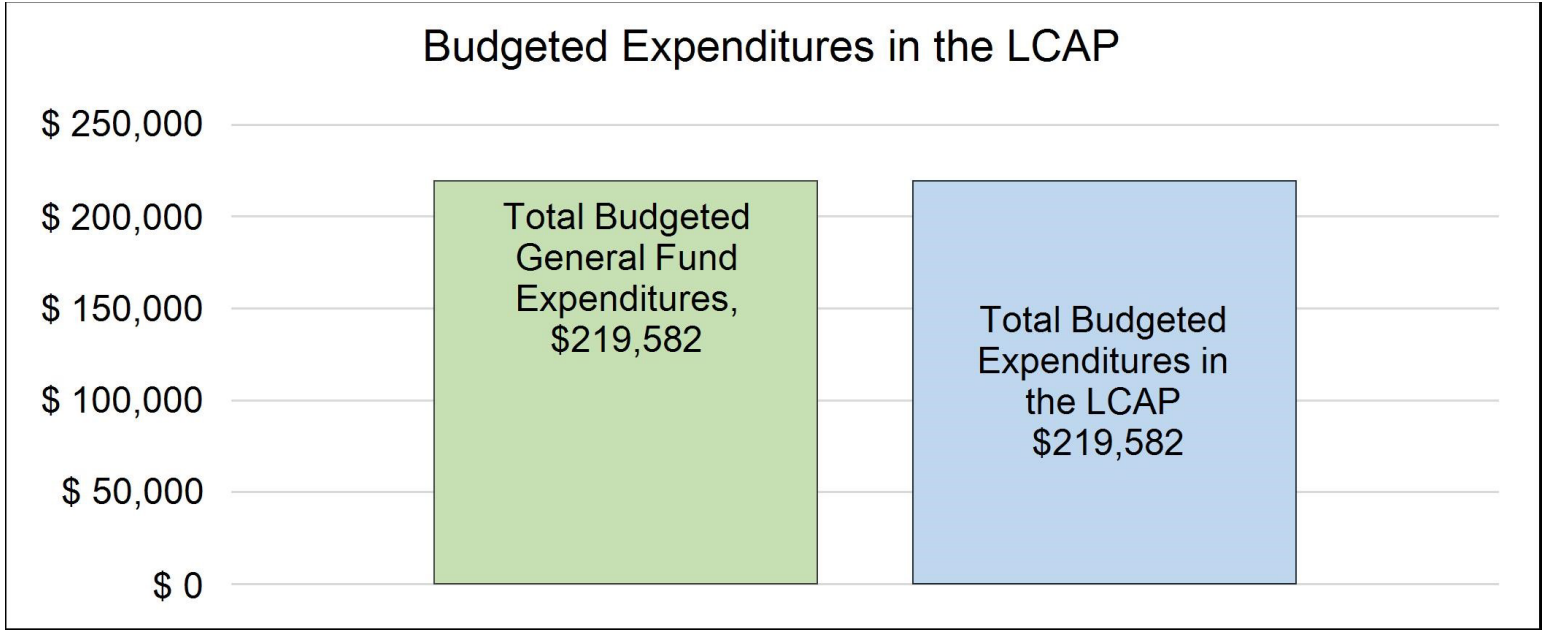


This chart shows the total general purpose revenue Buckingham Collegiate Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Buckingham Collegiate Charter Academy is \$4,897,347, of which \$447,831.00 is Local Control Funding Formula (LCFF), \$110,185 is other state funds, \$118,185 is local funds, and \$0 is federal funds. Of the \$447,831.00 in LCFF Funds, \$219,582 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Buckingham Collegiate Charter Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

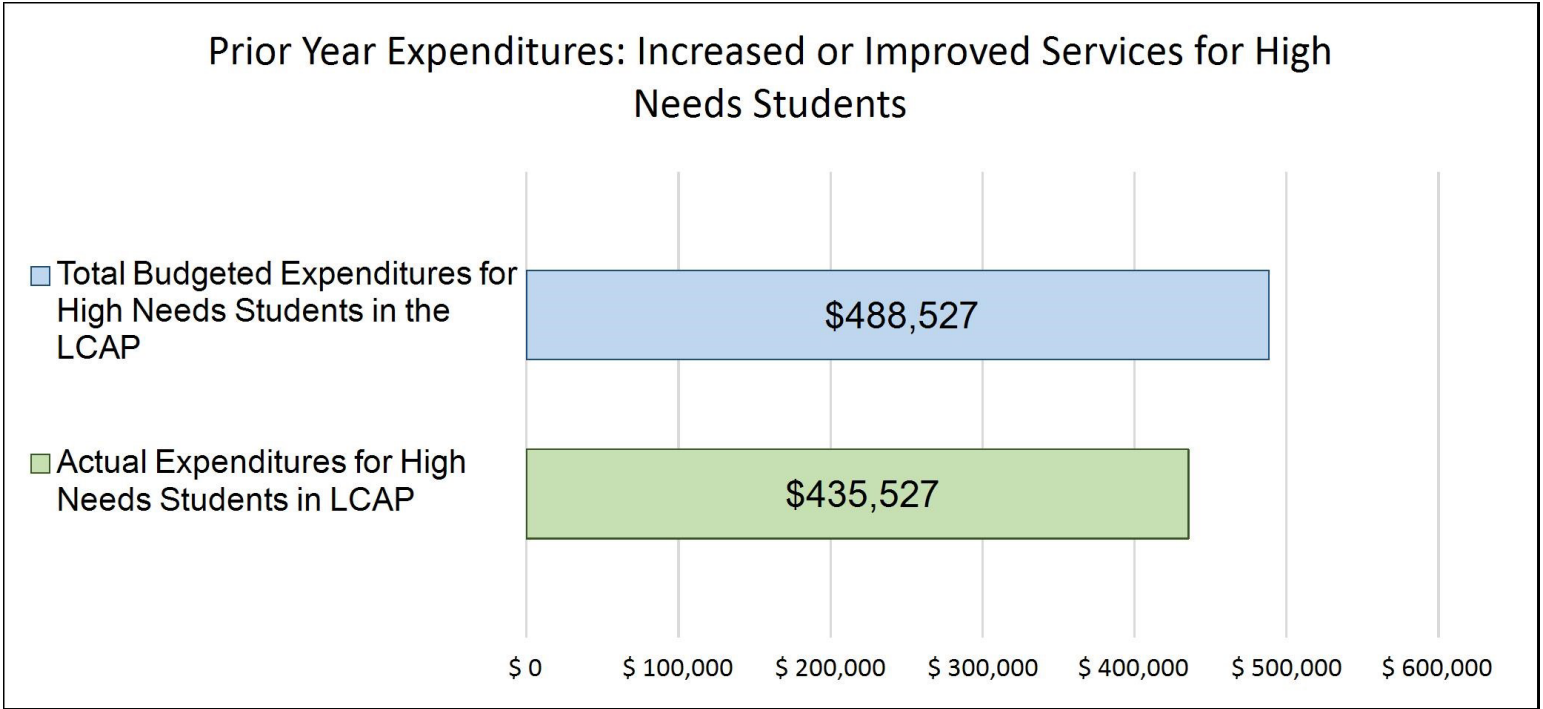
The text description of the above chart is as follows: Buckingham Collegiate Charter Academy plans to spend \$219,582 for the 2022-23 school year. Of that amount, \$219,582 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Buckingham Collegiate Charter Academy is projecting it will receive \$219,582 based on the enrollment of foster youth, English learner, and low-income students. Buckingham Collegiate Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Buckingham Collegiate Charter Academy plans to spend \$219,582 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Buckingham Collegiate Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Buckingham Collegiate Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Buckingham Collegiate Charter Academy's LCAP budgeted \$488,527 for planned actions to increase or improve services for high needs students. Buckingham Collegiate Charter Academy actually spent \$435,527 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Buckingham Collegiate Charter Academy	Samantha Working Principal	samanthaw@vacavilleusd.org 453-7300 (707)

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

As a dependent charter of the Vacaville Unified School District, stakeholder feedback was gathered along with all VUSD opportunities while developing our plan to utilize the funds allocated by the Budget Act of 2021. In addition to utilizing the feedback gathered through the development of our Local Control and Accountability Plan (LCAP) and Expanded Learning Opportunity Grant (ELO), we solicited public comment, met with stakeholder groups, and provided opportunities to participate in a variety of surveys.

