

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Vallejo Charter School (VCS) is located in Vallejo, California, a waterfront city in Solano County. Vallejo, California is in the San Francisco Bay Area and the largest in Solano County. It is the tenth most populous city in the San Francisco Bay Area and the largest in Solano County, 30 miles north of San Francisco and 16 miles south of Napa. Vallejo Charter School is a dependent charter within the Vallejo City Unified School District (VCUSD). Founded in 2007, VCS continues to serve the diverse residents of Solano County and neighboring counties in grades K-8. Vallejo Charter School embraces diversity and inspires excellence and engagement in education and the arts, while encouraging the natural curiosity and critical thinking of all students and staff; challenging them to create transformative footprints in our world.

All data and records of student enrollment, demographics, subgroups, and academic performance was accessed from the VCUSD AERIES Student information System, the California School Dashboard, and the California Assessment of Student Performance and Progress.

Vallejo Charter School serves 470 students in kindergarten through eighth grade. Representative of the city in which they live, students bring to school with them various backgrounds. The ethnic breakdown of the student population is 39% Latino, 24% African American, 10% Filipino, and 27% other student groups including Asian, Native American, Pacific Islander and White. 11% of students are English Language Learners and approximately 60% of the students are eligible to participate in the Free/Reduced Lunch Program.

Approximately 14 classified staff and 25 teachers work with students to provide an outstanding education. To support students' academic, social, and emotional development, services include: Special Education and accommodations (IEP & 504), Student Success Team (SST), English Language Development (ELD), a school psychologist, speech therapist, and Academic Support Provider (ASP).

Vallejo Charter School is an EL Education (EL) school. Formerly called Expeditionary Learning/Outward Bound, EL schools are based on 5 Education Core Practices: Curriculum, Instruction, Assessment, Culture and Character, and Leadership. EL Education has three overarching areas of excellence: Master of Knowledge and Skills, Character, and High-Quality Student Work. The national network of EL schools number

more than 150 schools, 4,000 teachers, and 45,000 students. Visual and Performing arts is an integral component of education at VCS since it's inception. All students receive an hour a week in each form of art. Working artists develop units that complement the modules being explored in each grade level.

VCS provides the same core subjects as other schools in the district: English Language Arts, Mathematics, Science, and Social Science, however at VCS our core curriculum at each grade level consists of four modules each of which is broken into 3 units that progress from building back ground knowledge, to researching the subject, and finally producing a culminating product which is presented to an authentic audience. integrates social science and science standards. All modules address social justice issues and are designed to engage students in serious, thought -provoking lessons.

The Vallejo parents and community are involved in the schools and take an active role in participating through volunteer opportunities, providing feedback, and participation in meetings, workshops and events. At every school, there are systems for parents/guardians to provide input and hold leadership roles through School Site Councils, English Learners Advisory Committees, the African American Parent Network, and Design Teams. VCUSD staff (certificated, classified, and management) are also active members of these groups.

Reflections: Successes

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

GOAL 1: INCREASE PARENT AND COMMUNITY ENGAGEMENT IN IMPROVING STUDENT OUTCOMES

Survey Data

According to the California School Dashboard in the area of Parent and Family Engagement the standard was met as measured by a rating tool developed by the California Department of Education. According to the Local Control Accountability Plan (LCAP) Parent Survey 87% of parents surveyed, an increase from 69% last year, felt that they are kept well informed about important issues and events by the district and their child's school. 92% of parents surveyed felt that the school offered parents opportunities to be engaged in school events and their child's education. 85% of surveyed families felt the school site places a high priority on placing the support, appropriate materials, time and instruction to ensure all students achieve at high levels. 78% of families surveyed felt the school grounds and facilities were clean, and functional. 86% of families surveyed feel their student is socially, emotionally safe at school and that the school offers effective communication. 83% of families surveyed agreed the school offers effective supports to families and students

