

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
HomeTech Charter School	Julie Crandall Principal/Superintendent	jcrandall@hometech.org (530) 872-1171

Plan Summary [2021-22]

General Information

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

HomeTech Charter School is a personalized-learning, public school serving students of Paradise, Magalia and neighboring communities. HomeTech opened in 1994 and was focused on a home school model providing all families with the curriculum and a computer for home use. HomeTech has evolved into a unique hybrid instructional program and prior to COVID-19, provided direct instruction in a classroom setting combined with independent study. HomeTech serves approximately 120 students in TK-12, with a 2021 ADA of 114. Most of the students who attend HomeTech have suffered great loss in the Camp Fire of 2018 which destroyed most of Paradise and Magalia. Our students have suffered learning loss coupled with emotional trauma from the loss of their homes and familiarity of surrounding areas. Many students have relocated to nearby communities and continue to attend HomeTech.

Reflections: Successes

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

Since November 2018, the staff, students and communities served by HomeTech have endured extreme hardships and unprecedented crises first with the devastating Camp Fire and then with the COVID-19 pandemic. Despite these traumatic events, HomeTech continued to provide educational opportunities and supports to the students and staff. HomeTech's enrollment increased from 77 post Camp Fire to ending 2020-21 with approximately 120 students, with an impressive P-2 ADA of 114. Parent and student surveys indicated both groups were very pleased and happy with HomeTech including educational programs, supports offered to students and HomeTech's facilities. Despite the mandated shutdowns in March 2020, HomeTech was able to reopen to students, on a modified schedule on October 26, 2020 and continued to operate offering simultaneous in-person and online instruction to students while avoiding further COVID-induced shutdowns.

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.

Due to COVID-19 and mandated school closures beginning in March 2020, the California School Dashboard is relatively blank for HomeTech Charter. HomeTech is part of the Alternative dashboard. With a 77.9% socioeconomically disadvantaged student population and students still feeling the effects of trauma and loss from the 2018 Camp Fire, HomeTech strives to create an individualized approach to meet students where they are academically. The dashboard for 2020 was suspended for academic data due to the COVID-19 SBAC suspension. However, the 2019 Dashboard shows our students were 96.9 points below standard in math and .2 points below standard in ELA. Our greatest needs continue to be centered around bridging the academic gaps incurred by back to back unprecedented crises of the 2018 Camp Fire and COVID-19. Additionally, students are in need of social-emotional support and coping strategies to deal with multiple traumas inflicted within the last 3 years. Prior to the Camp Fire, HomeTech was expanding enrollment and course offerings. However, after the fire, many staff, students and community families moved from the area. This decreased our enrollment, teaching staff and support staff dramatically, directly affecting course offerings. An identified need continues to be increasing enrollment, expanding course offerings and ultimately, increasing staffing in the years to come with the hope we can recruit and hire a dedicated math teacher at some point in the next three years.

As we enter 2021-22, HomeTech will focus on increasing course offerings to provide a rich and well-rounded educational experience for our current students as well as increasing enrollment through targeted marketing campaigns. We recognize and plan to address the social emotional wellness needs of our students, address academic gaps and reduce dropout rates, especially for our students with disabilities. Our 2021-24 LCAP will focus on support for unduplicated students with one-on-one and/or small group tutoring, reading and math interventions for students below grade level, offering reading and math workshops for elementary students, increasing course offerings, expanding credit recovery options, and adding a dedicated HomeTech school counselor to focus on mental health.

LCAP Highlights

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

HomeTech Charter and the Paradise community have faced many challenges in the last few years, however, HomeTech has continued to provide personalized learning experiences for our students that strive to meet students' individual needs. The LCAP aligned goals are further focused on addressing the needs of the whole student with purposeful intent to bridge academic gaps and provide social, emotional and mental wellness supports while preparing students to be successful citizens beyond high school graduation.