During the development of our LCAP and ELO, we utilized feedback from the following stakeholder groups: SHIELD

Parent Group Meeting: February 9, 2021

District English Learner Advisory (DELAC): February 8, March 9, March 10, and March 24

Student and Parent Advisory Committee: February 27, March 6, and March 13

Foster Parent Advisory Group: October 1

District/Community Equity Task Force: March 25 and April 29

City of Vacaville Economic Development Advisory Committee: October 19

Attended all school staff meetings to review LCAP related data and collected feedback

Reviewed LCAP related data and collected feedback from bargaining units throughout the process Collected feedback from students, parents, staff, and community members via Thought Exchange

With the first round of ESSER funds, we collected feedback from all staff regarding suggestions and needs for utilizing these funds within the allowable guidelines. Our spending priorities with the first round of funding reflects those suggestions.

With each new round of funding, we both revisited those suggestions and solicited new ideas. Our public board meetings in 2021 allowed for many opportunities for our students, parents, staff, and other community members to provide feedback, particularly on returning to in-person learning and COVID safety protocols: January 14, January 28, February 11, March 4, March 18, March 27 (Special Board Workshop), August 5, August 18, September 9, September 23, October 16 (Special Board Workshop), November 4, and November 18, 2021.

We met with District and site leaders (Superintendent's Cabinet, Principal's Cabinet, and Administrative Leadership Team) on January 19, February 2, March 18, March 31, April 20, June 9, July 30, August 5, September 29, and November 18, 2021 to receive suggestions and needs related to their sites and/or department.

Educator Effectiveness Grant:

In order to develop a plan that met the needs of our staff, we met with our Buckingham Leadership Team to review the acceptable uses, review their suggested priorities. This plan for the use of these funds was reviewed at our November 18 Board meeting and given time for public comment; it was subsequently approved at our December 16 Board meeting.

A-G Improvement Grant:

Based on the feedback we gathered as part of our LCAP development, there was significant interest in the area of college readiness. Because we were not able to fund all of the suggestions we received in this area via the LCAP, we are planning to utilize these funds. In addition to the LCAP feedback, we also met with our Counselor Stakeholder group to review the acceptable uses and provide feedback on the plan. The draft of this plan will also be reviewed by additional LCAP stakeholder groups (District Advisory, DELAC, Student and Parent Advisory, & Equity Task Force) in order to gain their feedback prior to the final draft presentation to our Board.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Not applicable as we do not receive concentration funds

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

January 14, 2021: Board meeting with an update on information on the Governor's Safe Schools For All Plan and updates on the VUSD safety plan.

January 19, 2021: Administrative Leadership Team meeting to current COVID-19 protocols, status of in-person learning hubs, discussion of site based needs, etc.

January 28, 2021: Board meeting with information regarding the District's educational programs during distance learning, including data at all levels related to learning loss and plans for working with students in the spring and summer to mitigate the gaps created by the COVID-19 pandemic.

February 2, 2021: Administrative Leadership Team meeting to discuss site-based needs as we approach our reopening school dates.

February 11, 2021: Board meeting with information regarding an overview of the process of developing and submitting the COVID-19 Safety Plan to the Solano Public Health Department and the State of California, including a review of the purpose of the COVID-19 Prevention Plan (CPP) and the COVID-19 School Guidance Checklist. Also included an update on the variety of mental health services and supports being provided to students during virtual learning.

March 4, 2021: Board meeting with an update related to information on Solano County's current COVID-19 tier status; projected in-person learning start dates; school sports updates; and Assembly Bill 86, Education Finance Bill.

March 18, 2021: Administrative Leadership Team meeting to discuss site needs related to a return to in-person learning, review of safety protocols, etc.

March 18, 2021: Board meeting with information on the District's in-person learning safety plan.

March 27, 2021: Special Board Workshop devoted to the discussion of budget priorities for the 2021-22 fiscal year.

March 31, 2021: Administrative Leadership Team meeting to discuss site needs related to a return to in-person learning, funding priorities, etc.

April 20, 2021: Principals' Cabinet meeting discussed best utilization of special COVID funding to meet school site needs.

July 30, 2021: Administrative Leadership Team meeting to discuss new COVID-related Laws and requirements and the use of COVID funds for the 2021-22 school year.

August 5, 2021: Board meeting with an update on the expansion and proposed changes to our after school program offerings to mitigate learning loss and provide additional socio-emotional learning support.

August 18, 2021: Principals' Cabinet meeting discussed safe return to in-person learning protocols including testing and quarantine guidelines. September 9 Board meeting with an update related to our COVID-19 protocols, including the various quarantine guidelines, testing process, and current status of COVID positivity rates in VUSD schools.

October 16, 2021: Special Board workshop to discuss ESSER III expenditure options

November 18, 2021: Board meeting reviewing the District's updated Health and Safety OSHA COVID-19 Prevention and Preparedness Program, and Elementary and Secondary School Emergency Relief (ESSER) III Plans. This presentation included information on student and staff COVID-19 protocols, Cal/OSHA regulations, and how the ESSER III funds is being utilized to address the recommendations established by the Centers for Disease Control (CDC) and the California Department of Public Health (CDPH) to ensure the health and safety of students on VUSD campuses.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Safeguarding the health and safety of our students and staff is our top priority as we have returned to in-person learning for the 2021-22 school year. We have utilized the funds from both the federal American Rescue Plan Act of 2021 and the federal Elementary and Secondary School Emergency Relief (ESSER) plan to ensure that our return to in-person learning is as safe as possible. To minimize the disruption caused by quarantining regulations, we established a COVID testing center. This center is staff by two managers, and a wide variety of clerical and classified staff, including specific re-engagement specialists dedicated to keeping our students in school. If any student is determined to be a close contact with another individual in the school setting, that student qualifies for modified quarantine and can return to in-person learning immediately if tested regularly. Our testing center allows us to provide that regular testing for no-cost to our students and families.