Strategies and Tools

VCS employs a variety of strategies and to engage stakeholders through communicating through multiple modalities about school wide events. The ParentSquare App was implemented in the 2019-2020 school year and is reported to be user friendly for both parents and staff. Vallejo Charter School's principal and staff send out weekly updates to parents and staff. Our bilingual Parent Liaison coordinates monthly ELAC and Community Crew meetings. Parent usage of the Aeries Parent Portal from the 18-19 to the 19-20 school year increased from 14%

of parents using the system to 24%. During the 20-21 school year parents were able to access information about their child's attendance, assignments and grades through Google Classroom in lieu of using the Portal, and the use of Jupiter grading system for middle school. All of these strategies will be used to maintain and build on effective communications to parents and the community.

Parent Councils:

Vallejo Charter School has maintained a robust Charter Council presences and this year added two new members. Our English Learners Advisory Council has been revised and has increased from 2 members to 5 with one member attending the District English Learner Advisory Council (DELAC) This year VCS implemented monthly parent meetings called "Community Crew". Attendance at these meetings vary depending on the agenda. We have had a high of 89 participants and a low of 19. Just as described in the paragraph proceeding this one the option for virtual participation seems to be a factor and should continue. The option of virtual attendance for parent participation has eliminated the barriers of transportation and child care, and this may have impacted increased participation. Moving forward we will explore ways to continue to offer virtual participation in meetings along with the option to attend in person.

Goal 2: SAFE, SUPPORTIVE, AND ENGAGING LEARNING ENVIRONMENTS FOR STUDENTS AND STAFF

Vallejo Charter School has a suspension rate which is consistently half that of the district. The last update of the VCUSD California Dashboard for student suspension rates was for the 2018-2019 school year. At that time VCS suspension rate was holding steady. The staff attributes that statistic to the emphasis on being a community of learners rather than a group of individuals, i.e. our school motto 'We are Crew, not passengers'. The EL model supports greater engagement in school which leads to fewer disruptions resulting in suspension. And while the data for 2020-2021 is still incomplete and data for the 2019-2020 school year was certainly impacted by the shift to Distance Learning for the last 8 weeks of school, there are some promising trends. According to our LCAP survey of parents 2020-2021, 82% of our staff feel safe at school and 86% of our students feel safe physically, socially and emotionally. .

Student attendance for the 2019-2020 school year had increased by almost 1 percentage point by the end of third quarter. Chronic absenteeism for VCUSD hovers above 25%, while that for VCS has been between 10% and 11% for years 17-18 and 18-19, which is considerably lower.

The California Healthy Kids Survey (CHKS) indicates progress made in the all areas aligned to this goal. The CHKS reported this Survey was administered to students in grades 5, 7. Goal targets were met and exceeded at each grade level in the numbers of students reporting that they felt connected to their schools, and that they believed that the adults on campus had high expectations for students.

Goal 3: INCREASE NUMBERS OF STUDENTS GRADUATING COLLEGE AND/OR CAREER READY

Vallejo Charter School administered local summative assessments throughout Distance Learning to track student progress and measure growth. Students in grades kindergarten through fifth grade were assessed on priority Common Core Standards aligned to VCUSD Planning Guides and curriculum. Students in grades six through eight were assessed using the summative assessment developed by NWEA MAP which is also aligned to the Common Core Standards. All students grade k-8 showed limited to moderate gains in literacy and mathematics. An analysis of student grades revealed similar trends.

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.

Goal 1: INCREASE PARENT AND COMMUNITY ENGAGEMENT IN IMPROVING STUDENT OUTCOMES

In service of our WASC goals: 1) increase relational trust among stakeholders and 2) to increase stakeholder involvement, VCS understands the importance of building community, particularly after the trauma of the COVID pandemic.

Overall parent participation in virtual council meetings and virtual stakeholder engagement meetings to develop VCS plans significantly increased for the 20-21 school year, however there is work to be done to ensure that parents/guardians from all student groups are represented. Local data sources document needs to ensure that parents/guardians of foster youth, English Learners, and students with IEPs are well represented on all advisory and decision making councils. In order to address this need there will be intentional recruitment of parents/guardians from these student groups to participate on councils.

