

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Ernest Kimme Charter Academy
CDS Code:	48 70573 0135095
LEA Contact Information:	Name: Lois Chancellor/Ami Blackstone Position: Kimme Academy Principal and Kimme WRAP Principal Email: loisc@vacavilleusd.org ablackstone@vacavilleusd.org Phone: 707-469-2305/707 - 453-6215
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,012,716
LCFF Supplemental & Concentration Grants	\$214,667
All Other State Funds	\$192,119
All Local Funds	\$794,969
All federal funds	\$0
Total Projected Revenue	\$3,999,804

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,184,288
Total Budgeted Expenditures in the LCAP	\$214,667
Total Budgeted Expenditures for High Needs Students in the LCAP	\$214,667
Expenditures not in the LCAP	\$3,969,621

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$4,760
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$3,477

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$-1,283

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	The total actual expenditures for actions and services to increase or improve services for high needs students in 2019-2020 as we were able to utilize district and site supports and personnel rather than contracting

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

outside services for students. The services were provided to our high needs students without additional cost.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ernest Kimme Charter Academy

CDS Code: 48 70573 0135095

School Year: 2021-22

LEA contact information:

Lois Chancellor/Ami Blackstone

Kimme Academy Principal and Kimme WRAP Principal

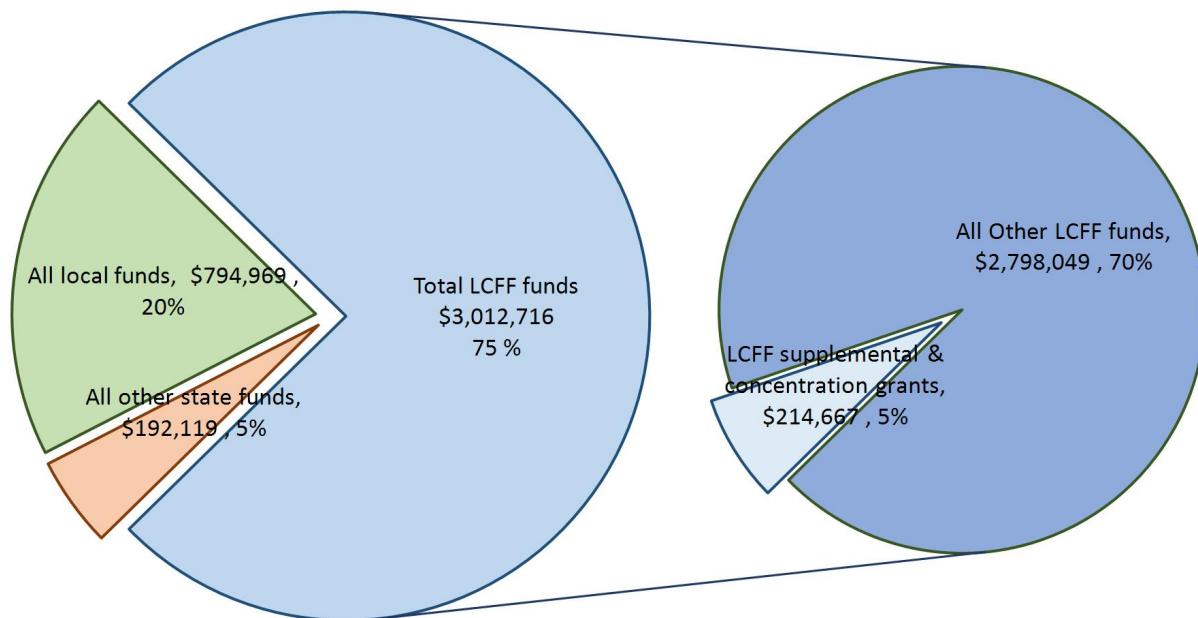
loisc@vacavilleusd.org ablackstone@vacavilleusd.org

707-469-2305/707 - 453-6215

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 2021-22 School Year

Projected Revenue by Fund Source



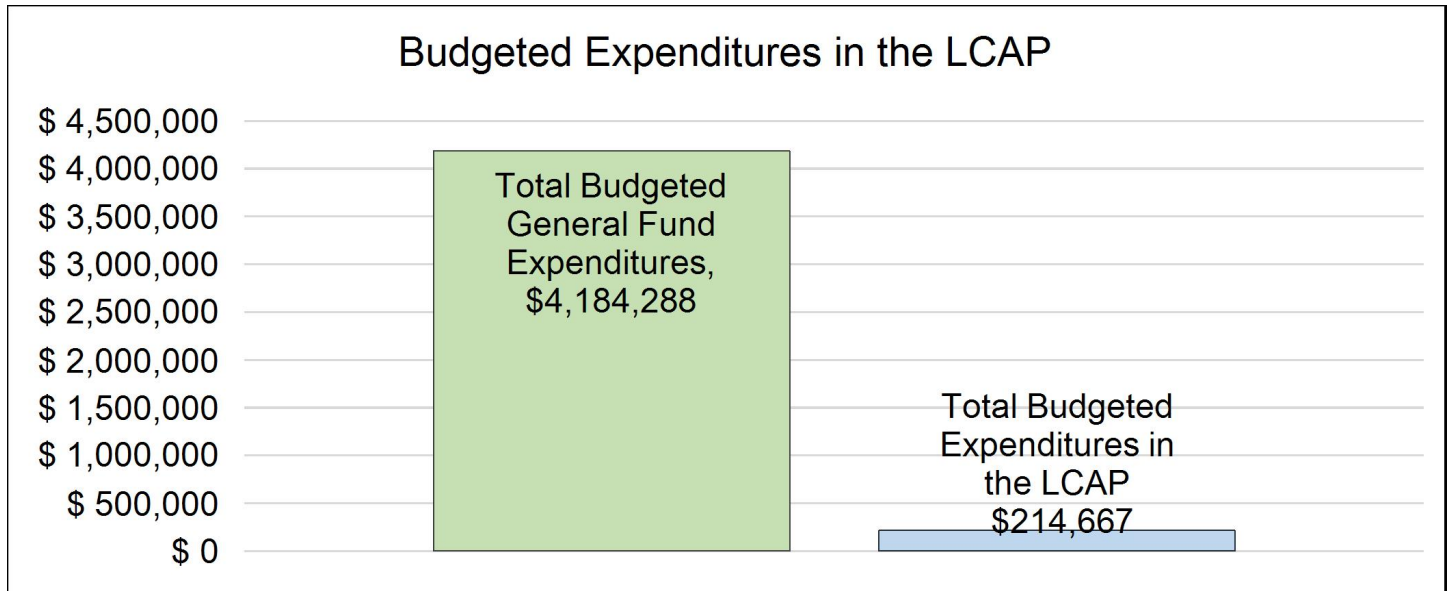
This chart shows the total general purpose revenue Ernest Kimme Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Ernest Kimme Charter Academy is \$3,999,804, of which \$3,012,716 is Local Control Funding Formula (LCFF), \$192,119 is other state funds, \$794,969 is local funds, and \$0 is

federal funds. Of the \$3,012,716 in LCFF Funds, \$214,667 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 Ernest Kimme Charter Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

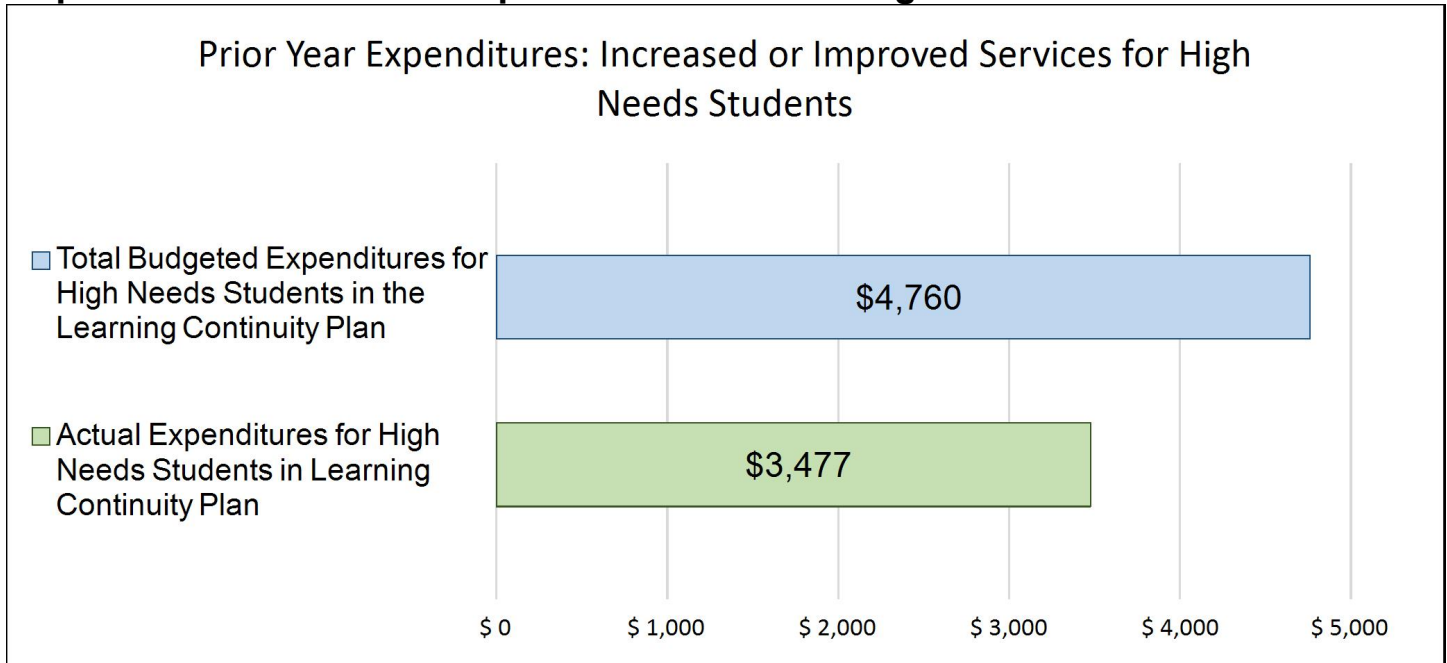
Ernest Kimme Charter Academy plans to spend \$4,184,288 for the 2021-22 school year. Of that amount, \$214,667 is tied to actions/services in the LCAP and \$3,969,621 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ernest Kimme Charter Academy is projecting it will receive \$214,667 based on the enrollment of foster youth, English learner, and low-income students. Ernest Kimme Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Ernest Kimme Charter Academy plans to spend \$214,667 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 2020-21