Within the LCAP, plans include hiring a social emotional wellness counselor to provide direct and regular support to students in the area of social emotional wellness and crisis intervention. Additionally, the new implementation of reading and math interventions for underperforming students will be key in bridging academic gaps as identified by regularly administered benchmark and screening assessments. Each student will be assessed three times per year in the areas of English Language Arts and Math using a standardized, validated benchmark assessment to monitor academic progress and assess for academic gaps. At the secondary level, supports will be

embedded to prevent students from falling behind academically in their classes and thereby jeopardizing graduation. Such supports will include weekly monitoring of student grades and additional mandatory classroom-based support through our Success Classes for any student failing one or more classes. Weekly on-site tutoring for students will be an additional support offered beginning in 2021-22 for students needing additional support with completing the independent study portion of their weekly work.

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.

HomeTech was not identified for CSI.

Support for Identified Schools

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

HomeTech was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

HomeTech was not identified for CSI.

Stakeholder Engagement

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

HomeTech sought the input of multiple stakeholder groups including certificated and classified staff, BCOE SELPA, parents and students.

At several staff meetings including certificated and classified staff during the Spring 2021 semester, the goals from the 19-20 LCAP and 20-21 LCP were reviewed and discussed. In addition, the future goals of HomeTech were discussed.

For SELPA stakeholder engagement, the Principal/Superintendent and certificated staff met via Zoom with BCOE SELPA director Aaron Benton to discuss HomeTech's 21-22 LCAP and current SEP plan.

Parent input was solicited via surveys both in paper and electronic format. COVID-19 prevented any in-person meetings and many of our parents were unable to attend meetings over Zoom or other electronic means.

Student input was solicited via electronic surveys, designed specifically into 3 grade ranges: Elementary (grades 3-6), Middle School (grades 7 and 8) and High School (grades 9-12). Surveys were administered during class time to improve survey response and to elicit more rich commentary data.

A public hearing on the LCAP and budget were held at the June 23 Board meeting and the public was provided an opportunity to comment. The LCAP and budget were adopted at the June 28 Board meeting.

A summary of the feedback provided by specific stakeholder groups.

HomeTech Staff: Staff felt that an on-site counselor was crucial to student success for the upcoming year. In addition, staff indicated that the need for additional academic supports for students would very beneficial.

BCOE SELPA: Data for SWD was reviewed and decreasing the drop out rate for SWD was most important. Implementing the risk assessment rating scale and following up with additional individualized supports was discussed/

Parents: Parents reiterated the need for social emotional wellness services, additional academic supports for students who are struggling, and increasing in-person class time as well as expanding elective offerings.

Students: Students echoed the need for additional elective classes at HomeTech such as cooking, arts, digital arts and sports. Many students indicated they would be interested in tutoring at school and speaking privately with a school counselor. Students also showed interested in supportive technology such as text-to-speech and speech-to-text programs.

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

The 2021-24 LCAP addresses the feedback from all groups:

HomeTech Staff - The new LCAP addresses social emotional wellness support with an onsite school counselor. It also addresses academic supports with new reading and math intervention program implementation and onsite tutoring support.

BCOE SELPA: The new LCAP addresses implementation of the HomeTech Charter Risk Assessment procedure for reducing the rate of SWD dropping out of school.

Parents - The new LCAP addresses the needs for a social emotional counselor, increased academic support, increasing in-person class time and increasing and restructuring elective offerings.

Students - The new LCAP addresses increased elective offerings, tutoring, and counseling services. It also includes implementation of assistive technology.

Goals and Actions

Goal

Goal #	Description
1	Provide supports to students that address and build social, emotional and mental wellness while ensuring a safe school environment.

An explanation of why the LEA has developed this goal.