Although parent participation for virtual ELAC and Community Crew meetings increased, participation in the LCAP development parent survey decreased from roughly 18% participation to 4%. This could be due to the need for multiple surveys being given during spring due to school re-openings, and/or due to general fatigue due to the ongoing challenges presented by the pandemic. A parent communication and feedback calendar will be established at the beginning of the year to avoid the "survey fatigue" and over communication.

Goal 2: CREATE SAFE, SUPPORTIVE, AND ENGAGING LEARNING ENVIRONMENTS FOR STUDENTS AND STAFF

In service of our WASC goals: 3) Progress toward the achievement gap and 4) use of disaggregated data, VCS is committed to using data analysis to identify trends and address needs. Through the collection of student achievement, suspension and attendance data, surveys of parent, staff, students, an annual implementation review, and classroom walkthroughs VCS staff will facilitate the building of a multi-tiered system of support to address student needs.

Goal 3: INCREASE THE NUMBERS OF STUDENTS GRADUATING COLLEGE AND/OR CAREER READY

VCS has experienced decreasing student achievement specifically in the upper grades and in our populations of color. The California School Dashboard documents the following student needs at VCS. Nine student groups remain in the two lowest proficiency levels in both English Language Arts and Mathematics. Strategies to address needs will include increased learning time for all students over the next two-three years, collaborative professional development for staff aligned to curriculum and instruction particularly in the areas of engagement and equity, and revision of assessments to better monitor student progress, address needs, and provide immediate intervention.

LCAP Highlights

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

The 2021-24 LCAP is organized by and aligned to three broad goals. These goals address parent and community engagement, safe, supportive and engaging learning environments, and college and career readiness. In support of our LCAP goals VCS will be focused on LCAP actions aligned with our four WASC critical areas of focus: 1. Stakeholder involvement in the WASC process and fidelity to the ongoing process 2. Relational trust and communication between stakeholders 3. Address the achievement gap for African American and Latino students 4. Use of disaggregated data to improve instructional practices. The implementation of the LCAP aligned to these focus areas will be critical in ensuring that we have the systems in place to respond to student needs, support all staff as we re-engage with a more robust in-person learning environment, and remain connected with our parents/guardians and the broader community providing opportunities for two-way communication.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

As a member of the Vallejo City Unified School District, Vallejo Charter School staff and parents were able to attend district planned meetings to support the development of the Local Control Accountability Plan. In addition, VCS worked to ensure that all VCS stakeholders had additional opportunities to speak directly to supports for our site. Meetings were held with our Charter Council, English Learner Advisory Committee, and our Community Crew as well as school teachers and staff. A presentation was completed at every stakeholder feedback meeting that reviewed the purpose, timeline, and the current LCAP. In conjunction with the presentation, questions were posed to stakeholders that solicited feedback on past actions and ideas in support our WASC goals. This year VCS has had multiple opportunities to discuss funding with stakeholders. We started the year discussing our Learning Continuity and Attendance Plan funding. During those meetings we spent time discussing our Local Control Accountability Plan and how the new LCP would be used to support that plan. During the months of December , January and February we addressed our LCAP specifically with stakeholders.

LCAP is a standing agenda item on the monthly Charter Council Meetings

08/05/20- VCS Staff meeting w/ survey

08/11/20- VCS Charter Council review of LCAP funds

8/26/20 VCS Stakeholder Feedback

8/31/20 VCS Charter Council Review

01/14/21 English Learner Advisory Committee in Spanish w/survey

01/14/21 Community Crew (stakeholders) English and Spanish w/survey

3/3/21 VCS Staff Meeting LCAP discussion

4/30/31 VCS Charter Council review of LCAP

5/12/21 VCS Staff Meeting LCAP discussion

5/21/21 VCS Charter Council reinstatement of LCAP funded positions

A summary of the feedback provided by specific stakeholder groups.