This chart compares what Ernest Kimme Charter Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Ernest Kimme 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.

In 2020-21, Ernest Kimme Charter Academy's Learning Continuity Plan budgeted \$4,760 for planned actions to increase or improve services for high needs students. Ernest Kimme Charter Academy actually spent \$3,477 for actions to increase or improve services for high needs students in 2020-21.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2019-2020 as we were able to utilize district and site supports and personnel rather than contracting outside services for students. The services were provided to our high needs students without additional cost.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ernest Kimme Charter Academy	Lois Chancellor/Ami Blackstone Kimme Academy Principal and Kimme WRAP Principal	loisc@vacavilleusd.org and ablackstone@vacavilleusd.org 707-469-2305/707 - 453-6215

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Student Achievement

Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
<p>Metric/Indicator</p> <p>1a. State Priority: Teachers are appropriately assigned and fully credentialed for the subject areas and for the pupils they are teaching.</p> <p>1b. State Priority: Every pupil in the school has access to standards aligned instructional materials.</p> <p>1c. State Priority: School Facilities are Maintained in good repair.</p> <p>METRICS: School Accountability Report Cards (SARC) Williams Act Compliance (Adequate Instructional Materials), Facilities Inspection Tool (FIT), Appropriate assignment of fully credentialed teachers per California Longitudinal Pupil Achievement Data System (CALPADS).</p> <p>7a. State Priority: A Broad course of study that includes all of the subject areas described in section 51210 and section 51220 (a) to (i) as applicable.</p> <p>7b. State Priority: Programs and services provided to unduplicated pupils.</p> <p>7c. State Priority: Programs and services provided to students with exceptional needs.</p> <p>METRICS: Student pass rate with 60% or higher level of mastery Completion of all assigned credit units per course, up to a full 5 unit class as measured by online course ware provider data. Adopt district established curriculum and pacing guides for core subjects. Support and intervention services will be available to unduplicated students.</p> <p>METRICS: Pacing guide aligned with Personal Learning Plans (PLPs) for all courses. University of California a-g list of eligible core courses AERIES - unduplicated student proficiency</p>	<p>1a. Goal Met 100% of teachers at KCAIL were appropriately assigned and fully credentialed to teach in an alternative school setting and in the subject area for the students they were teaching when applicable.</p> <p>METRIC: Annual Credential Report Audit – Source California Longitudinal Pupil Achievement Data Systems (CALPADS)</p> <p>1b. Goal Met 100% of students in the school district had access to the standards-aligned instructional materials. METRIC: School Accountability Report Card (SARC), Williams Act Compliance (Adequate Instructional Materials)</p> <p>1c. Goal Met 100% of school facilities were maintained in good repair. METRIC: School Accountability Report Cards (SARC), Facilities Inspection Tool (FIT)</p> <p>7a. Goal Met A broad course of study for all students grades 7-12 was offered through our blended learning educational approach. Additional supports were provided through bilingual staff for our English Learners and support minutes with our Resource Specialist for students with exceptional needs.</p> <p>Students in grades 7-12 participated in a course of study that included English, Mathematics, Social Studies, Science, Health, Physical Education, World Languages, Fine Art, CSTEM and other interest electives designed to prepare students for post-secondary education or careers. Courses for grade 9-12 were successfully loaded and approved in the UC a-g course portal. Courses have been aligned with district pacing guides and PLPs.</p> <p>In the area of online unit completion, students were able to pass all completed units with a level of mastery at 60% or higher and completion of all assigned units of study increased from 33% to 82%, exceeding our goal of a 5% increase in success with online courses..</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	\$15,000 5800 Professional Development \$173,000	\$2,963 3000-3999: Employee Benefits \$53,261

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Utilization of Collaborative Teacher Work time reduced the need for individual timesheets for curriculum development. Beginning in March 2020, our county was required to undertake full distance learning due to COVID-19. Funding was redirected to provide more teacher time for intervention and support services for students, distance learning training for teachers and outreach to struggling families. Funds were also utilized to provide technology access and support to staff transitioning to distance learning in order to be able to provide effective supports to all students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Kimme Academy College Readiness Pathway is now a-g eligible for CSU, and with the addition of Chemistry in 2020-2021 is also UC qualified. Pacing guides and grading Rubrics for core classes is nearly complete and the same for elective offerings is underway. More students are engaging successfully with a greater variety of online courses. Our First Generation campaign was hindered by the full distance learning requirements for Covid as was our STEM Maker Space participation. Additional supports were added for academics and social emotional needs through Teacher Led Intervention sessions and our Mental Health Clinician and District Reengagement Specialist.

Kimme Academy for College Readiness had outgrown its current facility and had undertaken plans to merge with another program and physically move to a larger space which provides more opportunities to serve a greater number of students.

The challenge of moving to full distance learning required an analysis of both staff and student needs, especially in regards to technology as well as supports needed for unduplicated populations.

Goal 2

Closing the Achievement Gap Implement systematic changes to address the achievement gap: preventing school failure through the provision of intervention support and dropout prevention systems.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
<p>Metric/Indicator</p> <p>4a. State Priority: Statewide Assessments METRICS: Standardized Testing and Reporting (STAR) CAASPP Proficiency Reports, Smarter Balanced Assessment (SBAC)</p> <p>4b. The Academic Performance Index is no longer applicable.</p> <p>4c. State Priority The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical sequences or programs of study that align with state board approved career technical education standards and frameworks.</p> <p>4d. State Priority The percentage of English Learner pupils who make progress toward English Fluency as measured by the CELDT or any subsequent assessment of English proficiency as certified by the state board. METRICS: CELDT/ELPAC exams</p> <p>4e. State Priority The English Learner Reclassification Rate METRIC: Fluent English Proficiency Reclassification</p> <p>4f. State Priority The percentage of students who have passed an advanced placement examination with a score of 3 or higher.</p> <p>4g. State Priority The percentage of students who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p> <p>8. State Priority Pupil outcomes, if available, in the subject areas described in</p>	<p>4a. Goal Partially Met</p> <p>KCAIL no longer serves elementary students grades K-6.</p> <p>Grade 8 Math Smarter Balanced Assessment (CAASPP) proficiency levels increased by 9% for all students, exceeding our 3% goal.</p> <p>Grade 11 English (CAASPP) proficiency increased by 19% for all students, exceeding our 3% goal.</p> <p>Student Subgroup proficiency levels increased by greater than our 5% goal in English Language Arts: Hispanic/Latino increased 24.8 points Socioeconomically Disadvantaged increased by 39.1 points.</p> <p>Grade 11 Math (CAASPP) proficiency increased by 13% for all students, exceeding our 3% goal.</p> <p>Hispanic and Socioeconomically Disadvantaged student subgroup proficiency levels were maintained in mathematics, so we did not see the expected 5% increase in proficiency.</p> <p>No other subgroup scores were reported as our student population was fewer than 11.</p> <p>4b. The Academic Performance Index is no longer applicable.</p> <p>4c. Goal Partially Met California Department of Education Dashboard College/Career Readiness index indicates an increase for all students, from our baseline of 4% to 8.8% college and career ready, moving us from Red to Orange for all students. Our Socioeconomically Disadvantaged population, however, maintained a 3% readiness score and remained in the Red.</p> <p>4d. Goal Met All English Learners made progress toward English Fluency as measured by the ELPAC. All were reclassified as Fluent English Proficient.</p> <p>4e. Goal Met 100% of English Learners were reclassified as Fluent English</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide time for analysis of student data for specific skills intervention targeted for unduplicated students.	\$2,300	\$77 3000-3999: Employee Benefits \$100 4000-4999: Books And Supplies \$2,005
<p>Action 4: Master Agreement Intervention Protocol: Action Letter 1 shall include at least 3 teacher interventions utilizing Positive Behavioral Interventions and Supports (PBIS). Action Letter 2 will result in a Parent, Teacher, Counselor Master Agreement Intervention meeting and Amendment to the Master Agreement with a follow up timeline and specific target dates for attendance and work completion. Violation of the Master Agreement Amendment will result in an Administrative conference with Parent, Student, Teacher and Counselor which may result in student dismissal for Master Agreement violation and/or a letter of non-voluntary disenrollment.</p>	<p>\$245 LCFF Base Fund \$245 5803 \$245 Printing \$245</p>	<p>\$122 5800: Professional/Consulting Services And Operating Expenditures \$122</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were directed towards the actions in this goal were able to be spent as appropriated. The funds that were diverted were due to COVID-19 shut downs requiring family outreach and provisions for devices and internet access allowed students with financial need. This was to support students being served in a distance/online format. Teachers engaged in professional development opportunities to strengthen their distance learning skills and collaborate to improve student learning. An Action that did not require funds to be spent on it was in the area of providing professional development in English Language Learner Instruction. This action was placed on hold due to not having a population of EL designated students. All RFEP's were supported by PLP teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: CAASPP data informed site need for specific academic interventions. Full distance learning offered a new challenge in engaging and supporting struggling students. Family outreach and provisions for devices and internet access allowed students with financial need to be served in a distance/online format. Teachers worked collaboratively to implement common grading rubrics and pacing guides for core classes and engaged in the utilization of Springboard with the online support to increase student achievement. Two teachers attended Professional Development for the English Reading and Writing Curriculum (ERWC). Analysis of student data was conducted regularly through weekly teacher collaboratives. Our Master Agreement Action Protocol successfully reduced the disenrollment of students due to attendance violations as 75% of students who engaged in the support protocol remained enrolled and academically successful. Teachers engaged in professional development opportunities to strengthen their distance learning skills and collaborate to improve student learning.