In addition to our testing center, we are providing additional supports including:

- Additional mental health supports via the hiring of two new Mental Health Clinicians.
- Increased our intervention, tutoring, and enrichment options to help mitigate the effects of learning loss
- Provided increased classroom support, including funds for floater teachers and paras, an additional behaviorist for our elementary schools, and an additional intervention teacher for our larger elementary schools
- Increased our capacity to provide free, nutritious meals for all students by building a centralized kitchen, which will allow for more meal consistency, bulk purchases, etc.
- Provided additional outdoor learning spaces through the purchase of shade structures, elementary outdoor stage and sound systems, and water-bottle fillers

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Our Local Control and Accountability Plan is our guiding document when determining our spending priorities. Therefore, when developing these various plans, such as the Safe Return to In-Person Instruction and the ESSER III Expenditure Plan, we sought to ensure that most of our LCAP’s actions are reflected in these plans. Below are just a few examples:

In creating our COVID Testing Center, we were meeting our LCAP Goal 2

Because communicating with families during a pandemic is a challenge, we purchased a program called Parent Square, which ensured that we could reach all parents with important messages. This program purchase aligns with our LCAP Goal 3, Action 6

Hiring additional high school counselors to assist in the credit recovery process and increase social-emotional support, which supports our LCAP Goal 1, Actions 3, 4, & 5. The hiring of additional para positions, hiring retired teachers/admin, contracting with an employment agency to fill vacant positions, and hiring floater teachers also supports those same Goal 1 actions.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
Buckingham Collegiate Charter Academy	Samantha Working Principal	samanthaw@vacavilleusd.org 707.453.7300

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Buckingham Collegiate Charter Academy, a dependent charter within the Vacaville Unified School District, started in 1994 as an independent study charter, branched out into a site--based visual--media arts school, and progressed to become a comprehensive college preparatory high school. BCCA is an award winning school: 2017 California Department of Education Gold Ribbon Award for creating a positive and successful learning atmosphere for our students and the 2016 California Honor Roll award recognizing achievement in college and career readiness.

Though Buckingham's organizational structure has changed during the last eighteen years, the vision of the original charter has remained constant: to provide students and parents with expanded educational choice within public education. BCCA remains committed to a small high school environment, to a rigorous, college preparatory curriculum for all students, to career pathways in the areas of visual and media arts and engineering, to performance-based learning, and to using technology to expand and enhance learning opportunities.

Under the guidance of our dedicated staff, Buckingham students will develop the academic fortitude, character, and confidence to meet life's post-secondary challenges.

Specifically, a Buckingham graduate:

- has a strong work ethic. Our graduates put forth their best effort in every endeavor. They are held to high standards, supported with rigorous, high-quality instruction and staff relationships, and given many opportunities to showcase their achievements.
- can communicate with clarity, sophistication, persuasion, and conviction. Our graduates have learned to actively listen to and honor the voices of others and communicate clearly through the three fluencies of writing, speaking, and digital communications.
- has a resilient spirit. Our graduates show perseverance and grit as they are faced with challenges to overcome and problems to solve; they employ critical thinking skills and maintain a growth mindset despite adversity.
- is an independent and innovative problem solver/critical thinker. Our graduates are innovative self-starters who take responsibility to manage their time well, exhibit a strong sense of self-discipline, and actively seek out the resources and tools they need to succeed.
- demonstrate civic and cultural awareness as they seek to contribute to solutions that benefit the broader community. Our graduates understand the foundations of our country and value our rights, privileges, and responsibilities. Our graduates acknowledge and understand diverse perspectives and cultures when considering local, national, and global issues.
- are principled. Our graduates stand out for their interpersonal skills as they develop meaningful peer relationships, model excellent manners and personal character traits, including humility, kindness, and teamwork.

- are reflective. Our graduates consistently monitor their own personal development, realistically assessing their areas of strength and areas for growth; they set goals for themselves and are united in the pursuit of advancement.

Reflections: Successes

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

Based on the 2019 California School Dashboard, all indicators except our suspension rate were in the green or blue. Our Mathematics and College and Career indicators were in the green and our English and Graduation rate indicators were in the blue (the highest possible rating). While the CA School Dashboard was not able to update all metrics for 2020 and 2021 (due to the pandemic), there were a few metrics that were updated for 2020: College and Career indicator and Graduation Rate. We saw positive growth in both metrics: College and Career Readiness increased 5.6% and our Graduation rate increased 0.9% to 96.8%. Although not published in the CA Dashboard, we also saw positive growth with our graduation rate for 2021 when we graduated 99% of our seniors.

Another successful milestone reached was the approval of our Charter Renewal in 2021. As a result of our successful program, our authorizer renewed our Charter for the longest possible term: seven years. This renewal speaks both to the success of our program, as well as the confidence our district has in our school.

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.

Based on the 2019 California School Dashboard, there were no performance indicators that were in the orange or red. However, we did have one indicator in the yellow, which is a precautionary status: our suspension rate. Our 2019 suspension rate remained consistent at 2%. However, performance gaps exist between student groups: the suspension rate for our Socioeconomically Disadvantaged students and Two

or More Races was in the Orange. Within the goals we proposed in our 2021 LCAP (see below), we developed a plan to address this gap with a broad school climate goal that included targeted professional development, restorative practices, mentorship, positive behavior incentives, and promotes social-emotional well-being through expanded use of SEL curricular offerings. This is a goal we plan to continue as it is a continued area of need.

This school climate goal is also aligned with a recent positive school change: our move to a new campus in July 2020 and a campus renovation that includes classroom modernizations, adding additional classrooms and the construction of a multi-purpose room. For the entire history of our school prior to our move, we had been located in a business park, spread out across a large parking lot and separated amongst many businesses. Because of its location, it made creating a cohesive school culture a challenge. Being located on a true school campus that is being modernized and expanded to meet our needs has been an important step toward improving our school climate. The continuation of our school climate goal will encourage the development of our identity as a school and inform our choices going forward.

LCAP Highlights

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

The two broad goals developed in our 2021 LCAP continue to align with the goals set forth in our WASC action plan, our authorizing district's goals, as well as the revised mission and vision statements found our Charter that was revised and adopted in 2021. They were also specifically selected as a means of providing the most effective approach to serving our unduplicated student population:

Goal 1 - Ensure that Buckingham students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college, career, and life ready upon graduation.

Goal 2 - All Buckingham students will learn in an environment that fosters social-emotional well-being, equity, and engagement.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

As a dependent charter of the Vacaville Unified School District, stakeholder feedback was gathered along with all VUSD schools while developing our plan. In addition to utilizing the feedback gathered through the development of our Local Control and Accountability Plan (LCAP) we solicited public comment, met with stakeholder groups, and provided opportunities to participate in a variety of surveys.

We surveyed our students and parents in March 2022. Student feedback provided also through feedback from student leadership. Parent feedback also gained via monthly SHIELD parent meetings on 9/14/21, 10/12/21, 11/9/21, 12/14/21, 1/11/22, 2/8/22, 3/8/22, 4/12/22, and 5/10/2022. Being a part of our larger district, our Buckingham parents and students are also included in districtwide surveys, Thought Exchanges, and feedback meetings.

Our Buckingham staff leadership team met to provide input on 12/7/21, 2/4/2022, and 5/10/2022. Staff focus groups met on 9/17/21, 1/28/22 and 3/18/22 to provide prepare surveys for students/parents and review their input as well as to provide their own input. Staff met in departments on 3/21/22 to provide feedback on our LCAP.

A summary of the feedback provided by specific educational partners.

Students and parents see the benefits of life skills instruction and would like to have more of that. They also recognize an increased need for mental health support, and additional opportunities to engage in activities related to college and career readiness.

Our staff noted the benefits of the importance of building a positive school climate by having engaging, fun activities that bring the staff and the student body together. Our staff also sees a need for mental health support and for additional college/career opportunities for students.

Our DELAC committee was interested in more CTE options and more support related to college admissions/requirements. They also asked for more uniformity in learning systems so that it is easier for them to know when their student is struggling.