Charter Council- Recommendations included purchase of EL curriculum and additional support for teacher training in remote teaching, reinstatement of key positions including Librarian and Academic Support Provider, Sustaining and maintaining Visual and Performing Arts.

Staff - Recommendations included staffing key positions, purchasing the Curriculum, and online programs that augment distance learning such as NEWSELA, EPIC, and ESGI as well as maintaining the Visual and Performing Arts program.

Community Crew- suggested that teachers be more specific in their distance learning schedules and communication, opportunities for students to participate in community building larger school events, and provide for small group interactions to support socio-emotional learning.

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

This year VCS purchased the EL Education ELA curriculum. Staff have expressed a need for continued support in developing strategies and skill in the use of this new curriculum. Families have also been very supportive of our Arts integration in our program and expressed keen desire for it to continue.

Goals and Actions

Goal

Goal #	Description
1	Increase parent and community engagement

An explanation of why the LEA has developed this goal.

As a dependent charter school, VCS has adopted the district's three LCAP goals

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Crew Meeting attendance logs ParentSquare usage Charter Council - 5 members Membership <ul style="list-style-type: none"> Charter Council ELAC PTO EL Implementation Review #16 (Engaging Families and the Community in the life of the School) EL Implementation Review #21 (Communicating Student Achievement) EL Implementation Review #22 (Fostering a cohesive	20 attendees ParentSquare no current baseline Charter Council - 5 members ELAC - 3 members PTO - 2 members EL IR # 16- no current baseline EL IR # 21- no current baseline EL IR # 22- no current baseline				Increase Community Crew attendance by 5% Increase Parent Square usage to 80% Maintain 5 parent members on Charter Council Increase ELAC members to 10 regular attendees Increase PTO membership to 25% of staff and families EL IR #16 - 80% or above EL IR #21 - 80% or above EL IR #22 - 80% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Vision)					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Partnership Liaison	Connect to parents in English and Spanish, set up all Community Crew and ELAC meets, function as an ASP, attend CARE meets. FTE 1.0	\$62,029.00	Yes
2	Parent Family outreach	child care/ transportation/food to support English Learners, low income, foster, and homeless youth	\$2,000.00	Yes
3	Classified Overtime	Time for classified staff to prepare and facilitate parent engagement activities and celebrations for all sub groups as well as maintaining website	\$15,000.00	No
4	Extra Service Agreements	Certificated time to plan and attend parent events and celebrations and for WASC coordinator to assure compliance with critical areas of follow up.	\$7,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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	Create safe, supportive and engaging learning environment for all staff and students

An explanation of why the LEA has developed this goal.