HomeTech has developed this goal based upon the stakeholder input from staff, parents and students which indicated a need to address social and emotional wellness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HTC Risk Assessment - Number of students identified as "At Risk"	This will be a newly implemented tool HTC will begin using in Fall 2021.				100% of students will be assessed using the HTC Risk Assessment
Number of students serviced by new school counselor	This will be a newly implemented position at HTC for Fall 2021				All students seeking counselor support with parent permission will be seen by counselor
Drop out rate	2019-20 SPED Drop out Rate: 23.08%				<10.72%
Student transiency	In 2020-21, 26.4% of enrolled students left HomeTech during the school year.				<20%
Number of students failing one or more classes	In 2019-20, 60.9% of students received one or more "F's"				<40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism: % of students chronically absent (State Priority 5b)	2019 Dashboard: All students: 12.5% SED: 12.7%				<10%
Graduation Rate: % graduating (State Priority 5e)	2019 Dashboard: All students: 95.2%				>96%
Suspension Rate: % suspended at least one time (State Priority 6a)	2019 Dashboard All: 0% SED: 0% SWD: 0%				<3%
School Attendance Rate: (State Priority 5a)	2019-20 Attendance Rate: 91.65%				Attendance rate >95%
Pupil Expulsion Rate (State Priority 6b)	2019-20 Expulsion Rate: 0%				Expulsion rate <1%
Basic/ School Facilities in "Good Repair" (State Priority 1)	2020 FIT Report - 100% in good repair				100% FIT Report in "Good Repair"
LCAP Surveys % of Staff, Parents and	2021 Parent/Student Surveys:				>95% feel safe at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students and that agree (State Priority 1c)	<p>81% students feel safe at school. 19% students said they had no opinion. 0% said they don't feel safe.</p> <p>99.2% of parents and students feel school facilities are clean; 0.8% had no opinion. 0% reported the school was not clean.</p> <p>98.57% of parents and students feel school facilities are well maintained. 1.43% had no opinion. 0% indicated the school was not well maintained.</p>				<p>>95% feel school facilities are clean</p> <p>>95% feel school facilities are well maintained</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Administer and Regularly Update Risk Assessment Form	Complete the HTC Risk Assessment (RA) Form for each student. Site Principal and/or staff will complete an intake form for all current and newly enrolling students. The HTC Risk Assessment (RA) identifies current and past student and/or family behaviors and patterns that could lead to student disengagement and/or school drop out. Students will then be placed in the appropriate MTSS Tier (1,2, or 3).		Yes

Action #	Title	Description	Total Funds	Contributing
2	Hire part time Social Emotional Counselor	Hire .35 FTE School Counselor to 1) provide classroom presentations for grade appropriate social emotional and mental wellness topics to all students for Tier 1 support, 2) provide counseling services to students identified for Tier 2 and Tier 3 social-emotional-mental wellness and 3) engage with local community agencies and providers to provide referrals for intensive counseling needs	\$30,232.00	Yes
3	SEL Curriculum	Purchase Social Emotional Curriculum for Tier 1 and support. New counselor will provide in-class presentations to all students grades 4 - 12 providing Tier 1 SEL instruction to help students identify social emotional challenges and strategies to better cope with challenges as they arise.	\$4,000.00	Yes
4	Maintain daily custodial services	Maintain daily custodial services on school days		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	Increase student proficiency in core academic areas.

An explanation of why the LEA has developed this goal.

The 2019 Dashboard shows HomeTech is an average of 96.9 points below standard in Math and .2 points below standard in English Language Arts. Additionally, a review of the students receiving one or more "F's" along with parent, staff and student input strongly suggested the need for additional academic supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Scale score points distance from standard (State priority 2a and 4a)	2019 Dashboard 2018-19 SBAC All: .2 points below				At or above standard
SBAC Math: Scale score points distance from standard (State priority 2a and 4a)	2019 Dashboard 2018-19 SBAC All: 96.9 points below				20 points or less below standard
CAST: (State Priority 2b)	TBD				At standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP ELA Growth Reading (State Priority 8)	Newly Implemented Fall 2021				50% or more at or above standard
MAP Math Growth Math (State Priority 8)	Newly Implemented Fall 2021				30% or more above at or above standard
Increase percentage of students scoring "At or Above Benchmark" on DIBELS grades K-6	Newly Implemented Fall 2021				50% or more at or above benchmark
Student access to standards-aligned instructional materials (State Priority 1b)	Annual review of instructional materials				100% of students have access to standards-aligned instructional materials
Percentage of students earning one or more "F" grades	In 2019-20, 60.9% of students had one or more "F" grades on report cards				<30%
Teacher Misassignments: % of appropriately assigned teachers (State Priority 2a and 2b)	100% of staff appropriately assigned				100% of staff appropriately assigned