Our district Equity Task Force sought greater outreach to families regarding the a-g requirements, as well as CTE pathways with a particular focus on students who have historically been underrepresented in higher education access. They also sought greater professional development for staff in order to aid our teams in making data-driven decisions. Proposed professional development included TraumaInformed practices, Restorative Practices, etc. Vacaville’s Economic Development Advisory committee shared their feedback on overall goals, as well as taking part in the Portrait of a Graduate exercise. This committee voted “Critical Thinking/Problem Solving” as their number one skill needed upon graduation.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Students and Parents:

- 1.2 Increase college readiness - (a) increase enrollment in AP and/or college courses
- 1.3 Increase career readiness - (c) investigate adding additional CTE pathways that align with our students' post-secondary goals (d) investigate ways to develop an internship program that will allow more students to demonstrate career readiness upon graduation (e) provide funding, as needed, for career field trips, guest speakers, career fairs, etc.
- 1.4 Increase life readiness - (b) continue to support electives that promote life skills and investigate the development of additional offerings
- 2.1 Maintain safe school environment to increase feelings of well being and connectedness (e) promote social-emotional well being through expanded use of SEL curricular offerings

Staff and bargaining units:

- 1.1 Increase % of graduates meeting a-g requirements (c) explore adding additional options for independent learning, such as expanding our Buckingham Charter Online Learning (BCOL) program
- 1.5 Continue to develop Multi-Tiered Systems of Support to address learning barriers and (c) provide credit recovery course for students to receive support with online credit recovery program and to improve their overall skills and (e) Provide after school intervention to students who need additional support
- 2.1 Maintain safe school environment to increase feelings of well being and connectedness (a) maintain and improve physical environment of classrooms and the school as a whole...purchase furniture and supplies, as needed

District and community input (i.e. DELAC, Equity Task Force, Vacaville Economic Development Advisory Committee)

- 1.1 Increase % of graduates meeting a-g requirements (b) provide academic counseling and course planning related to the importance of the a-g requirements. Provide targeted outreach to our unduplicated / underserved populations.
- 1.2 Increase college readiness - (b) increase awareness of college pathway, especially targeted outreach to unduplicated / underserved populations
- 1.3 Increase career readiness - (d) investigate ways to develop an internship program that will allow more students to demonstrate career readiness upon graduation
- 1.4 Increase life readiness - (c) investigate integrating cross-curricular, project-based learning modules/assignments across disciplines and grade levels (i.e. Senior Portfolio/Curricula Vitae) to support the development of our Portrait of a Graduate life skills
- 1.5 Continue to develop Multi-Tiered Systems of Support to address learning barriers (d) Provide a summer school credit recovery option for students who have struggled academically
- 2.1 Maintain safe school environment to increase feelings of well being and connectedness (d) continue to develop MTSS to encourage a positive school culture, including targeted professional development, restorative practices, mentorship, positive behavior incentives, etc.
- 2.3 Increase supports of unduplicated / underserved populations (a) explore additional unduplicated student supports, including funding to provide backpacks and school supplies, as needed (c) allocate funding to bilingual outreach, translation, and printing for information and forms for families of English Learners.



Goals and Actions

Goal

Goal #	Description
1	<p>Ensure that Buckingham students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college, career, and life ready upon graduation.</p> <p>State Priorities: 1, 2, 4, 7 & 8</p>

An explanation of why the LEA has developed this goal.

Buckingham Collegiate Charter Academy’s mission is to prepare students for post secondary education and life-long success by providing students with the opportunities and guidance needed to develop their individual potential. To that end, Buckingham students must be able to enroll in courses that prepare them for whatever goals they are pursuing. It is critical that our students be prepared for both college and career in order to keep all of their options open; furthermore, we believe that the courses we offer should embed life skills so that our students can be effective contributors to society. Our vision is that Buckingham graduates will have a strong work ethic, be excellent communicators, be innovative problem solvers, be able to demonstrate civic and cultural awareness, be principled, and be reflective. While this vision will not be an easy feat to achieve, we believe that with the appropriate course of study, our students will be able to achieve this.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

Priority 1A 100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	2019-2020 95.5% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching.	96.3% are appropriate assigned and fully credentialed in the subject area for the pupils they are teaching			100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching.
-------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1B Pupils in the school district have sufficient access to the standards-aligned instructional materials	2019-2020 100% of students have access to the standards-aligned instructional materials resources	100% of students have access to the standards-aligned instructional materials			100% of students have access to the standards-aligned instructional materials resources
Priority 1C 100% of school facilities are maintained in good repair.	2019-2020 100% of school facilities are maintained in good repair.	100% of facilities are maintained in good repair			100% of school facilities are maintained in good repair.

<p>Priority 2A Implementation of CCSS for all students including English Learners</p>	<p>2019-2020 Met standards for all 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English</p>	<p>100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English</p>			<p>Met standards for all 100% of English Learners have access</p>
<p>Utilizing the self reflection tool, VUSD will be rated “met standards” in providing professional development and instruction that is aligned with the</p>					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	--------------------------------

<p>Common Core State Standards for English Language Arts (ELA) and Math, English Language Development (ELD) aligned to ELA Standards, the Next Generation Science Standards (NGSS), the new history- Social Science framework, and EL students accessing CCSS and ELD standards</p> <p>Priority 2B All programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>					
<p>Priority 4: Pupil Achievement Increase the percentage of all</p>	<p>2018-2019 ELA for all students = 48.84%</p>	<p>Unavailable</p>			<p>Increase to at least 54.84%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 11 students who demonstrate college preparedness in ELA on the Early Assessment Program (EAP) by 2 percentage points per year.					
Priority 4: Pupil Achievement Increase the percentage of Grade 11 student groups who demonstrate college preparedness in ELA on the Early Assessment Program (EAP) by 3 percentage points per year.	2018-2019 Socioeconomically Disadvantaged = 31.58% African American = 38.46% Hispanic = 34.48%	Unavailable			Increase to at least: Socioeconomically Disadvantaged = 40.58% African American = 47.46% Hispanic = 43.48%

Priority 4: Pupil Achievement Increase the percentage of all Grade 11 students who demonstrate college preparedness in Math on the Early Assessment Program (EAP) by 3	2018-2019 Math for all students = 15.5%	Unavailable				Increase to at least 24.5%
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	-------------	--	--	--	----------------------------

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
percentage points per year.						
Priority 4: Pupil Achievement Increase the percentage of Grade 11 student groups who demonstrate college preparedness in Math on the Early Assessment Program (EAP) by 4 percentage points per year.	2018-2019 Socioeconomically Disadvantaged = 5.26% African American = 0% Hispanic = 10.84%	Unavailable				Increase to at least: Socioeconomically Disadvantaged = 17.26% African American = 12% Hispanic = 22.84%

Priority 4: Pupil Achievement Increase the percentage of all students completing courses that satisfy UC and/or CSU entrance requirements (A-G) by 2 percentage points per year	2019-2020 All students = 71%	74.5% for 20-21 Unavailable for 21-22			Increase to at least 77%
Priority 4: Pupil Achievement Increase the percentage of African	2019-2020 Socioeconomically Disadvantaged = 64%	For 20-21: Disadvantaged = N/A African American = 75%			Increase to at least: Socioeconomically Disadvantaged = 73%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
American and Hispanic completing courses that satisfy UC and/or CSU entrance requirements (A-G) by 2 percentage points per year and Socioeconomically Disadvantaged students by 3 percentages points per year	African American = 75% Hispanic = 75%	Hispanic = 78.3% Unavailable for 21-22			African American = 81% Hispanic = 81%

Priority 4: Pupil Achievement Increase the percentage of all students who pass an Advanced Placement (AP) test by 2% points per year	2019-2020 All = 50%	28% for 20-21 Unavailable for 21-22			Increase to at least: 56%
Priority 4: Pupil Achievement Increase the percentage of student groups who pass an Advanced Placement (AP) test 2% points per year	2019-2020 Socioeconomically Disadvantaged = 47% African American = 18% Hispanic = 51% Two or more = 70%	For 20-21: Socioeconomically Disadvantaged = % African American = 14% Hispanic = 5% Two or more = 14% Unavailable for 21-22			Increase to at least: Socioeconomically Disadvantaged = 53% African American = 24% Hispanic = 57% Two or more = 76%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