Challenges: Our college field trips were cancelled due to Covid, but our Upward Bound tutors continued to serve students with online academic support.

Goal 3

Enhancing School Climate:

Ensure our school site has safe, welcoming, healthy and inclusive climates for all students and their families, so that all students attend regularly and are ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3a. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. 3b. How the school district will promote parental participation in programs for unduplicated pupils. 3c. How the school district will promote parental participation in programs for individuals with exceptional needs. METRIC: California Healthy Kids Survey (CHKS), family Reason-In survey, and LCAP survey information</p> <p>5a. School Attendance Rate METRICS: California Basic Educational Data System (CBEDS) Period 2 (P2) percentage of Average Daily Attendance (ADA) 5b. Chronic Absenteeism METRIC: Dashboard, District Data, CalPads 5c. Middle School Dropout Rate METRIC: District Data, CalPads 5d. High School Dropout Rate METRIC: CalPads, Dashboard 5e. High School Graduation Rates METRIC: Graduation Cohort Report (State Targets), Middle School and High School Drop Out Rates, Dashboard</p> <p>6a. Pupil Suspension Rate METRIC: Aeries data, Dashboard 6b. Pupil expulsion rate. METRIC: NA 6c. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness. METRICS: Non-Voluntary Disenrollment (dismissal) data (AERIES), Student and Parent Survey data</p>	<p>Goal Met 3 a, b, c. Continued mental health and academic support for students, added additional counseling supports on campus. Provided RSP support, increasing our RSP Teacher FTE to 40%, and placement with bilingual teachers for English Learners continued. No data was provided by the CHKS as our participating school population was too small to generate a report. Increased parental outreach through technologies and workshops for At Promise Youth and families included Facebook, Site Webpage, District Webpage, BlackBoard messaging.</p> <p>Goal Partially Met 5a. Our school attendance rate dropped from 96.34% to 95.67%, a 0.67% decrease, rather than our 2% increase goal. 5b. Our Chronic Absenteeism Rate for All Students: decreased from 19.3% to 5.6%, exceeding our reduction goal of 3% Hispanic: 12.5% chronic absentees, a decline of 11.3% Socioeconomically Disadvantaged: 3.8% chronic absentees, a decline of 20.3% 5c. Middle School dropout rate maintained at zero students. 5d. High School Dropout rate decreased, meeting our goal. 5e. Cohort graduation rate increased 12% for all students from 69% to 84.9%, exceeding our 2% goal. Socioeconomically Disadvantaged student graduation increased 9.7% from 62.5% to 72.2% No other subgroups were reported</p> <p>Goal Partially Met 6a. Our suspension rate did not decline by 2%, rather it increased by 1.8% 6b. No students were expelled.</p>

Expected	Actual								
<p>19-20</p> <p>3a. Improve school climate and family connectedness to school through outreach to families. Seek parent input in making decisions for Kimme Charter. Improve school climate and family connectedness to school through outreach to families. Seek parent input in making decisions for Kimme Charter. Promote parental participation in programs for unduplicated students and students with exceptional needs. The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by subgroup as self identified in the survey. Support services available to students will reflect student need.</p> <p>3b. Promote parental participation in programs for unduplicated students and students with exceptional needs. The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by subgroup as self identified in the survey. Continue with mental health and academic support for students. Provide RSP support and placement with bilingual teachers for English Learners. Increase parental outreach through technologies and workshop trainings for unduplicated pupils and families.</p> <p>3c. Support services available to students will reflect student need.</p> <p>5a. Student attendance will be measured through Comparison of annual P2 with an increase of 2% annually for all students.</p> <p>5b. Reduce chronic absenteeism by 3% for all students.</p> <p>5c. Middle School dropout rate will maintain at zero.</p> <p>5d. High School dropout rate will show a decrease according to the following: 3% All students 5% English Learners 5% Socio-Economically Disadvantaged 5% African Americans 5% Latino 5% Special Education</p> <p>5e. Cohort graduation data will show an increase of at least 2% for significant student groups</p>	<p>6c. Our Non-Voluntary Disenrollment rate decreased from 23% to 12%, exceeding our reduction goal of 2% reduction. School Connectedness ratings improved with parent and student satisfaction as follows:</p> <table border="0"> <tr> <td data-bbox="1054 345 1457 415">2018 LCAP Parent Survey 100% satisfaction</td> <td data-bbox="1535 345 1913 415">2019 LCAP Parent Survey 100% satisfaction</td> </tr> <tr> <td data-bbox="1054 418 1457 456">Increase 13%</td> <td data-bbox="1535 418 1913 456">Maintained</td> </tr> <tr> <td data-bbox="1054 459 1457 529">2018 LCAP Student Survey 73% satisfaction</td> <td data-bbox="1535 459 1913 529">2019 LCAP Student Survey 95% satisfaction</td> </tr> <tr> <td data-bbox="1054 532 1457 570">Increase 7%</td> <td data-bbox="1535 532 1913 570">Increase 22%</td> </tr> </table>	2018 LCAP Parent Survey 100% satisfaction	2019 LCAP Parent Survey 100% satisfaction	Increase 13%	Maintained	2018 LCAP Student Survey 73% satisfaction	2019 LCAP Student Survey 95% satisfaction	Increase 7%	Increase 22%
2018 LCAP Parent Survey 100% satisfaction	2019 LCAP Parent Survey 100% satisfaction								
Increase 13%	Maintained								
2018 LCAP Student Survey 73% satisfaction	2019 LCAP Student Survey 95% satisfaction								
Increase 7%	Increase 22%								

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide wrap-around support through MTSS to unduplicated pupils. KCAIL launched an advertising and re-branding campaign to inform parents of our school as an options to traditional grade 7-12 VUSD schools.</p> <p>MTSS will expand outreach and support for families of unduplicated pupils.</p> <p>“I Can Go to College” campaign targeted for unduplicated students.</p>	<p>5809 Advertising</p> <p>LCFF Supplemental \$2,130</p> <p>1139 Certificated Extra Duty Pay \$870</p> <p>3000 Certificated Benefits</p> <p>\$1,348</p> <p>2401 Classified Extra Duty Pay \$652 Classified Benefits</p> <p>\$27,652</p> <p>4300 Supplies</p> <p>\$32,500</p>	<p>\$9444 1000-1999: Certificated Personnel Salaries</p> <p>\$566 3000-3999: Employee Benefits \$10,510</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds originally set aside for in-person professional development were not needed due to PD moving online as well as district covering expenses for these PD opportunities. To utilize the original funds, additional sections of intervention were added to the master schedule to support students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: In initial meeting with Personal Learning Plan teacher now includes technology training in Google classroom, School Loop, Aeries Parent Portal, and Odysseyware for both student and parent. School continues to provide Spanish speaking liaisons and translated print materials for support/information/resource to parents of English Learners and other Spanish speaking families. RTI was provided for all EL students by designating part of a full time teachers position to this. Parent surveys and family outreach utilizing a variety of messaging systems provided better branding and understanding of program offerings. We shifted from Positive Behavior