As a dependent charter school, VCS has adopted the district's three LCAP goals

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School wide student disaggregated Attendance data	From 18-19 data Attendance <ul style="list-style-type: none"> • Whole school 10.1% absentee 				3% increase in Attendance for all subgroups
School wide student disaggregated suspension data	<ul style="list-style-type: none"> • Sub Groups - EL learners 7.3% 				Reduce suspensions in disaggregated populations to reflect their proportional representation.
Effective Learner Survey	<ul style="list-style-type: none"> • SWD 13.1% • AA 15.2% • Hispanic 9.1% 				ELS - Average of 5 across all questions
EL Implementation Review #13 (Creating a Community of Learning)	From 18-19 data Suspensions- <ul style="list-style-type: none"> • Whole school 4.9% 				EL IR #13 - 80% or above
EL Implementation Review #14 (Fostering Habits of Character)	Sub Groups - EL Learners 5.4% <ul style="list-style-type: none"> • SWD 11.5% • AA 10.6% • Hispanic 5.1% 				EL IR #14 - 80% or above
EL Implementation Review #15 (Building the Culture and Structure of Crew)					EL IR #15 - 80% or above
					EL IR #17 - 80% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Implementation Review #17 (Creating Beautiful Spaces that Promote Learning)	ELS - no current baseline EL IR # 13- no current baseline EL IR # 14- no current baseline EL IR # 15- no current baseline EL IR # 17- no current baseline				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Arts Specialists	Contracts to local visual and performing artists to develop and present weekly lessons to students and twice yearly celebrations of Art products	\$80,000.00	No
2	Field Work	A specific component of EL Education curriculum, field work is designed to give students the experience of actual research on specific learning targets in given environments	\$12,000.00	No
3	Adventure Learning Scholarships	Scholarships for English Learners, foster, homeless, and low income students to attend outdoor experiences. Pays for camp entrance, necessary equipment, travel.	\$15,000.00	Yes
4	Student Incentive and Recognition	Awards, and motivational incentives for Habits of Scholarship, Habits of Citizenship, academic achievement, and other causes of recognition	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Clubs and Youth Leadership	Materials and supplies for clubs that include but are not limited to art, robotic, cooking clubs, youth leadership	\$1,500.00	No
6	Foster Youth	Support needs of Foster Youth to include such things as clothing, personal necessities, school supplies.	\$500.00	Yes
7	Fieldwork transportation	Buses for transporting students to fieldwork locations	\$15,000.00	No
8	Materials and Supplies	Instructional materials and supplies as well as specific art supplies and materials for clubs and activities	\$5,000.00	No
9	Classified Overtime	Time for student supervision before and after school and additional support during the day and time for classified staff to plan and prepare school wide activities and celebrations	\$5,000.00	No
10	Extra Service Agreements	Time for certificated staff to plan school wide activities and celebrations and for WASC coordinator to assure compliance with critical areas of follow up.	\$8,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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
3	Increase number of students graduating with A-G requirements met

An explanation of why the LEA has developed this goal.

As a dependent charter school, VCS has adopted the district's three LCAP goals

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Students CAASPP data in Math and ELA by grade and overall disaggregated data</p> <p>EL Implementation Review #1 (Choosing, adapting, and enhancing curricula)</p> <p>EL Implementation Review #6 (Planning Effective Lessons)</p> <p>EL Implementation Review #7 (Delivering Effective Lessons)</p> <p>EL Implementation Review #8 (Planning for and Supporting High-Quality Work)</p>	<p>18-19 CAASPP Data Percentage Proficient ELA:</p> <ul style="list-style-type: none"> Grade 3 ELA: 48% Grade 4 ELA: 41% Grade 5 ELA: 29% Grade 6 ELA: 46% Grade 7 ELA: 43% Grade 8 ELA: 58% <p>Percentage Proficient Math:</p> <ul style="list-style-type: none"> Grade 3 Math: 47% Grade 4 Math: 41% 				<p>Student Math and ELA CAASPP data will improve by 5 percentage points in each grade level.</p> <p>Percent of students scoring in the Not Met categories will decrease by 10% in all sub groups</p> <p>EL IR # 1- 80% or above EL IR # 6- 80% or above EL IR # 7- 80% or above EL IR # 8- 80% or above EL IR # 9- 80% or above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Implementation Review #9 (Teaching Reading across the Disciplines) EL Implementation Review #10 (Teaching Writing across the Disciplines) EL Implementation Review #11 (Teaching Mathematics) EL Implementation Review #12 (Differentiating Instruction and Supporting All Students) EL Implementation Review #20 (Using Assessments to Boost Student Achievement)	<ul style="list-style-type: none"> Grade 5 Math: 19% Grade 6 Math: 39% Grade 7 Math: 21% Grade 8 Math: 57% <p>Disaggregated Data ELA:</p> <ul style="list-style-type: none"> AA : 20% met or exceeded, 62% not met Hispanic: 35% met or exceeded, 38% not met SWD: 12% met or exceeded, 83% not met EL Learners: 0% met, 93% not met <p>Disaggregated Data Math</p> <ul style="list-style-type: none"> AA: 15% met or exceed, 62% not met Hispanic: 26% met or 				EL IR # 10- 80% or above EL IR # 11- 80% or above EL IR # 12- 80% or above EL IR # 20- 80% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>exceeded, 40% not met</p> <ul style="list-style-type: none"> SWD: 9% met or exceeded, 83% not met EL Learners: 3% met, 93% not met <p>EL IR # 1 - no current baseline EL IR # 6 - no current baseline EL IR # 7- no current baseline EL IR # 8 - no current baseline EL IR # 9- no current baseline EL IR # 10- no current baseline EL IR # 11- no current baseline EL IR # 12- no current baseline EL IR # 20- no current baseline</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Leader	Professional development in instruction, collaboration, curriculum support, coaching	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Library Clerk	Maintain library, process curriculum, inventory technology equipment, service staff and student library needs	\$52,385.00	No
3	On-line Software	NEWSELA, Learnzillion	\$20,000.00	Yes
4	EL Education Contract	Cooperation Agreement for School Designer, Curriculum Coach, Annual dues, conference slots	\$67,500.00	No
5	Travel	Conferences and off site campus visits	\$2,000.00	No
6	Professional books	Books to be used by staff that relate to the curriculum, classroom instruction, student engagement, etc	\$1,500.00	No
7	Extra Service Agreements	Paid time for preapproved activities completed outside of the work day and for WASC coordinator to assure compliance with critical areas of follow up.	\$12,029.00	No
8	Instructional materials and supplies	Materials and Supplies needed for instruction	\$12,000.00	No
9	WASC Coordinator Paid through ESA	Manages VCS response to the WASC 4 areas of Critical Focus: maintains appropriate data and documents, reports at all stakeholders meetings, coordinates the writing of the WASC report	\$15,503.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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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
12.29%	\$453,446