<p>Priority 4: Pupil Achievement Increase the percentage of seniors passing at least one AP test within their high school career by 2 percentage points per year</p>	<p>2019-2020 29.7% of seniors</p>	<p>18.2% for 20-21 Unavailable for 21-22</p>			<p>Increase to at least: 35.7% of seniors</p>
<p>Priority 4: Pupil Achievement Increase the percentage of all students who are college and career ready (as measured by the CA School Dashboard) by maintaining performance level of green or moving to blue by 2024</p>	<p>2019-2020 All students = Green</p>	<p>Unavailable for 21-22</p>			<p>Overall student performance is green or blue</p>
<p>Priority 4: Pupil Achievement Increase overall CAASPP performance in ELA for all students using the metric from the CA School Dashboard by maintaining</p>	<p>2018-2019 ELA for all students = Blue</p>	<p>Unavailable for 21-22</p>			<p>Overall ELA performance level for CAASPP is green or blue</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance level of green or moving to blue by 2024					
Priority 4: Pupil Achievement Increase overall CAASPP performance in Math for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	2018-2019 Math for all students = Green	Unavailable for 21-22			Overall Math performance level for CAASPP is green or blue
Priority 4: Pupil Achievement Maintain percentage of English Learners being reclassified	2018-19 100% reclassified	2020-2021: 40% reclassification rate			Maintain reclassification rate

Priority 7: Broad Course of Study Increase enrollment in CTE courses by 2 percentage per year	2018-2019 111 course enrollments = 25%	120 course enrollments = 27.5%			Increase to at least: 31%
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Student Outcomes (Pupil Outcomes) Increase the percentage of seniors passing at least one college course by 5 percentage points per year	2019-2020 0% according to state due to a reporting error. True baseline = 19%	44% for 20-21 Unavailable for 21-22			Increase to at least: 34%

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

1.1	Increase % of graduates meeting ag requirements	<p>a. Continue to improve best practices of the school overall by maintaining a wide variety of curricular resources, subscriptions, professional memberships, professional development, etc.</p> <p>b. Provide academic counseling and course planning related to the importance of the a-g requirements. Provide targeted outreach to our unduplicated / underserved populations.</p> <p>c. Explore adding additional options for independent learning, such as expanding our Buckingham Charter Online Learning (BCOL) program.</p> <p>d. Develop and implement new Earth Science (that meets the a-g letter "d" lab requirement) course to support our 9th grade students</p>	\$129,711.00	Yes
1.2	Increase college readiness	<p>a. Increase enrollment in AP and/or college courses.</p> <ul style="list-style-type: none"> • Work with Solano and/or other local community colleges to promote dual enrollment opportunities and develop appropriate articulations 	\$34,158.00	Yes

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

		<ul style="list-style-type: none"> • Develop a four-year plan in which targeted supports exist at all grade levels to encourage college/AP enrollment Pay AP and/or college fees, as needed. <p>Fund PD opportunities for teachers.</p> <p>b. Increase awareness of college pathway, especially targeted outreach to unduplicated / underserved populations</p> <p>c. Continue to develop our AVID program</p> <p>d. Provide funding, as needed, for college field trips, guest speakers, college fairs, etc.</p>		
1.3	Increase career readiness	<p>a. Increase enrollment in CTE pathways through continued support and promotion of existing pathways including Graphic Design 1 and 2</p> <p>b. Continue to grow existing pathways by purchasing new curriculum, equipment, and specialized computer programs that support college and career opportunities.</p> <p>c. Investigate adding additional CTE pathways that align with our students' post-secondary goals</p> <p>d. Investigate ways to develop an internship program that will allow more students to demonstrate career readiness upon graduation</p> <p>e. Provide funding, as needed, for career field trips, guest speakers, career fairs, etc.</p>	\$132,385.00	Yes
1.4	Increase life readiness	<p>a. Investigate SEL curriculum that emphasizes life skills.</p> <p>b. Continue to support electives that promote life skills (Financial Algebra, Transition Partnership Program)</p> <p>c. Investigate integrating cross-curricular, project-based learning modules/assignments across disciplines and grade levels (i.e. Senior Portfolio/Curricula Vitae) to support the development of our Portrait of a Graduate life skills</p>	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. Develop community partnership with local organizations who can help promote/teach life skills to our students		
1.5	Continue to develop Multi-Tiered Systems of Support to address learning barriers	<ul style="list-style-type: none"> a. Provide positive behavior incentives/rewards to help motivate and engage students. b. Conduct awards ceremonies and events that celebrate positive achievements. c. Provide credit recovery course for students to receive support with online credit recovery program and to improve their overall skills. d. Provide a summer school credit recovery option for students who have struggled academically. e. Provide after school intervention to students who need additional support. 	\$44,953.00	Yes

Goal Analysis [2021-22]

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

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

The goal to "ensure that Buckingham students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college, career, and life ready upon graduation" was successfully carried out this year based upon the planned actions as follows:

1.1: This action was carried out as planned. We were able to provide academic counseling and course planning pertaining to the importance of taking and successfully passing the courses necessary to meet the a-g requirements. We have also, through our Buckingham Charter Online Learning Program, offered coursework online that meets the a-g requirements and provided highly qualified teachers in a variety of subject areas to oversee/grade the online coursework. We also offered two levels of American Sign Language so that our students have

access to more than one world language to choose from. These actions supported our students with successfully meeting the a-g requirements.

1.2: AVID has remained an important program to help us support our students/increasing college readiness. Several of our staff members attend training through AVID, and we offer an AVID elective course. We also created an AVID club this year and students had the opportunity to go on a college field trip (due to the pandemic, colleges did not begin to open up and allow us to visit for field trips until the spring). Although we were not able to attend as many college field trips as we had planned, we utilized other strategies such as bringing guest speakers in. Additionally, we were able to get one of our CTE Engineering courses articulated with the community college, and although this was not one of the planned actions, it was a major accomplishment in promoting college readiness.

1.3: This action was carried out as planned. We began offering a new Musical Performance CTE pathway this year, with the exception of 1.3 (d) "investigating ways to develop an internship program that will allow more students to demonstrate career readiness upon graduation". With the pandemic, many community organizations were not in a place to be open to accepting interns, so this remains something we plan to work in for 22-23. We held a very successful career fair in March, allowing our students to explore a variety of career fields and network with personnel from different industries.

1.4: This action was carried out as planned. We have promoted the importance of life readiness through various elective and course offerings that incorporate life skills, such as teaching cooking in our Consumer Home Economics course. We are in the process of updating our senior portfolio to relect assignments from every course that tie into our "portrait of a graduate" life skills.

1.5: This action was carried out as planned. We were able to offer after school support option for students who are struggling academically by through our Coach's Corner after school tutoring program We were also able to offer an online summer school credit recovery option for students who have struggled academically and needed to repeat a course.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For action 1.2, we had budgeted \$56,100, but we actually spent \$66,334. This allowed us to better develop our AVID program, improve our annual career fair to include colleges, promote and plan additional college visits, hold a 4 year planning night where we worked closely with all families, and especially families of unduplicated / underserved populations to create a 4 year plan for each student.