Intervention and Supports (PBIS) to a Multi-tiered System of Support (MTSS) following the direction of the Vacaville Unified School district. The Action Protocol was shifted to be more supportive and positive instead of punitive. "I Can Go To College" campaign was delivered through our partnership with Upward Bound and by utilizing our counselor to educate our students about college options. Challenges: Rebranding campaign was not super successful due to limited support and the onset of COVID-19. However, with the move to a new campus as well as adding an additional educational pathway to the program, rebranding and advertising strategies will be more supported.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> • Provision of laptops to students and staff, • Stipend for tech support at each pathway campus • Hot spots for students without internet • Support technology for distance learning such as provision of microphone headsets to staff for higher quality provision of instruction, drawing tablets for teachers of science and math to enable screen sharing of "chalk board work" during virtual classes. • Learning gap assessment tools and curriculum • Professional development for staff • Virtual Office Hours • Q and A sessions and Intervention periods provide feedback for gap learning support 	\$8,094	\$7,146	No
<ul style="list-style-type: none"> • Hot spots for students without internet • Learning gap assessment tools and curriculum • Q and A sessions, Office Hours, and Intervention periods provide feedback for gap learning support • Specific outreach to families of English Learners, Low Income Families, Foster Youth, Homeless and students with 	\$1,776	\$1,711	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
special needs, to ensure connectivity and access to the curriculum.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The Vacaville USD covered the cost for student hotspots. Low Performing Student Block Grand funding supplemented costs for staff development.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Because Solano county was in deep purple to purple tier Covid restrictions, in-person instruction was extremely limited. We were able to allow our students served in Special Education the opportunity to meet one on one or in in small groups with their teachers, as we followed cohort protocol and Covid safety procedures. We were also able to provide a small learning Hub for students with internet connectivity issues, or those who needed a quiet place on campus to focus on schoolwork. Again, this was a limited cohort and all Covid safety precautions were in place.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Advisors, counselors, Mental Health Clinician to provide follow up support to unduplicated student populations. Our MHC will hold virtual "lunch bunch" social gatherings for students under the supervision of this adult.</p> <p>Extra duty pay for tech troubleshooters at each pathway provides outreach to families who need support with connectivity and the utilization of distance learning methods to access the curriculum.</p> <p>Purchase of additional chromebooks and chromecarts for student use.</p>	\$12,792	\$14,366	No
<p>EL student support at Kimme Academy is infused into the curriculum and students are served through bilingual Personal Learning Plan teachers. Designated ELD/Eng support for RFEP offered daily at Kimme WRAP.</p> <p>Specific outreach to Foster and Homeless Youth and support for Special Education students continues.</p>	\$2,808	\$1,394	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Increased pricing and shipping costs due to Covid created a higher expenditure for technology. Reallocating internal staff for students support decreased expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Classroom based instruction was offered to students through Zoom, with connectivity support in school provided devices and district hotspots, and free wifi school parking lots. Staff training was provided for translation of classroom curriculum into digital format and

the use of technology in instruction. Small cohorts of students were brought on campus for learning hubs and Special Education support to offer additional support and engagement. Site and district outreach to families supported re-engagement in learning. Reallocation of classified staff members lent support to outreach and engagement. Site utilized district and site personnel for outreach to support pupils with unique needs, including home visits and regular check-ins. The additional challenges of Lightning Complex (LNU) fires at the beginning of the school year delayed learning as school closure included distance learning. Families were displaced and unable to engage in learning, and in securing devices and materials, until a stable living situation was achieved. School and district outreach to families ensured reengagement as soon as possible. Another challenge was the delay in arrival of shipments of materials and devices due to Covid. Distance learning was a challenge for both staff and families. We have, however, been successful in engaging all learners over the course of the school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff training for and utilization of Gap Assessment tools to provide direct support for targeted intervention based on student data analysis.	\$1,840	0	No
Staff training for and utilization of Gap Assessment tools to provide direct support for targeted intervention based on student data analysis for English Learners, Low income, Foster and Homeless Youth and those with unique needs.	\$176	\$372	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

School utilized free gap assessments and internal assessments created through staff development teams to assess and address pupil learning loss. Learning Hubs, Interventions, and Office Hours were built into staff duty time to provide families with access to support for gap learning utilizing free resources.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:
 Offering additional periods of Intervention and on site Learning Hub increased student engagement and access to the curriculum. 44% of students were classified as Low Income, these were the students we found to have the biggest struggles with connectivity and access to devices. We supported these students by providing Chromebooks for check-out, hotspots, parking lot WiFi, onsite Learning Hubs, and technology instruction.
 13% of students receive Special Education services. These students were supported by 1:1 meetings with case manager as well as alternatives to completing traditional assignments. Case managers conducted intervention over the phone and on Zoom for struggling students as well as supporting students who attended Learning Hub and Study Center. Special Education paraprofessional also provides direct, in-person support to students in the Hub and Study Center.
 Increase in credits earned: this is due to students access to intervention supports, weekly progress monitoring, effective communication with parents and students.

Challenges:

Chronic Absenteeism: 10%-students struggled with getting connected with the change to 100% distance learning. We learned that our families needed training in the new technology platforms and connectivity issues need to be resolved immediately. We learned that recording all Zoom sessions allowed absent students to access their curriculum, even with bad connectivity, when they were able to get connected.

11% of students were on 504 accommodation plans. We learned that these students need extra layers of support and flexibility to help them make academic progress.

*There were fewer than 11 identified English Learners and fewer than 11 identified Foster/Homeless students. However, regardless of the number, we continued to offer all of our unduplicated populations extra intervention supports to ensure access to curriculum and academic success.

The number of students failing at least 1 class increased. To address this, a more consistent use of the Action Protocol by staff to catch struggling students early on and provide additional instructional support is needed.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental Health Clinician, counselors, and advisors will conduct weekly check-ins with students to provide mental health support. Students are able to request meetings virtually in order to address their concerns. MHC and Counselors conduct weekly Social Emotional Learning opportunities to students. Mental Health Clinician and the counselors also provide annual staff training on supporting the needs of students who have experienced trauma. Vacaville USD also provides our site with a reengagement specialist for family outreach and student support.

District and site distribution of wellness supports in our community are offered to all families. Social Emotional Learning curricular supports have been added to our curriculum and our Personal Learning Plan/Advisory teachers check in with each student at least weekly.

Efforts have increased as our site has learned of families who have suffered loss and evacuation due to LNU Lightning Complex fires in Solano and surrounding counties and to loss of family due to Covid.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Weekly advisory sessions and Personal Learning Plan meetings are the first tier of re-engaging students who have been absent from virtual instruction. This includes outreach to students and to parents. The student support team is the next level of intervention which includes meetings with families and home visits to further address barriers to regular attendance. This team includes staff, Mental Health Clinician and district reengagement specialist.

Spanish speaking families are supported with both onsite staff as well as district level staff that are fluent in the language. Email communications as well as automated texts/phone calls are available to families in both English and Spanish. Google Classroom Announcements page is accessible to all students which includes social emotional supports and announcements of upcoming events.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a dependent charter, our student meal services is provided by the Vacaville Unified School District. Online and paper applications are available and advertised to families via multiple "back to school" correspondences from both district and site. Our site solicits information from parents regarding their free lunch needs. Lunches are delivered daily to our campus during regular school sessions. During distance learning, breakfast and lunch are provided to families at three schools in the district, utilizing proper PPE and social distancing. The VUSD is currently providing outreach to all families regarding meal service and our site will continue that outreach to our school population specifically. We also plan to work with the local chapter of "68 Hours of Hunger" organization to provide

weekend groceries to families in need. Our Mental Health Clinician also provides box meal drop off service to homes where families cannot visit distribution sites.

The VUSD School Nutrition Plan is as follows:

Distance Learning: The Child Nutrition Department has changed operation plans for meal service in order to fit with the full-time distance learning model and continue feeding our students in the most efficient manner possible during the COVID-19 pandemic. We are committed to continue providing our students with fresh, healthy, and delicious food prepared from scratch as much as possible. We have considered the geographic proximity of closed sites to open sites to mitigate any issues with access and/or transportation. This also ensures safety as we are not overcrowding kitchens with staff, so we will be able to maintain social distancing.

In - Person The Child Nutrition Department has operation plans for meal service at all grade levels in order to fit with the new schedules and continue feeding our students in the most efficient manner possible during the COVID-19 pandemic. We are committed to continue providing our students with fresh, healthy, and delicious food which we will prepare from scratch when possible. Meals will include lunch and breakfast for the next morning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Distance Learning Professional Development)	Staff job re-purposing during full distance learning to support families and staff in communication, connectivity and data collection.	No Cost	No Cost	Yes
Distance Learning Program (Distance Learning Professional Development)				
Distance Learning Program (Staff Roles and Responsibilities)				
Distance Learning Program (Supports for Pupils with Unique Needs)				

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was no cost to re-purposing staff positions during full distance learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned: One of the biggest barriers that impeded student's accessing online learning was devices, connectivity, and understanding of the operating various learning platforms. To address this, additional devices were purchased as well as allocated from the district to check out to students. Hotspots were also purchased and allocated from the district to be checked out to students

struggling with connectivity. Staff devoted time to teaching students and parents how to access/navigate Google Classroom, School Loop, Aeries Parent Portal, and Odysseyware online learning. Another barrier that needed to be addressed was student engagement in course work. After resolving the technology issues, we were finding that students were still continuing to be disengaged in their learning. To address this, we opened Learning Hub and a Student Study Center where students can come and do their virtual classes on campus in a safe and supervised environment that had few distractions and a solid WIFI connection. This improved students credit production and class engagement for the 20-21 school year.