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.

<p>Overview The total supplemental and concentration grant funding is \$437,943 for the 2021-2022 school year. Services for unduplicated students must be increased or improved by at least 12.01%. 3 of the 22 actions in the 2021-2022 Plan contribute to the increased or improved services for unduplicated students.</p> <p>Action 1.1 Parent Partnership Liaison (Bilingual) Connect to parents in English and Spanish, set up all community Crews and ELAC meets, function as an ASP, attend CARE meets. FTE 1.0 After first assessing the needs, conditions, and circumstances of our English Learner students, as well as our low income students, we learned that families were not represented in our ELAC and Parent/Community crew meets. This action addresses two conditions. The first being that of our English Learners whose families will be provided Spanish translation and interpretation services specifically for ELAC meetings, Student led Conferences, Parent/Community crew meetings and supporting their engagement in LCAP and WASC stakeholder surveys and meetings. The second action addressed is that of low income families access to school activities that include communication and events, and wrap around community services. These actions are being provided on a school wide basis, and we expect/hope that all students and families will benefit. However, due the significantly lower involvement of English Learner and low income families, we expect that family participation in all aspects will increase.</p> <p>Action 1.2 Parent Family Outreach Childcare/transportation/food to support English Learners, low income, foster, and homeless youth</p>
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After assessing the needs, conditions and circumstances of English Learners, low income, foster, and homeless youth through the lens of engaging their parents and guardians we identified specific barriers to participation in school activities. This action is designed to address some of these barriers such as reliable transportation to events, childcare during meetings and food. Outreach consists of individually inviting families, and communicating services available to support participation. While this action has been funded in previous LCAPs, it has not been used to its fullest potential. With a change of leadership and staffing it is expected that this condition of our English Learners, foster youth and low income students' families will be mitigated and participation will increase. These actions are being provided on a school wide basis, and we expect/hope that all students and families will benefit. However, because of the significantly lower participation rate of English Learners, low income, foster, and homeless youth families and because the action meets the needs most associated to barriers in participation we expect these subgroup families' participation to increase significantly in relation to average participation of families.

Action 3.3 On-line Software

Certificated time to plan and attend parent events and celebrations and for WASC coordinator to assure compliance with critical areas of follow up.