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

For our action (1.1) to increase the percentage of graduates who are meeting the a-g requirements, we saw a 3.5% increase in the number of seniors who completed the a-g requirements upon graduation from the 2019-20 school year to the 2020-21 school year. We have achieved this increase by continuing to provide academic counseling and course planning pertaining to the importance of taking and successfully passing the courses necessary to meet the a-g requirements. We also saw a 2.5% increase in the number of students enrolled in CTE courses due to a new pathway we added in the area of musical performance. Additionally, we saw a dramatic improvement in the number of seniors taking and passing a college course: it increased by 25% from 19-20 to 20-21. The specific actions we took all contributed toward meeting these goals. We did have a significant decrease in our Advanced Placement exam scores, but this can be attributed to the fact that Zoom was not the best platform to teach an AP class, and many of our students did not attend in person last year.

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.

We plan to maintain the same goals, metrics, desired outcomes and actions as previously planned. There are changes to the specific description of how we will carry out those actions.

For goal 1, action 1.4, rather than "investigate changes to freshman electives that encourage the development of important life and interpersonal skills" we are updating this action to instead create a list of life skills that our students need to become proficient in within a variety of core and elective courses. We are beginning by analyzing the common core skills technology standards (https://www.cde.state.co.us/cdesped/accommodationsmanual_ccss_k12_techscope) to ensure that by the time our students graduate, they are able to be proficient in all areas. Additionally, we have added one additional step to this action which is to develop community partnership with local businesses who can help promote/teach life skills to our students.

For goal 1, action 1.5 some additional actions we are adding include conducting awards ceremonies and events that celebrate positive achievements of our students. For example, we would like to hold events such as a reclassification ceremony to honor our English Learners and their achievements, a High Honors Ceremony, as well as a Senior Recognition Night. These are all events in which we can celebrate, engage and motivate our students, especially our unduplicated/underserved students. We would also like to incorporate a People Reaching Outstanding Potential (PROP) award program that will celebrate our students' achievements.

We also plan to fund an Essential Skills course in which students who struggle academically have an opportunity to improve their skills and receive support with credit recovery.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All Buckingham students will learn in an environment that fosters social-emotional well-being, equity, and engagement. State Priorities: 3, 5, & 6

An explanation of why the LEA has developed this goal.

A positive learning environment is imperative to students’ success. Our overall vision is that under the guidance of our dedicated staff, Buckingham students will develop the academic fortitude, character, and confidence to meet life’s post-secondary challenges. In order to achieve our more specific vision of having Buckingham students graduate with qualities including a strong work ethic, excellent communication skills, innovate problem solving skills, the ability to demonstrate civic and cultural awareness, as well as being principled and reflective, we must find ways to provide social emotional support, ensure that our learning environment is equitable, and lastly, that our students are highly engaged.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

Priority 5: Pupil Engagement Increase school attendance rates by 0.5 percentage points per year	2018-2019 96.7%	94.77% for P2 for 21-22			Increase to at least: 98.2%
Priority 5: Pupil Engagement Decrease the percentage of all students who are chronically absent	2018-2019 5.7%	12.3%			Decrease to at least: 4.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(more than 10% absentee rate) by 0.5 percentage point per year					

Priority 5: Pupil Engagement Improve graduation rate for all students using the metric from the CA School Dashboard by maintaining blue performance level	2019-20 All Students: Blue	Unavailable for 21-22			Increase to at least: Overall Graduation rate performance level is blue
Priority 6: School Climate Improve the suspension rate for all students using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	2018-2019 Yellow	Unavailable for 21-22			Suspension rate for all students is in the green or blue
Priority 6: School Climate Improve the suspension rate of student groups by	2018-2019 Socioeconomically disadvantaged: Orange	Unavailable for 21-22			Suspension rates for all student groups are in the green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024	Students with disabilities: Green African American: Yellow Hispanic: Yellow Two or More: Orange				
Priority 6: School Climate Maintain the current rate of expulsions	2019-2020 0%	.2%			Maintain at less than 0%
Priority 6: School Climate Increase the percentage of students in Grades 9 and 11 reporting school connectedness on the bi-annual California Healthy Kids Survey (CHKS) by 3 percentage point per year	2019-2020 9th grade: 57% 11th grade: 49%	2021-2022 9th grade: 65% 11th grade: 61%			Increase to at least: 9th grade: 66% 11th grade: 58%
Priority 6: School Climate Increase the percentage of students in Grades 9 and 11 reporting	2019-2020 9th grade: 57% 11th grade: 55%	2021-2022 9th grade: 72% 11th grade: 62%			Increase to at least: 9th grade: 66% 11th grade: 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school as being safe or very safe on the biannual California Healthy Kids Survey (CHKS) by 3 percentage point per year					
Priority 3: Parental Involvement Increase parent participation in afterschool / evening events	2019-2020 1%	2021-2022 12%			Increase to at least: 10% of parents/guardians of total school population
Priority 3: Parental Involvement Solicit feedback from students, parents, and the larger community multiple times per year	2019-2020 One survey	One parent survey, feedback solicited at monthly meetings			Increase to at least: 2 opportunities per year

Priority 3: Parental Involvement Meet with the families of unduplicated students to gain their feedback	2019-2020 DELAC meets multiple times per year Foster Parent Advisory Committee	Maintained current rate			Maintain or improve current rate
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	meets at least annually				
Priority 3: Parental Involvement Meet with the families of students with exceptional needs to gain their feedback	2019-2020 Special Needs Parent Liaison meets quarterly with parents of students with exceptional needs	Maintained current rate			Maintain or improve current rate

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

2.1	Maintain safe school environment to increase feelings of well being and connectedness	<p>a. Maintain and improve physical environments of classrooms and the school as a whole to enhance student engagement and school connection; purchase furniture and supplies as needed.</p> <p>b. Develop our Campus Community Guilds to support cross-curricular projects and foster campus connectedness</p> <p>c. Promote wellness through a physical education program that engages students in a variety of physical activities; purchase equipment as needed</p> <p>d. Continue to develop MTSS to encourage a positive school culture, including targeted professional development, restorative practices, mentorship, positive behavior incentives, etc.</p> <p>e. Promote social-emotional well-being through expanded use SEL curricular offerings and the support of an on site mental health clinician who can provide staff training, conduct risk-assessments, and directly serve students individually or in groups.</p> <p>f. Add a Senior Class Advisor who can provide support with planning special events and activities that will help promote unity amongst our senior class.</p>	\$77,587.00	Yes
Action #	Title	Description	Total Funds	Contributing

2.2	Encourage parent/community participation in school	<p>a. Encourage parent and community engagement through expanded communication utilizing various platforms, such as newsletter, text blasts, videos, etc.</p> <p>b. Investigate adding school wide events to promote our school program and provide additional opportunities for parent learning/engagement</p> <p>c. Encourage parents to attend monthly meetings, chaperone on field trips, volunteer in classrooms, etc, making efforts to specifically target our unduplicated students.</p>	\$1,000.00	Yes
2.3	Increase supports of unduplicated / underserved populations	<p>a. Explore additional unduplicated student supports, including funding to provide backpacks and school supplies, as needed.</p> <p>b. Provide access to technology and community resources, as needed.</p> <p>c. Allocate funding to bilingual outreach, translation, and printing for information and forms for families of English Learners.</p> <p>d. Admininstrator/counselor to conduct Student Study Team Meetings, develop 504 plans and work closely with students/families to address barriers to learning.</p>	\$24,037.00	Yes

Goal Analysis [2021-22]

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

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

The goal that "all Buckingham students will learn in an environment that fosters social-emotional well-being, equity, and engagement." was successfully carried out this year based upon the planned actions as follows:

2.1: The action "maintain safe school environment to increase feelings of well being and connectedness was mostly carried out as planned. While we did have need for new furniture to enhance our campus, we were fortunate to have our district support us by purchasing equipment that meets our needs using the Measure A bond funds. We continued the use of security systems including Go Guardian and the Text Tip line. We also provided continual Standard Response Protocol (SRP) Training to staff and conducted monthly drill to better prepare for emergency situations. We focused on social emotional learning by providing curriculum for our student leaders and scheduling events such as our freshmen forums and underclassmen enrichment opportunities. Student leaders worked in committees to plan events and activities to promote unity on campus. Our athletics program and our E-sports program our incredibly important ways that we help our students to feel safe and connected at school and we were able to continue with those. We continued to provide positive behavior incentives to our students. While we hoped to develop our Campus Community Guilds this year, we did not yet have the opportunity to start yet. However, some of our staff members were able to attend professional development that gave us many ideas about how to begin.