For the 20-21 school year, we learned that students need significant social emotional support. This was addressed through our offerings of small group SEL support and lessons focused on universal themes provided by our Mental Health Clinician. Advisors and Personal Learning Plan teachers also provided one on one social emotional support to students weekly through individualized check-ins. The district provided the campus with a Re-engagement Support Specialist to help connect with families to get students active in their learning.

For the 2021-2024 LCAP cycle, we will be continuing to look at and plan for more hybrid options for students. This would be a combination of in-person, online, and independent learning opportunities to support students in situations that prevent them from being able to come to campus for a more traditional delivery model. We are planning to provide additional opportunities for students who are credit deficient to increase their credit productivity to get back on track for graduation. We will be designing and implementing strategies to address student engagement which will have a direct effect on student attendance and achievement. We will be continuing to provide and expand social emotional supports to students as they transition back to from distance learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student data is collected regularly and evaluation is ongoing. Staff collaborates to analyze student achievement data and address barriers to student learning. The Learning Team approach will continue to be utilized and improved upon for early intervention. Action Protocols will continue to be refined and implemented on a more consistent basis. Student academic and attendance data continue to be evaluated on a quarterly basis to inform instructional decision as our programs can be adapted in real time and interventions can be added as needed. To better support our unduplicated population, we are planning to hire a parent-liaison to provide more real time communication with families to support student success. Advisors and PLP teachers will continue to focus on these student groups to provide more direct and immediate intervention. Expanding programs to support college and career readiness will help unduplicated students be able to plan for life after high school with supports in place to ensure a timely graduation. Our Special Education population will continue to be supported by case managers and additional instructional assistance. Periods of intervention and learning support will be built in to master schedule to address this populations unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There have been no substantive differences in what we planned to do and what we implemented for the 2020-2021 school year. We will continue to use data and stakeholder feedback from this current year to refine and improve our plans for student support in the upcoming LCAP cycle.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Moving from site-based and hybrid learning to full distance learning offered challenges for staff and students. It was quickly discovered that student access to devices and wifi and understanding of the operating various learning platforms were an immediate need. To address this, additional devices were purchased by out site, in addition to those allocated by the district to check out to students. Hotspots were also purchased and allocated by the district to be checked out to students struggling with connectivity. Staff devoted time to teaching students and parents how to access/navigate Google Classroom, School Loop, Aeries Parent Portal, and Odysseyware online education. Another issue was student engagement in course work. After resolving the technology issues, we found that students were continuing to be disengaged in their learning. To address this, we opened Learning Hub and a Student Study Center where students come and do their virtual classes on campus in a safe and supervised environment that had few distractions and a solid WIFI connection. This improved student credit production and class engagement for the 20-21 school year. In dealing with the restrictions of Covid and the move to distance learning we also recognized the increased students need for social emotional support. This was addressed through our offerings of small group Social Emotional Learning support and lessons focused on universal themes provided by our Mental Health Clinician. Advisors and Personal Learning Plan teachers also provided one on one social emotional support to students weekly through individualized check-ins. The district provided the campus with a Re-engagement Support Specialist to connect with families and get students active in their learning. For the 2021-2024 LCAP cycle, we will continue more hybrid options for students. This will be a combination of in-person, online, and independent learning opportunities to support students in situations that prevent them from being able to come to campus for a more traditional delivery model. We will provide additional opportunities for students who are credit deficient to increase their credit productivity to get back on track for graduation. We will be design and implement strategies to address student engagement which will have a positive effect on student attendance and achievement. We will be continue to provide and expand social emotional supports to students as they transition back to from distance learning. Student data is collected regularly and continuously evaluated. Staff collaborate to analyze student achievement data and address barriers to student learning. The Learning Team approach will continue to be utilized and improved upon for early intervention. Action Protocols will continue to be refined and implemented on a more consistent basis. Student academic and attendance data continues to be evaluated on a quarterly basis to inform instructional decision as our programs can be adapted in real time and interventions can be added anytime. To better support our unduplicated population, we plan to hire a parent-liaison to provide more real time communication with families to support student success. Advisors and PLP teachers will continue to focus on these student groups to provide more direct and immediate intervention. Expanding programs to support college and career readiness will help unduplicated students be able to plan for life after high school with supports in place to ensure a timely graduation. Our Special Education population will continue to be supported by case managers and additional instructional assistance. Periods of intervention and learning support will be built in to master schedule to address this populations unique needs.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	317,210.00	125,063.00
	0.00	250.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	317,210.00	0.00
	0.00	41,180.00
	0.00	80,056.00
	0.00	2,005.00
	0.00	1,822.00
	0.00	500.00
	0.00	1,822.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		317,210.00	0.00
		0.00	41,180.00
		0.00	80,056.00
		0.00	2,005.00
		0.00	1,822.00
		0.00	500.00
		0.00	1,822.00
		0.00	1,822.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	253,665.00	95,631.00
Goal 2	21,045.00	17,672.00
Goal 3	42,500.00	11,760.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,870.00	\$8,857.00
Distance Learning Program	\$15,600.00	\$15,760.00
Pupil Learning Loss	\$2,016.00	\$372.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$27,486.00	\$24,989.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,094.00	\$7,146.00
Distance Learning Program	\$12,792.00	\$14,366.00
Pupil Learning Loss	\$1,840.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$22,726.00	\$21,512.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,776.00	\$1,711.00
Distance Learning Program	\$2,808.00	\$1,394.00
Pupil Learning Loss	\$176.00	\$372.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$4,760.00	\$3,477.00

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
Ernest Kimme Charter Academy	Lois Chancellor/Ami Blackstone Kimme Academy Principal and Kimme WRAP Principal	loisc@vacavilleusd.org and ablackstone@vacavilleusd.org 707-469-2305/707 - 453-6215

Plan Summary [2021-22]

General Information

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

School's Namesake - Ernest Kimme

Our school is proudly named Ernest Kimme Charter Academy. Ernest Kimme was, a remarkable individual who was intimately and immensely involved in the community of Vacaville. He was a man who carved out his own path and took satisfaction in helping others, leaving an extraordinary service record for the city of Vacaville. He believed deeply in education and community service. He was a committed educator for the Vacaville Unified School District as well as Vacaville Teachers Association President. He served on the Vacaville City Council, as Vice-Mayor of the City of Vacaville, Chair of the Solano County Orderly Growth Committee, Vice President of Vacaville Community Housing, and Board member of the Vacaville Public Education Foundation. Mr. Kimme also served on the Editorial Board of our local paper, The Reporter.

His influence would endure and spread through his weekly news column in the Vacaville Reporter, focusing on social issues in our community. In addition to his public service; he was a mentor, teacher and friend to countless others, helping them to better themselves as students, professionals, and citizens. As the namesake of our school, his belief in happiness, service to others, and in choosing a unique pathway continues to be exemplified in the school's development and in its continual growth.

School's Background

Ernest Kimme Charter Academy was developed to provide students in Vacaville with an option for a quality non-classroom based program using the model of independent study. The charter petition was submitted by the school district to the Vacaville Board of Education in June of 2016. Two months later, in August of 2016 the school opened, temporarily sharing a campus with Sierra Vista K-8 School. From the onset, the staff focused its work on providing a high quality education to our diverse student body. We achieved this goal and now offer a challenging curriculum, taught by highly qualified teachers, in an atmosphere that emphasizes communication and cooperation. Together these elements create a safe and engaging learning environment for students to excel.

In August of 2017, the school moved into a new location at 1949 Peabody Road. Moving to our own space allowed Ernest Kimme Charter Academy to begin to establish itself as a new learning option for students. We quickly began to establish a culture of caring and achievement, in a blended learning environment that offered students on-site, online, and independent learning opportunities to fit their individual educational needs. The Kimme Kings adopted a lion logo, school colors of burgundy and gold, embraced our ESLRs and our RAISE rules to be Responsible, have Aspirations, Integrity, Success and Empathy.

Our new building offered students state of the art technology to support learning. Our Study Hall was an open space occupied by students and staff, where students could utilize Chromebooks, seek support from teachers, or take a quiet break between activities. Ernest Kimme Charter Academy also provided students with a science lab/Maker Space in which to engage in learning and building, art and technology. Another large classroom provided English and Math to our students in grades 7-9. As our community engagement grew, so did our student population, and we quickly outgrew this site.

The school was originally designed to provide independent learning to students grades K-12. However, as a response to community and district need for more space in alternative educational settings for middle and high school students, and under our new charter, Ernest Kimme Charter Academy serves middle and high school students, grades 7-12. This change allowed more students to be served on campus as our elementary teacher took a caseload of middle and high school students, greater than the number of elementary students previously served.