After assessing the needs, conditions and circumstances of English Learners, low income, foster, and homeless youth through the lens of student achievement we identified specific needs of student subgroups that are best addressed through intervention utilizing on-line software. This action is to support student achievement growth over time and provides culturally responsive pedagogy that promotes student engagement. While this action has been funded in previous LCAPs it hasn't been used to it's full potential. With a change of leadership and staffing it is expected that this condition of English Learners, low income, foster, and homeless youth will be mitigated. These actions are being provided on a school wide basis and we expect/hope that all students will benefit. However, because of the academic achievement of the subgroups are significantly lower than other student groups we expect greater academic growth through utilization of this action.

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

Overview

2 of the 22 actions are limited to the provision of increased or improved services to foster youth, English Learners and low-income students. When combined, 5 of the 22 actions within the 2021-2022 LCAP either contribute to or are limited to improving or increasing services for foster youth, English Learners, and low-income students.

Action 2.3 Adventure Learning Scholarships,

After assessing the needs, conditions and circumstances of low income, foster, and homeless youth through the lens of specific barriers to participation in school Adventure Learning activities. This action is designed to address the financial need of these students and their families and provide opportunities for full inclusion in school experiences. This action has been included in previous LCAPs and has been 100% expensed in service of the inclusion of these sub-groups.

Action 2.6 Foster Youth Supports

After assessing the needs, conditions, and circumstances of Foster Youth we learned of the following needs: students were in need of mental health counseling, academic tutoring, and enrichment experiences. This action provides access to increased services through a Parent Partnership Liaison with dedicated time to support Foster Youth, and supporting attendance and participation in enrichment field trips, and learning opportunities. These services are beyond what is provided to all students. While this action is being carried over from the previous LCAP, it has not been previously expensed due to lack of foster youth enrollment.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$453,446.00			\$60,000.00	\$513,446.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$306,443.00	\$207,003.00

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	Parent Partnership Liaison	\$62,029.00				\$62,029.00
1	2	English Learners Foster Youth Low Income	Parent Family outreach	\$2,000.00				\$2,000.00
1	3	All	Classified Overtime	\$15,000.00				\$15,000.00
1	4	All	Extra Service Agreements	\$7,500.00				\$7,500.00
2	1	All	Arts Specialists	\$80,000.00				\$80,000.00
2	2	All	Field Work	\$12,000.00				\$12,000.00
2	3	English Learners Foster Youth Low Income	Adventure Learning Scholarships	\$15,000.00				\$15,000.00
2	4	All	Student Incentive and Recognition	\$2,000.00				\$2,000.00
2	5	All	Clubs and Youth Leadership	\$1,500.00				\$1,500.00
2	6	Foster Youth	Foster Youth	\$500.00				\$500.00
2	7	All	Fieldwork transportation	\$15,000.00				\$15,000.00
2	8	All	Materials and Supplies	\$5,000.00				\$5,000.00
2	9	All	Classified Overtime	\$5,000.00				\$5,000.00
2	10	All	Extra Service Agreements	\$8,000.00				\$8,000.00
3	1	All	Teacher Leader	\$40,000.00			\$60,000.00	\$100,000.00
3	2	All	Library Clerk	\$52,385.00				\$52,385.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	On-line Software	\$20,000.00				\$20,000.00
3	4	All	EL Education Contract	\$67,500.00				\$67,500.00
3	5	All	Travel	\$2,000.00				\$2,000.00
3	6	All	Professional books	\$1,500.00				\$1,500.00
3	7	All	Extra Service Agreements	\$12,029.00				\$12,029.00
3	8	All	Instructional materials and supplies	\$12,000.00				\$12,000.00
3	9	All	WASC Coordinator Paid through ESA	\$15,503.00				\$15,503.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$99,529.00	\$99,529.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$15,500.00	\$15,500.00
Schoolwide Total:	\$84,029.00	\$84,029.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Parent Partnership Liaison	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$62,029.00	\$62,029.00
1	2	Parent Family outreach	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
1	4	Extra Service Agreements			All Schools	\$7,500.00	\$7,500.00
2	3	Adventure Learning Scholarships	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: VCS 5,6,8	\$15,000.00	\$15,000.00
2	6	Foster Youth	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: VCS K-8	\$500.00	\$500.00
3	3	On-line Software	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

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

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[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.