Actions

Action #	Title	Description	Total Funds	Contributing
1	Benchmark assessments	Purchase and administer NWEA/MAPP (or similar benchmark assessments) tests three times per year to monitor student progress, adjust and target instruction, and identify students needing supplemental interventions and support.	\$3,000.00	Yes
2	DIBELS reading screener	DIBELS is a standardized, nationally normed reading screener administered three times per year to identify students' reading ability in grades K-6. Students are classified as either above grade level, at grade level, below benchmark or well below benchmark for reading ability. Students scoring below a predetermined threshold will be offered reading intervention.		Yes
3	Reading Interventions	Purchase materials to implement reading interventions for students not at grade level; utilize and train personnel on interventions	\$2,765.00	Yes
4	Math Interventions	Purchase materials to implement math interventions for students not at grade level; utilize and train personnel on interventions	\$2,764.00	Yes
5	Tutoring by paraprofessional	Hire para-educator to provide one-on-one and small group tutoring to students in grades 7-12	\$19,099.00	Yes
6	Success classes	Continue to provide "Success Classes" for students in grades 3 - 12. This weekly class will be mandatory for students receiving 1 or more "F" grades.	\$18,017.00	Yes
7	Small Teacher to student ratios	Continue to staff above minimal requirements to allow teachers to devote more individualized time to students and provide support.	\$221,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Elementary Workshops	Implement reading and math workshops to support students' learning in grades 2 - 6. Cost accounted for in 2.7		Yes
9	Assistive technology	Purchase text-to-speech and speech-to-text technology for students needing reading support in grades 4 - 12.	\$1,235.00	Yes
10	Certificated professional development	Provide professional development to teachers in content areas, CCSS, SEL and/or instructional strategies	\$5,000.00	Yes
11	Standards-aligned curriculum	Purchase and/or use standards-aligned curriculum in all content areas. No cost in 21-22.		Yes
12	Math Teacher	Hire a single subject math teacher by 2023-24 if funding allows. Math teacher would focus on increasing student proficiency in grades 7-12. No cost in 21-22. Estimated cost for personnel would be 80,808		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.

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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.

Goals and Actions

Goal

Goal #	Description
3	Increase student enrollment and reduce transiency while ensuring students are career and/or college ready.

An explanation of why the LEA has developed this goal.

Prior to the Camp Fire of 2018, HomeTech had an enrollment above 150 students. Post Camp Fire, students and families have relocated to different areas decreasing enrollment and reducing staff. Simultaneously teaching online and in-person became challenging especially for more hands-on classes and teachers were forced to be in front of their computer in class instead of interacting more naturally with students. HTC would like to diversify and provide two distinct learning experience options for our students while not sacrificing the learning of the other group.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019 Dashboard shows Chronic Absenteeism as 12.5%				<10% chronic absenteeism
Average Daily Attendance	2020-21 ADA was 114				> 140 students
Overall enrollment number	2020-21 Enrollment was approximately 120				>150 students
Track new enrollments and leaving enrollments on monthly basis	This will be a new metric for 2021-22.				decrease in students leaving after establishing baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Track Enrollment in each program: hybrid, traditional ISP	This will be a new metric for 2021-22.				Increase in students enrolling after establishing baseline
Enrollment in credit recovery courses	This will be a new metric for 2021-22.				>10 students
College and Career Indicator: % Prepared	2020 CDE Data All 5% prepared All: 15% approaching prepared				> 20% prepared >25% approaching prepared
Graduation Rate Indicator: % Graduated	2020 CDE Data: All: 75%				>85% graduation rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Marketing of HomeTech	Market HTC to local and surrounding communities to attract new students. Utilize various marketing strategies to increase awareness about HTC's programs, offerings and available enrollment	\$3,000.00	No
2	Distinguish instructional options for grades 7-12	Offer two different and distinct instructional options for students designed to meet students' diverse needs. One option would be HTC's traditional hybrid instruction and the second option would be 100% independent study where students are required to meet with a teacher at regular intervals to monitor progress, provide support and clarify any instructional concepts. ISP students would need to have demonstrated success either in HomeTech's Hybrid program or meet grade criteria from previous school. Maintain homeschool-type program for elementary students. No Cost for this action item.		No