This year we opened a second educational pathway to students in a new facility located at 188 and 194 Bella Vista Drive in Vacaville. Both buildings offer state of the art technology for students and teachers and more classroom space. Our career readiness pathway, Kimme Work Readiness and Alternatives Pathway (WRAP) occupies the 188 building. Kimme WRAP focuses on supporting students that are credit deficient, as well, as have a desire to take a career path right after high school. Students at Kimme WRAP benefit from a variable credit system that allows them to earn credits as they go. Students can make up missing credits as well as accelerate their credit earning to ensure that graduation is a possibility. Students enjoy a small learning environment where they have multiple opportunities to develop solid relationships with their teachers and their peers. Since it is a small staff, students tend to have the same teacher more than once which lends itself to both teacher and student getting to know each very well. This information is used to adjust teaching styles to ensure maximum engagement for each student. Kimme WRAP has developed an advisory program that focuses on career exploration and skill development. Every student is paired with an advisor who will be with them until they graduate. Students attend advisory classes that provide academic support as well as career exploration and engagement. Through this exploration, students will have opportunities to participate in job shadowing as well as internships within the community. The goal of Kimme WRAP is to graduate all students with a diploma and a plan.

Student Population

Our student demographics mirror those of our district and community. Our major student demographic includes 39% white, and 41% Hispanic or Latino populations. We currently have no English Learners, 3 Foster Youth and 6 Homeless students. Our students with Low Socio-Economic status includes 43.8% of our student population (140 students).

Our Mission

Ernest Kimme Charter Academy provides an alternative educational model designed to meet the individual academic and social needs of students through a focus on personalized learning plans.

Our Approach

As a Blended Learning School we offer students direct instruction, online courses and independent study - blended to suit the needs of each student. At Kimme Academy, our college readiness pathway, Personalized Learning Plan (PLP) teachers act as case manager, online course and independent course instructors. Classroom teachers are credentialed in the subject area they teach. Kimme Academy is primarily a non-classroom based program within the school. We provide support and intervention for academic, and personal/social needs through our course support periods, our school counselor, Mental Health Clinician and A Better Way counselor.

Kimme WRAP is a primarily direct instruction based program. Students attend regular classes and have the opportunity to complete independent projects for their classes to accelerate their learning. Classroom teachers are credentialed in the primary subject matter that they teach. In the 2021-2022 school year, an online credit recovery program will be added into Kimme WRAP to allow students opportunities to take a variety of elective courses based on their interests. The approach is to provide a variety of opportunities for students to recover and complete credit based on what works best for them. Academic support is provided by classroom teachers as well as advisors.

Social/emotional support is provided by advisors, onsite counselors, administration, and a Mental Health Clinician.

Reflections: Successes

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

Our current year serves as a new baseline as we have added a second, career readiness pathway to our current college readiness pathway for students.

Dashboard data is limited, so it has been supplemented by Aeries Analytics where available.

Ernest Kimme Charter Academy 2020-2021 BASELINE*

ELA standards	41.4% of all students have Not Met , 32.2% have Nearly Met , 26.4% of all students have Met or Exceeded
Math standards	46.2% of all students have Not Met, 30.7% have Nearly Met, 23.1% of all students have Met or Exceeded
Suspension Rate	0%
Graduation Rate	80.2%
Chronic Absenteeism	8.6% of all students are Chronically absent
College/Career Ready	7.5% of students are College/Career Ready

Subgroup Data

Socioeconomically Disadvantaged

Graduation Rate	81.4%
College/Career Ready	2.5%
Suspension Rate	0%

Hispanic Students	
Graduation Rate	88%
College/Career Ready	1.3%
Suspension Rate	0%

*2020-2021 brings the addition of a 2nd educational pathway under the Ernest Kimme Charter Academy. Students grades 7-12 may choose the College Readiness Pathway (Kimme Academy) and students grades 10-12 may choose the Work Readiness and Alternative Pathway (Kimme WRAP). Without state testing last spring (2019-2020) and with the addition of our new pathway, the current year will set our baseline as a school.

Our greatest gains were in English Language Arts proficiency. ELA, Mathematics, Graduation Rate, and College/Career Readiness continue to be a focus for improvement in the next LCAP cycle.

Local performance data from first quarter indicates that 33% of students earned at least one failing mark. Second quarter the percentage of students with a failing marks increased slightly to 37%.

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.

Dashboard data indicates a need for improvement for all students and subgroups in College and Career Readiness, English Language Arts, and Mathematics..

In order to address these areas, we have increased English and math support on campus, expanding onsite courses through Integrated Math 3. All Kimme Academy core courses are now a-g approved and our online elective courses are career and interest based. Kimme WRAP has added Advisory to course offerings as they transition to Career Readiness. Alternatives to Suspension are utilized whenever available - such as Brief Intervention, virtual learning options, academic and social emotional interventions through our Multi-tiered System of Supports (MTSS), Behavior Management counseling, and referrals for outside services and support.

The 2020-2021 school year has been largely distance learning due to Covid restrictions in Solano County. Ernest Kimme Charter Academy Student support/Action Protocol has been updated to include specific academic and social emotional supports related to distance learning. Our counselors, Mental Health Clinician and district Reengagement Specialist provide family outreach

to struggling students. Our teachers communicate as a student Learning Team to be sure to best capture all supports and interventions available to students.

Cohort Learning Hub is provided on campus 5 days per week. Kimme WRAP students also have access to an after school Student Study Center 3 days a week to provide support in the area of work completion.

Misbehaviors have largely been misuse of technology, non-attendance and plagiarism, which are addressed through support systems rather than disciplinary action.

LCAP Highlights

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

Ernest Kimme Charter Academy will be changing over the next three years. For 2020-2021 school year we have moved to a larger facility and added a second academy. This second academy, Kimme Work Readiness and Alternative Pathway (WRAP), has been added to the college readiness pathway. Both pathways blend together, forming one charter school; Ernest Kimme Charter Academy. The focus of WRAP is credit recovery and career exploration with skill development for life after high school. The college readiness pathway, Kimme Academy, will continue in its growth journey, increasing rigor, supporting student achievement and emphasizing 21st century Learning Skills with a focus on post-secondary educational options for students.

An in depth self-study over the last two years has shown a need for continued improvement in mathematics. Current data indicates a need for improvement in English Language Arts as well. Especially with the recent restrictions to in-person learning, we have a need and student desire for increased activities to promote school connectedness once allowed to return to campus, and a parent desire for improved family-site communication. Social-Emotional Learning will include the exploration and understanding of our mission, vision and school wide expected learning results for all students, with additional support through a Multi-Tiered System of Supports for our At Promise Youth. Our Academy staff has introduced a Learning Team approach to support, involving staff, admin, counselor, student and parents in regular progress updates as part of our Action Protocol. As we continue to grow we will continue to focus on providing our students with a college and career readiness program that supports all learners, with additional care provided to our At Promise population in both of our academies.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Collaborative time on Wednesday afternoons, monthly Leadership meeting time with staff and quarterly School Site Council meetings, including staff, parent and student involvement, contributed throughout the planning process and evaluation process for the updated LCAP. Administration also worked with district personnel and Solano County Office of Education in the revision of the LCAP. Additional input from students and parents was collected through surveys to inform decision making at Ernest Kimme Charter Academy. Consultation included our bargaining unit, financial agents of the VUSD, staff site and district administration.

SCOE LCAP Support Meetings

September 2

Nov 4

Jan 28

March 3

April 1

Monthly Staff Meetings

Monthly Leadership Team Meetings

Quarterly Site Advisory Council Meetings

Weekly Collaborative Team Meetings

A summary of the feedback provided by specific stakeholder groups.

Parents: Based on survey data, parents are 100% satisfied with the academic supports provided at Ernest Kimme Charter Academy. They feel that they had positive parent/teacher partnerships to support their student's learning. All respondents stated that they feel that their student is safe both on campus and online. A majority of parents feel that administration supports their student, teachers treat students with respect, expectations are clearly stated, and the school site provides a welcoming climate to parents and students. Parents also feel that their students are being prepared to meet their post secondary goals and that the social emotional supports provided by the school are effective. Parents expressed a need for more parent/school engagement opportunities stating that they would like to see both student celebration and college informational events increase throughout the school year. Parents reported looking forward to having their student return to school for in-person learning opportunities.

Students: This data mirrors parent responses. Students feel safe, respected, and supported on camps. Students feel that expectations are clear. Students would like to see more support provided in the areas of college and career opportunities to help them be more prepared for life after high school. 53% of students who completed the survey stated they wanted to return to in-person instruction as distance learning was not working for them.

Staff: Staff were surveyed around issues such as technology, professional growth, and student engagement/support. Staff reported that they have all of the technology they needed and understand basic digital platforms but identified some platforms they would like to develop

further. A majority of staff stated that they are supported in their professional growth goals and supported by administration when it comes to re-engaging with students and parents. Staff shared ideas on social emotional supports that students could benefit from once we return to in-person learning.