2.2: The action to encourage parent/community participation in school" was not carried out to the extent that we hoped due to the disruption of the COVID-19 pandemic. Although the majority of our students attended in person full time this year, the COVID-19 restrictions still impacted our ability to engage parents the way we had planned. We were able to encourage parent/community engagement through expanded communication such as our monthly newsletter, text blasts, etc. We held monthly parent meetings via Zoom and offered our traditional events in a Zoom format. The in person events we did offer were well attended and included events such as Back to School Night, Parent Conferences, Open House, 4 Year Planning Night, Choir Concerts, Theater Productions and Senior Recognition Night.

2.3: The action to increase supports of unduplicated/underserved populations was carried out as planned. Translation of our monthly newsletter was provided for families of our English Learners. We conducted a special event for our English Learners who were reclassified in order to celebrate them with their families. Chromebooks and supplies were provided to students in need throughout the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For action 2.2, we had budgeted \$58417 in the category of non-personnel (other state funds) in order to encourage parent/community participation in school, but we only spend \$1720 in this category. The original budget turned out to be far higher than what we needed. Additionally, there was a significant disruption of planned school engagement events due to COVID-19 restrictions during the greater part of this school year.

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

On the bi-annual California Healthy Kids Survey we saw an increase in the percentage of 9th and 11th graders who report feeling connected to school (from 57% to 65% in grade 9 and from 49% to 61% in grade 11). Additionally, we saw an increase in the percentage of 9th and 11th graders feeling safe at school (per the CA Healthy Kids Survey) with an increase from 57% to 72% in grade 9 and an increase from 55% to 62% in grade 11.

Attendance rates decreased from 96.77% (in 18-19, pre-pandemic) to 94.77%. The percentage of students who are chronically absent from school also increased from 5.7% in 18-19 to 12.3% thus far in 21-22. While we can be sure that these decreases are a direct result of the pandemic, students needing to quarantine due to illness with COVID-19 or being a close/community based contact of someone who tested positive for COVID-19, what we are not able to measure is whether or not these attendance rates would have decreased more had we not implemented these actions.

We have seen a slight increase in parental participation from 1% to 12% of parents regularly attending our monthly SHIELD parent meetings or volunteer to chaperone field trips, assist with school events, etc.

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.

We are not making any changes to our goal, metrics, desired outcomes or actions, but we are making some changes to the specific way in which we plan to carry out each of our actions.

For action 2.1, we will continue to engage in actions proposed previously in but some items were removed from the plan due to the fact that there are no budgeted expenditures associated with those practices at this time. We have decided to add the support of a part time on site mental health clinician who can provide staff training, conduct risk-assessments, and directly serve students individually or in groups. We are also adding a Senior Class Advisor who can provide support with planning special events and activities that will help promote unity amongst our senior class.

For action 2.2, we no longer need a .2 FTE Engagement coordinator to organize events involving parent and/or community participation. We have instead decided to have our student leaders help us plan these events in order to better engage students in that process.

For action 2.3, we are adding a dean or counselor to conduct Student Study Team Meetings, develop 504 plans and work closely with students/families to address barriers to learning that impact our unduplicated pupils.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and LowIncome Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$219,695	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.49%	0.00%	\$0.00	4.49%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

As a result of stakeholder input, relevant needs assessments, and research related to meeting the needs of our unduplicated students, the following actions were principally directed to be implemented schoolwide but with a focus on how these actions would first impact our unduplicated students and support their growth and performance:

1.1 Increase % of graduates meeting a-g requirements

This continued action was included in our plan in order to promote the benefits of meeting a-g requirements upon graduation. While not all of our graduates will go to a four-year college after high school, it is important that they have that option no matter which path they choose to take. Our counselors and administrators will communicate the importance of these requirements to families. As a school, we are also working to make all a-g required courses more accessible to all students, including adding additional virtual options when needed. As part of this process, our MTSS team has reviewed and will continue to review courses with higher failure rates that could be keeping students from meeting these standards and provide specific interventions in those areas. One area of concern in particular was a course we have been offering called Intro to STEM (Science, Technology, Engineering & Mathematics). We have found that, particularly for our unduplicated students, the math component of this course was not accessible to struggline students leading to failing grades/impacting our students' ability to meet with a-g requirements. We are therefore developing a new Earth Science course that is aligned to the NGSS Standards that will be accessible for our unduplicated students in particular. Students will have the opportunity to engage in hands on experiences and collect data,

providing them with a more personal connection with the data they have to collect, which research shows leads to greater student engagement and outcomes (1).

1.3 Increase career readiness

We have continued this action based on feedback from our stakeholders that this is still an area of need. Career Technical Education is an important component of career readiness. We offer 3 different CTE pathways at Buckingham: Graphic Design, Musical Performance, and Engineering. By the start of the 2022-23 school year, we will have new facilities for our Engineering pathway. As we move into this new space, we will need to add new equipment, curricular materials, etc. Based on a study by Northeast and Islands Regional Educational Laboratory at Brown University, CTE programs “present enormous opportunities for English language learners. These initiatives can promote the integration of English language learners into the community, foster language development in real world contexts, provide much-needed employment opportunities, and offer traditionally disenfranchised young people the opportunity to have a positive impact on the neighborhoods in which they live” (2). CTE programs that provide internship opportunities provide students with the hands on experience they need in order to be career ready, so we plan to continue investigating ways to develop internship program that will allow more students to demonstrate career readiness upon graduation. While this will benefit all students, the hands on experiences that our unduplicated students will gain will also improve their motivation to attend school and succeed academically in their other courses. A study by the American Education Research Association looked at the impact of low income students taking STEM CTE courses found the following: “the value of CTE coursework on student attendance, demonstrates an increasingly clear picture of career-oriented coursework offering something that traditional coursework does not in helping motivate students to be more engaged and present in their schoolwork (3). While these courses are open for all students to access, our unduplicated pupils in particular will be able to benefit from them.

1.4 Increase life readiness

In order to be truly successful after high school, we believe it is also important to have life skills. This belief was echoed by the majority of our stakeholders. As a result of this feedback, we added this new action to our plan. Because of the importance of Life Skills, we collaborated with our various stakeholders to determine which were the important characteristics for success after graduation. Based on that feedback, we created our portrait of a graduate, which will inform our focus on life skills instruction. In a chapter from the book “Life Skills Education for Youth” the author emphasizes that marginalized/low-income students especially need support with life skills instruction: “In particular, clusters of social and emotional skills and cognitive abilities like critical thinking stand out as important for success” (4). One study referenced in the same chapter demonstrated that programs that provide social emotional learning emphasis have the greatest impact on students who are most at risk, but all students can of course benefit.