Action #	Title	Description	Total Funds	Contributing
3	Credit recovery options for students in 9-12	Continue to provide credit recovery opportunities for classes offered onsite. Additionally, partner with third-party vendor to provide online instruction and assessment option for students needing credit recovery during school year or can be done during the summer months.	\$3,000.00	Yes
4	Electives & enrichment opportunities	Provide additional and diverse elective choices for students in grades 7 - 12. Offer additional enrichment activities to students in grades K - 6 on a weekly basis. Will use existing staff. No cost in 21-22		Yes
5	CTE Pathways	Develop and implement CTE pathways for students in grades 9 - 12 to promote career readiness post high school. 21-22 will be a planning year for this with no cost associated for 21-22.		Yes
6	Student academic supports	Implement supports for students to increase academic success. Continue with "Success classes" where students can complete assigned work, clarify understanding and work with an adult at HTC. Success Classes would be optional for students earning grades of D or higher. With students earning 1 or more F's, Success Class would be mandatory until the grade is raised to passing. No additional cost for this item in 21-22.		Yes
7	Tutoring	Provide one-on-one and/or small group tutoring for students. Students will meet weekly with paraprofessional to complete assigned work, clarify concept understanding and increase standards proficiency. Cost accounted for in 2.5		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
23.89%	168837

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.

HomeTech has an unduplicated population of 82.5%. With such a high unduplicated population, each goal and contributing action is meant to support our foster youth and low-income students. Students not included in the unduplicated count will also benefit, however, the intention is to provide additional support to our unduplicated pupils.

Goal 1: Provide supports to students that address and build social, emotional and mental wellness while ensuring a safe school environment.

Action 1: Administer and Regularly Update Risk Assessment Form

Action 2: Hire part time Social Emotional Counselor

Action 3: Purchase Social Emotional Curriculum

Goal 2: Increase student proficiency in core academic areas.

Action 1: Purchase and administer NWEA/MAPP (or similar benchmark assessments)

Action 2: Administer DIBELS reading screener 3x per year to monitor reading proficiency

Action 3: Purchase materials to implement reading interventions

Action 4: Purchase materials to implement math interventions

Action 5: Hire para-educator to provide one-on-one and small group tutoring

Action 6: Continue to provide "Success Classes"

- Action 7: Continue to staff above minimal requirements
- Action 8: Implement elementary reading and math workshops to support students' learning
- Action 9: Purchase text-to-speech and speech-to-text technology
- Action 10: Provide professional development to teachers
- Action 11: Purchase and/or use standards-aligned curriculum
- Action 12: Hire a single subject math teacher by 2023-24 if funding allows

Goal 3: Increase student enrollment and reduce transiency while ensuring students are career and/or college ready.

- Action 3: Provide credit recovery opportunities for classes offered onsite and online including potential summer credit recovery online options
- Action 4: Provide additional and diverse elective choices for students in grades 7 - 12.
- Action 5: Develop and implement CTE pathways for students in grades 9 - 12 to promote career readiness post high school
- Action 6: Continue with success classes
- Action 7: Provide weekly tutoring to students