Parent, student and staff feedback have influenced our plans to engage and support our students, both virtually and in person . Kimme Academy will offer both educational modalities to families beginning in fall of 2021. In addition, plans for improving our Multi- tier system of supports and Career pathways in our new LCAP are a result of parent, student and staff feedback. Once we are fully open to in person events, we plan to offer more on-site opportunities for families to connect with campus.

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

Aspects of the LCAP that were influenced by specific stakeholder input include our goals and actions to support student academic growth and parent engagement in the school community.

Goals and Actions

Goal

Goal #	Description
1	<p>Priority 1, 2, 4, 5, 7</p> <p>Provide high quality instruction that promotes college and career readiness with academic interventions in place to eliminate barriers to student success. Implement systems for preventing school failure through the provision of interventions, supports and other dropout prevention systems.</p>

An explanation of why the LEA has developed this goal.

There is an identified need for increased college and career readiness for the student populations who have merged into one school with two educational pathways beginning in the 2020-2021 school year. This goal includes increasing graduation rate, decreasing chronic absenteeism and dropout rates, as indicators of academic engagement. One curricular pathway (Kimme Academy) will focus on graduating students who are college ready through a blended learning environment while the other curricular pathway (Kimme WRAP) will focus on graduating students who are career ready through components of Big Picture Learning and work based learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 1: Basic Services</p> <p>1. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>2. Pupils in the school district have sufficient access to the</p>	<p>100% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>100% of pupils in the school have sufficient access to the standards-aligned instructional materials.</p>				<p>All teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>All pupils in the school will have sufficient access to the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-aligned instructional materials. 3. School facilities are maintained in good repair.	100% of school facilities are maintained and in good repair.				standards-aligned instructional materials. School facilities will be maintained and in good repair.
Priority 2: Implementation of State Standards 1. The implementation of state board adopted academic content and performance standards for all students. 2. How the 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.	State board adopted academic content and performance standards are provided to 100% of students. 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English language proficiency through district adopted curriculum and placement with bilingual teachers as available				State board adopted academic content and performance standards will be provided to all students. All English Learners will have access to ELD standards for the purposes of gaining academic content knowledge and English language proficiency through district adopted curriculum and placement with bilingual teachers as available.
Priority 4: Pupil Achievement 1. Statewide Assessments	Statewide assessment data for 2018-2019 indicates:				Statewide assessments will show graduated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2. Percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.</p> <p>3. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC).</p> <p>4. The English Learner classification rate.</p> <p>5. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.</p>	<p>ELA: 5.3% Exceeds 21.1% Meets 32.2% Nearly Met 41.4% Did Not Meet Math: 9.4% Exceeds 13.7% Meets 30.7% Nearly Met 46.2% Did Not Meet</p> <p>2019-2020: UC/CSU Entrance Requirement Completion = 1% of students.</p> <p>7% of students attempted and successfully complete industry certifications and 2% attempted and completed more than 1 industry certification. Kimme Charter does not offer CTE pathways.</p> <p>2019-2020: EL Progress toward Proficiency =100% EL Reclassification rate = 88%</p> <p>Ernest Kimme Charter Academy does not</p>				<p>improvement over the 3 year cycle culminating in no student groups falling in the red band on the measures of the California Department of Education Dashboard.</p> <p>The percentage of pupils who have successfully completed courses that satisfy the University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework will increase by 3% annually from baseline.</p> <p>100% of English Learners will make at least 5% progress annually toward English proficiency as measured by the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to , the Early Assessment Program, or any subsequent assessment of college preparedness.	offer AP courses or exams. 2019-2020 CCI Ready rate = 7.5% for all students				English Language Proficiency Assessments for California (ELPAC). At least 50% of English Learners will be reclassified annually from baseline. KCAIL does not offer advanced placement courses or exams. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness will increase 3% annually from baseline.
Priority 5: Pupil Engagement 1. School Attendance rates 2. Chronic absenteeism rates 3. Middle school dropout rates	School Attendance Rate = 91.4% Chronic absenteeism rate =10% Middle School dropout rate = 0% Drop out rate= 5%				School Attendance Rates will improve by 2% annually from baseline. Chronic Absenteeism rates will decrease by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4. High school dropout rates</p> <p>5. High school graduation rates</p>	<p>High School graduation rate = 85%</p>				<p>2% annually from baseline.</p> <p>Middle school dropout rate will remain at zero annually.</p> <p>High School dropout rates will decrease 2% annually from baseline.</p> <p>High School graduation rate will increase 2% annually from baseline.</p>
<p>Priority 7: Course Access</p> <p>1. A broad course of study including courses described under ED sections 512010 and 5122(a)-(f), as applicable</p> <p>2. Programs and services developed and provided to unduplicated pupils</p> <p>3. Programs and services developed and provided to individuals with exceptional needs.</p>	<p>A broad course of study, including college preparatory and career readiness offerings include a-g pathway and work based learning offerings will show a measurable increase Of 3% each year, over the 3 year cycle.</p> <p>Chromebooks are provided to all students and hotspots as needed. Students also had the ability to work in Learning Hub</p>				<p>7.1 A broad course of study, including college preparatory and career readiness offerings will include a-g pathway and work based learning offerings will show a measurable increase over the 3 year cycle.</p> <p>7.2 Programs and services developed and provided to unduplicated pupils will result in no red bands for At Promise</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>or Study Hall if connectivity was an issue.</p> <p>Free lunch is provided to all students. Basic school supplies are bundled and delivered to student homes at start of year. School continues to make supplies available for pick up throughout the year. Mental health support has been provided to struggling students. Outreach to families of unduplicated students provides additional technology support, school supplies and food for families.</p> <p>Learning Hub and Study Hall support for students with exceptional needs, on-site assessment opportunities, study skills learning support classes, individual check-ins via advisory are provided.</p> <p>All students are provided with technology and</p>				<p>students in identified need areas.</p> <p>7.3</p> <p>Exceptional needs students will continue to be served by a credentialed Special Education instructor and increase in graduation rate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	connectivity to support in order to access online learning.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Big Picture Learning	<p>Staff training and implementation of components of Big Picture Learning will support all students in Career Readiness with specific support directed toward our unduplicated populations, especially low income as these students often work to help support their families. Advisory will be implemented year 1, Job Shadowing year 2 and Internships year 3. Will work in conjunction with district CTE Coordinator to facilitate logistics of internships.</p> <p>We will hire a certificated Work Experience Coordinator to support students in the work force.</p> <p>The addition of a Career Readiness pathway will connect and engage students, reducing absenteeism and increasing graduation rate.</p>	\$10,000.00	No Yes
2	Academic Intervention and Support	<p>Curricular subject based intervention will be offered through curricular experts on campus.</p> <p>Intervention/supplemental curriculum added to support student academics, including support for English Learners.</p> <p>Additional support personnel will focus on academic and social emotional supports to better engage students in learning, resulting in an increase in graduation rate, an increase in students who are a-g eligible and a decrease in chronic absenteeism.</p> <p>Technology for teachers, licensing and training for distance and on-site learning is ongoing.</p>	\$155,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Chromebooks will be provided to all students. Wifi Hotspots will be issued to students as necessary to support home to school connectivity.		
3	Professional Learning Community	Continued professional development will be provided to staff as Ernest Kimme Charter Academy pathways grow and merge to fully implement the supports and practices of a Professional Learning Community (PLC) through district offered workshops.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Priorities: 3, 6, 8 Enhancing school climate ensures a safe, healthy, welcoming and inclusive environment for all students and their families to increase attendance, readiness to learn, engagement in post-secondary education, career and community interests.

An explanation of why the LEA has developed this goal.