2.1 Maintain safe school environment to increase feelings of well being and connectedness

This continues to be an area of need as we begin to return to “normal” after this pandemic. In the continued action, we will utilize our MTSS personnel to provide mental health services that are so essential to supporting our students. The National Association of School Psychologists noted that “access to mental health services in schools is vital to improving the physical and psychological safety of our

students and schools, as well as academic performance and problem-solving skills. Culturally responsive school mental health supports that encompass social-emotional learning, mental wellness, behavioral health, resilience, and positive connections between students and adults

are essential to creating a school culture in which students feel safe and empowered to report safety concerns, which is proven to be among the most effective school safety strategies.” (5) To meet this need, we are adding a part time mental health clinician to help promote social-emotional well-being with a particular focus on our unduplicated student population.

References:

1. Kasten, K. et al. "Thinking Big: Transitioning your students from working with small, student-collected data sets toward “big data.” National Science Teachers Association; The Science Teacher, Vol. 82, No. 5, Summer 2015.
2. Allen, Lili, et al. “A Guide to Involving English Language Learners in School to Career Initiatives.” Northeast and Islands Regional Educational Laboratory at Brown University, 1998, pp. 4.
3. Stratte Plassman, J. et al. "Do Career-Engaging Courses Engage Low-Income Students?". American Educational Research Association; Aera Open, Volume 7, January 1, 2021.4.
4. Schmidt, D. (2022). Concluding Thoughts on Life Skills Education for Youth. In: DeJaeghere, J., Murphy-Graham, E. (eds) Life Skills Education for Youth. Young People and Learning Processes in School and Everyday Life, vol 5. Springer, Cham. https://doi.org/10.1007/978-3-030-85214-6_12
5. National Association of School Psychologists. (2021). Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists [handout]. Author.

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

The following actions are principally directed towards our unduplicated student populations to support increased or improved services by at least 3.61%

1.2 Increase college readiness

Our unduplicated pupils need staff support to become college ready as well as access to AP courses, articulated courses, and dual enrollment. To that end, we have continued to allocate a counselor to support our unduplicated population. We have also offered AVID professional development for our staff so we can work toward implementing AVID strategies schoolwide. We are expanding our dual enrollment program, as well, because we believe that taking and passing actual college courses is the best measure of college readiness. To ensure equitable access, our school staff, in particular our counselors and administrators, perform outreach to our unduplicated student population to encourage enrollment. We also set aside funds to pay for fees associated with AP.

Our counselors will provide targeted outreach to unduplicated students and families related to college entrance requirements, how to apply to colleges, how to apply for financial aid, etc. We have budgeted funds to support unduplicated students to pay for AP exams. We also will provide funding for college field trips and other college readiness activities that our unduplicated pupils might not otherwise have access to.

1.5 Continue to develop Multi-Tiered Systems of Support to address learning barriers

We continued this action because our low-income students, foster youth, and English learners continue to have barriers to learning that we need to address. We will continue to build upon our multi-tiered system of intervention already in place for students to address the learning loss that has resulted from the pandemic. Expanding on this continued action, we will be providing after school intervention for students, as well as adding more credit recovery options via summer school and within the regular master schedule. We will also provide incentive and awards to celebrate our students' positive achievements.

2.2 Encourage parent/community participation in school

Encouraging parents of our unduplicated students to participate in school events is an important component in bringing the entire school community together and investing in our students. Our unduplicated students especially benefit when we work closely with their family to address barriers such as lack of attendance academic challenges or social-emotional difficulties.

2.3 Increase supports of unduplicated / underserved populations

We have budgeted funds to provide for basic needs for our unduplicated students including technology, transportation, school supplies, etc. By providing for these basic needs, these students will be able to focus on acquisition of content and personal growth more fully. Our dean/assistant principal and counselor will work closely with unduplicated and underserved populations by meeting with families to identify and address barriers to learning. Our MTSS teams also analyze achievement data to identify learning gaps and implement interventions. Our unduplicated students are specifically targeted for these interventions.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Nonpersonnel
Totals	\$219,582.00	\$110,064.00	\$118,185.00		\$447,831.00	\$375,623.00	\$72,208.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increase % of graduates meeting ag requirements	English Learners Foster Youth Low Income	\$44,622.00	\$85,089.00			\$129,711.00
1	1.2	Increase college readiness	English Learners Foster Youth Low Income	\$34,158.00				\$34,158.00
1	1.3	Increase career readiness	English Learners Low Income	\$33,500.00		\$98,885.00		\$132,385.00
1	1.4	Increase life readiness	English Learners Low Income	\$4,000.00				\$4,000.00

1	1.5	Continue to develop Multi-Tiered Systems of Support to address learning barriers	English Learners Foster Youth Low Income	\$22,453.00	\$22,500.00			\$44,953.00
2	2.1	Maintain safe school environment to increase feelings of well being and connectedness	Foster Youth Low Income	\$55,812.00	\$2,475.00	\$19,300.00		\$77,587.00
2	2.2	Encourage parent/community participation in school	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.3	Increase supports of unduplicated / underserved populations	English Learners Foster Youth Low Income	\$24,037.00				\$24,037.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,897,347	\$219,695	4.49%	0.00%	4.49%	\$219,582.00	0.00%	4.48 %	Total:	\$219,582.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$24,037.00
								Schoolwide Total:	\$195,545.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increase % of graduates meeting a-g requirements	Yes	Schoolwide	English Learners Foster Youth Low Income		\$44,622.00	
1	1.2	Increase college readiness	Yes	Schoolwide	English Learners Foster Youth Low Income		\$34,158.00	
1	1.3	Increase career readiness	Yes	Schoolwide	English Learners Low Income		\$33,500.00	
1	1.4	Increase life readiness	Yes	Schoolwide	English Learners Low Income		\$4,000.00	
1	1.5	Continue to develop MultiTiered Systems of Support to address learning barriers	Yes	Schoolwide	English Learners Foster Youth Low Income		\$22,453.00	
2	2.1	Maintain safe school environment to increase feelings of well being and connectedness	Yes	Schoolwide	Foster Youth Low Income		\$55,812.00	
Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Encourage parent/community participation in school	Yes	Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	
2	2.3	Increase supports of unduplicated / underserved populations	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$24,037.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$488,527.00	\$435,236.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increase % of graduates meeting ag requirements	Yes	\$131,833.00	\$129,156
1	1.2	Increase college readiness	Yes	\$56,100.00	\$66,509
1	1.3	Increase career readiness	No	\$2,000.00	\$2,880
1	1.4	Increase life readiness	No	\$1,000.00	\$1,000
1	1.5	Continue to develop Multi-Tiered Systems of Support to address learning barriers	Yes	\$100,118.00	\$97,923
2	2.1	Maintain safe school environment to increase feelings of well being and connectedness	No	\$118,059.00	\$108,216
2	2.2	Encourage parent/community participation in school	Yes	\$77,417.00	\$26,998

2	2.3	Increase supports of unduplicated / underserved populations	Yes	\$2,000.00	\$2,554
---	-----	-------------------------------------------------------------	-----	------------	---------

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$219,695	\$156,000.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase % of graduates meeting a-g requirements	Yes	\$91,000.00			
1	1.2	Increase college readiness	Yes	\$41,000.00			
1	1.5	Continue to develop MultiTiered Systems of Support to address learning barriers	Yes	\$3,000.00			
2	2.2	Encourage parent/community participation in school	Yes	\$19,000.00			
2	2.3	Increase supports of unduplicated / underserved populations	Yes	\$2,000.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	\$219,695	0	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to

improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 LowIncome Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

-
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of

Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

-
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022