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

Services identified for unduplicated students will be school-wide due to an 82.5% unduplicated pupil count.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$233,884.00	\$79,257.00			\$313,141.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$288,377.00	\$24,764.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Foster Youth Low Income	Administer and Regularly Update Risk Assessment Form					
1	2	Foster Youth Low Income	Hire part time Social Emotional Counselor		\$30,232.00			\$30,232.00
1	3	Foster Youth Low Income	SEL Curriculum		\$4,000.00			\$4,000.00
1	4	All	Maintain daily custodial services					
2	1	Foster Youth Low Income	Benchmark assessments	\$3,000.00				\$3,000.00
2	2	Foster Youth Low Income	DIBELS reading screener					
2	3	Foster Youth Low Income	Reading Interventions		\$2,765.00			\$2,765.00
2	4	Foster Youth Low Income	Math Interventions		\$2,764.00			\$2,764.00
2	5	Foster Youth Low Income	Tutoring by paraprofessional		\$19,099.00			\$19,099.00
2	6	Foster Youth Low Income	Success classes	\$18,017.00				\$18,017.00
2	7	Foster Youth Low Income	Small Teacher to student ratios	\$204,867.00	\$16,162.00			\$221,029.00
2	8	Foster Youth Low Income	Elementary Workshops					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	Foster Youth Low Income	Assistive technology		\$1,235.00			\$1,235.00
2	10	Foster Youth Low Income	Certificated professional development	\$5,000.00				\$5,000.00
2	11	Foster Youth Low Income	Standards-aligned curriculum					
2	12	Foster Youth Low Income	Math Teacher					
3	1	All	Marketing of HomeTech	\$3,000.00				\$3,000.00
3	2	All	Distinguish instructional options for grades 7-12					
3	3	Foster Youth Low Income	Credit recovery options for students in 9-12		\$3,000.00			\$3,000.00
3	4	Foster Youth Low Income	Electives & enrichment opportunities					
3	5	Foster Youth Low Income	CTE Pathways					
3	6	Foster Youth Low Income	Student academic supports					
3	7	Foster Youth Low Income	Tutoring					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$230,884.00	\$310,141.00
LEA-wide Total:	\$230,884.00	\$310,141.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Administer and Regularly Update Risk Assessment Form	LEA-wide	Foster Youth Low Income	All Schools		
1	2	Hire part time Social Emotional Counselor	LEA-wide	Foster Youth Low Income	All Schools		\$30,232.00
1	3	SEL Curriculum	LEA-wide	Foster Youth Low Income	All Schools		\$4,000.00
2	1	Benchmark assessments	LEA-wide	Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	2	DIBELS reading screener	LEA-wide	Foster Youth Low Income	All Schools		
2	3	Reading Interventions	LEA-wide	Foster Youth Low Income	All Schools		\$2,765.00
2	4	Math Interventions	LEA-wide	Foster Youth Low Income	All Schools		\$2,764.00
2	5	Tutoring by paraprofessional	LEA-wide	Foster Youth Low Income	All Schools		\$19,099.00
2	6	Success classes	LEA-wide	Foster Youth Low Income	All Schools	\$18,017.00	\$18,017.00
2	7	Small Teacher to student ratios	LEA-wide	Foster Youth Low Income	All Schools	\$204,867.00	\$221,029.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	8	Elementary Workshops	LEA-wide	Foster Youth Low Income	All Schools		
2	9	Assistive technology	LEA-wide	Foster Youth Low Income	All Schools		\$1,235.00
2	10	Certificated professional development	LEA-wide	Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	11	Standards-aligned curriculum	LEA-wide	Foster Youth Low Income	All Schools		
2	12	Math Teacher	LEA-wide	Foster Youth Low Income	All Schools		
3	3	Credit recovery options for students in 9-12	LEA-wide	Foster Youth Low Income	All Schools		\$3,000.00
3	4	Electives & enrichment opportunities	LEA-wide	Foster Youth Low Income	All Schools		
3	5	CTE Pathways	LEA-wide	Foster Youth Low Income	All Schools		
3	6	Student academic supports	LEA-wide	Foster Youth Low Income	All Schools		
3	7	Tutoring	LEA-wide	Foster Youth Low Income	All Schools		

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:		

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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.