Enhancing school climate will ensure a safe, healthy, welcoming and inclusive school for all students and their families so that all students attend, ready to learn and engage in post secondary and community interests. Families that are connected to school have students who are connected to school. The supports that are put into place through the Multi-Tiered System of Supports (MTSS) will support students in feeling safe and supported at school. Students who feel cared for and supported at school leads to increased student engagement and increased graduation rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 3: Parent Involvement</p> <p>1. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <p>2. How the school district will promote parental participation in programs for unduplicated pupils</p>	<p>Parent Participation on School Site Council currently includes 2 parents on a regular basis.</p> <p>A re-branding campaign to advertise our dual pathway learning options at Ernest Kimme Charter Academy is scheduled to be released at the end of the 2020-2021</p>				<p>Parent participation on School Site Council and onsite events will increase 3% annually from baseline.</p> <p>Continued promotion and support for our dual pathway learning options at Kimme Charter will specifically address the needs of low</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. How the school district will promote parental participation in programs for individuals with exceptional needs.	<p>school year for fall enrollment. A new bilingual parent support liaison will be tasked with specific outreach to our unduplicated pupils for academic and social emotional support and school engagement.</p> <p>100% of 504 and IEP Plans are up to date. Identification of eligible students is achieved using information provided under Child Find, and the Reason In and Orientation information provided by parents and students.</p>				<p>performing and unduplicated pupils.</p> <p>100% of 504 and IEP plans will be up to date. Identification of students with exceptional needs will continue under Child Find, utilizing Reason In and cumulative files of incoming students.</p>
<p>Priority 6: School Climate</p> <p>1. Pupil suspension rate</p> <p>2. Pupil expulsion rate</p> <p>3. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>School suspension rate for the current year is .0006% with only 2 of 315 students suspended this year. This is statistically insignificant so 0% is an appropriate reflection of current year suspensions.</p>				<p>Pupil suspension rate will remain under 5% annually.</p> <p>Pupil expulsion rate will remain at zero.</p> <p>Survey information from students, parents and staff will reflect continuing understanding of our</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Pupil expulsion rate is 0%</p> <p>2021 Student, Parent and Staff Surveys reflect a positive, supportive, welcoming, academically productive school climate.</p> <p>Senior Portfolios and Student Exhibitions continue to be an area of growth for Ernest Kimme Charter Academy.</p>				<p>schoolwide expectations for academic success, citizenship, support and positive school climate.</p> <p>Senior Portfolio Projects will reflect student growth, connectedness and reflection on their academic progress and 21st Century Learning skills.</p>
<p>Priority 8: Pupil Outcomes Address the pupil outcomes, if available, for courses described under EC sections 51210 and 51220 (a)-(i) as applicable.</p>	<p>46% of students completed all attempted credits.</p> <p>Utilization of Naviance is currently limited to 8th grade students in Essential Skills class.</p> <p>Online learning practice demonstrates a success rate of 80% for grade 8.</p> <p>Community networking for Job</p>				<p>Credit completion for all students will increase by 3% annually over the 3 year cycle.</p> <p>College and Career exploration will include Naviance for all middle school students, Advisory for students in the Career Pathway. Job Shadow and Internship Placement, with will increase 3% annually from baseline.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Shadow and Internships for Kimme WRAP students is in progress.				Essential Skills and Online learning practice will continue for students in grade 8 as a preparation for high school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School to Work Community Engagement and College Readiness	To address College and Career Index improvement in relation to graduation rate and chronic absenteeism Kimme WRAP will create and engage a network of community businesses willing to engage in school presentations, workshops, job shadow experience, and student internships. Kimme Academy students will complete the a-g pathway and explore college interests and majors for post secondary schooling. A Work Experience Coordinator will monitor student work experience and manage internships for elective credit. Community Partnership for industry specific certifications.	\$26,997.00	Yes
2	Social-Emotional Outreach, Student Support and School Safety	MTSS for Academic and Social Emotional Support includes our Mental Health Clinician, Youth Services Social Worker, School Counselors, District Outreach Supports, Learning Team Support Protocol and Intervention Processes. A referral system runs through our Mental Health Clinician as point of contact. From there the student is offered support with the most appropriate member(s) of our support network. Students may be referred for support by any staff member. The Learning Team most often initiates conversation regarding student welfare. Parents and students may also request Mental Health support.	\$1,853.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Home visits are made when there is a concern for student welfare, or when school to home contact attempts are not successful. Exchange of information with outside therapists is requested from parent when it is likely to benefit the student. It is our goal to streamline this system and improve mental health supports for all students. New supports may include small group social and emotional sessions as well as individual support, staff support, and professional development offered by our MTSS team members.</p> <p>Academic intervention and support includes engagement strategies and a welcoming school environment for all students. Action Protocol is initiated by any member of the Learning Team when it is discovered that a student is missing 3 or more assignments, not attending school, and/or struggling academically in any area. Intervention begins with classroom. PLP and Advisory teacher interventions. If further support is needed an Action Plan is issued to the student's Learning Team for collaborative support. The next level of intervention is a Master Agreement Intervention Meeting with key Learning Team members to initiate specific actions for the individual student and a timeline for progress checks.</p> <p>Through the implementation of MTSS and Action Protocols, Ernest Kimme Charter Academy will reduce absenteeism, increase engagement for parents and students, increase credit completion and graduation numbers and reduce suspension rates by 3% annually.</p>		
3	School to Family Engagement	Spanish/English Parent Liaison position will help with parent communication and outreach especially with Spanish speaking families. This position will support enrollment orientations, Action Plan/Intervention Protocol meetings, IEPs/504s, and general school to home communication.	\$20,112.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.67%	214,667

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Utilizing data and survey information collected from our families of foster youth, English learners, and low-income students, specific needs for technology, career education, academic and social emotional supports and school to family communication were identified. The following actions are planned to support increased or improved services specific to the needs of our unduplicated students.

Staff training and implementation of components of Big Picture Learning will support all students in Career Readiness with specific support directed toward our unduplicated populations, especially low income as these students often work to help support their families. Advisory will be implemented year 1, Job Shadowing year 2 and Internships year 3.

We will hire a certificated Work Experience Coordinator to support students in the work force.

The addition of a Career Readiness pathway will connect and engage students, reducing absenteeism and increasing graduation rate, especially among our Homeless, Foster Youth, English Learners and Low-Income Students.

Curricular subject based intervention will be offered through curricular experts on campus. Intervention/supplemental curriculum added to support student academics principally directed towards English Learners through an EL teacher.

Continue funding site counselors, intervention teachers, and mental health supports.

Additional support personnel will focus on academic support to better engage students in learning, resulting in an increase in graduation rate, an increase in students who are a-g eligible and a decrease in chronic absenteeism.

Technology for teachers, licensing and training for distance learning is ongoing.

Chromebooks were provided to all students. Wifi Hotspots were issued to students as necessary to support home to school connectivity.

First priority for technology support is principally directed towards our unduplicated students.

Continued professional development will be provided to staff as Ernest Kimme Charter Academy pathways grow and merge to fully implement the supports and practices of a Professional Learning Community (PLC).
Kimme WRAP will create and engage a network of community businesses willing to engage in school presentations, workshops, job shadow experience, and student internships.
Kimme Academy students will complete the a-g pathway and explore college interests and majors for post secondary schooling, especially targeted toward our unduplicated student populations through family outreach.

MTSS for Academic and Social Emotional Support includes our Mental Health Clinician, Youth Services Social Worker, School Counselors, District Outreach Supports, Learning Team Support Protocol and Intervention Processes. A referral system runs through our Mental Health Clinician as point of contact. From there the student is offered support with the most appropriate support network. Students may be referred for support by any staff member. The Learning Team initiates conversation regarding student welfare. Parents and students may also request Mental Health support. Home visits are made when there is a concern for student welfare, or when school to home contact attempts are not successful. Exchange of information with outside therapists is requested from parent when it is likely to benefit the student. It is our goal to streamline this system and improve mental health supports for all students. New supports may include small group social and emotional sessions as well as individual support, staff support and professional development offered by our MTSS team members. Through implementing MTSS and Action Protocols, Ernest Kimme Charter Academy will reduce absenteeism, increase engagement for parents and students, increase credit completion and graduation numbers and reduce suspension rates principally directed towards unduplicated pupils.

Spanish/English Parent Liaison position to help with parent communication and outreach principally directed towards Spanish speaking families. This position will support enrollment orientations, Action Plan/Intervention Protocol meetings, IEP's/504s, and general school to home communication, principally directed towards our families of English Learners, Low Income and Foster Youth.
MTSS is an ongoing service utilizing current staff at no additional cost.

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

The addition of a bilingual parent liaison for outreach principally directed towards families of English learners, homeless students, foster youth and low income students with increased support for English Learners through our EL support teacher, plus student access to technology and internet will allow Kimme Charter to improve services by the percentage required.

The Addition of Work Experience Coordinator and industry specific certifications will support these students in career planning and exploration for post secondary. This will also help increase student engagement to improved credit productivity and increase the overall graduation rate for these students.

Increased access to mental health supports will help foster youth with coping strategies and consistent access to a caring adult to address past and current traumas. MTSS training for staff will increase the amount of tools staff have at their disposal to support students in processing and recovering from trauma.



Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$214,667.00				\$214,667.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$192,273.00	\$22,394.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income Low Income	Big Picture Learning	\$10,000.00				\$10,000.00
1	2	English Learners Foster Youth Low Income	Academic Intervention and Support	\$155,705.00				\$155,705.00
1	3	All	Professional Learning Community					
2	1	Foster Youth Low Income	School to Work Community Engagement and College Readiness	\$26,997.00				\$26,997.00
2	2	Foster Youth Low Income	Social-Emotional Outreach, Student Support and School Safety	\$1,853.00				\$1,853.00
2	3	English Learners Foster Youth Low Income	School to Family Engagement	\$20,112.00				\$20,112.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$214,667.00	\$214,667.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$214,667.00	\$214,667.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Big Picture Learning	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	2	Academic Intervention and Support	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$155,705.00	\$155,705.00
2	1	School to Work Community Engagement and College Readiness	Schoolwide	Foster Youth Low Income	All Schools	\$26,997.00	\$26,997.00
2	2	Social-Emotional Outreach, Student Support and School Safety	Schoolwide	Foster Youth Low Income	All Schools	\$1,853.00	\$1,853.00
2	3	School to Family Engagement	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,112.00	\$20,112.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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