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.

The Contra Costa County Court School Program is part of the Contra Costa County Office of Education. The Program serves students from the eighteen school districts within the Contra Costa County area. Mt. McKinley School (MM) serves students who are housed in the Contra Costa Juvenile Detention Center in Martinez and in the Orin Allen Rehabilitation Facility in Byron. The students in our school are either incarcerated in detention awaiting the outcome of their court proceedings or outside placement or have been sentenced to the treatment program housed inside the facilities. The school is accredited by the Western Association of Schools and Colleges (WASC).

The Court Schools endeavor to ensure academic improvement and successful transition while promoting pro-social skills. Prior to entering the court school, most of these students have generally scored below proficient on state-mandated tests. Most of the high school students enter the program credit deficient and not on track for graduation. Most of the students enrolled in the school also have a history of behavior and attendance issues. Consequently, it is important to not only provide a robust academic curriculum but to also work collaboratively with probation and other support staff to foster the students' social-emotional development.

In 2019-20 the Court Schools served 435 students. The average length of stay was 106 days for the Ranch, 113 for YOTP and 21 days for students being held in detention. As per norms for alternative education programs, students who stay for 90 days are considered our "long term" students. The percent of 90 day + students varies from year to year and comprises a smaller subset of the population. The percentage during the 2019-20 school year was 23% (102 of 435). This reflects a 1% decrease of long term students from the prior year. The largest number of students, 26%, came from West Contra Costa County Unified School District. Our next largest district of residence is Antioch with 16% of our students coming from there.

African American students are enrolled in court school at a disproportionate rate. The student ethnicity groups comprising Mt. McKinley School included 53% percent African American, 12% percent White and 30% percent Hispanic. The overall county High School enrollment was comprised of 10% African American, 34% White, and 33% Hispanic. Most students are enrolled in grades 9 - 12, a smaller percentage in grades 7 - 8. The Byron complex serves only boys, and Mt. McKinley served about 82% boys and 18% girls. English Learners comprise

about 23% of the student population in Mt. McKinley. The number of EL students enrolled does not exceed the number required for the formation of an ELAC or DELAC. We did, however, utilize our SSC to consider the needs of our EL students. Special education services are offered to those identified and these students comprise 33% of the population. All students are considered "at risk."

According to the 2019 CALPADS report, 100% of the students in Mt. McKinley qualify in one or more of the targeted subgroups (socioeconomically disadvantaged, foster youth, or English learners). For this reason, the program offerings are school-wide, the actions and services noted in this SPSA are targeted to all students, and the data has not been disaggregated by these subgroups.

The Martinez campus is comprised of eight classrooms on the living units with a computer lab, an Assessment Center, and a Transition Center. Due to decreased enrollment, three living units and the attached classrooms are currently closed. There are five combined FTE certificated classroom teachers and CTE Instructors, 1 FTE certificated special education teachers, and 4 FTE classified special education instructional assistants. The office staff includes 1 FTE classified Administrative Assistant, 1 FTE Transition Specialists, and a 1 FTE Student Information Specialist, and a 1 FTE School Psychologist. There is also 1 FTE Principal and .5 Special Education Administrator that serve both locations. The Byron campus has 2 full-time teachers, 1 FTE Special Education Instructional Aides, a .5 FTE Psychologist, and a .5 FTE certificated special education teacher.

At both sites, the instructional day is 280 minutes with a minimum day every Wednesday of 180 minutes. Teachers participate in collaborative meetings monthly to review data and identify additional strategies to address behavioral needs and improve student learning. The focus of these programs is to provide curricular and academic opportunities while modifying behavior with the ultimate goal being a successful transition back to the students' home districts. Students take grade-appropriate academic courses. Those in high school work on earning high school credits.

All curricula are directly linked to achievement in the California Common Core State Standards, interpersonal, pro-social skill development, basic skill remediation, and the completion of graduation requirements. In our attempt to meet the needs of all learners, our program adopted the state-approved reading intervention program, Reading Horizons. We also use the intervention programs Freckle. The school works with the County Office Curriculum and Instruction Department to pilot, adopt, and implement new materials. The Mt. McKinley school follows the state textbook adoption cycle and adopted a new math curriculum, Big Ideas, in 2015-16, adopted The Reading with Relevance ELA/ELD curriculum for the 2017-2018 school year and adopted Stemscope to support the Next Generation Science Standards during the 2019-2020 school year. Additionally, the Middlebury English Language Development Curriculum program of Middlebury Learning Institute was adopted during the 2019-20 school year to support our ELD population.

As an Alternative School with a DASS Dashboard, we do not have a Middle School Dropout Rate (5C) or Highschool Dropout Rate (5D) so those Statewide Priorities are not found in our Metrics. Additionally, we do not offer AP Courses so Statewide Priority 4G-- "The percentage of pupils who have passed an AP examination with a score of 3 or higher" is not included in our Metrics.

Reflections: Successes

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

On the 2019 Dashboard, we had an yellow indicator for suspension rate and a green indicator for our Graduation Rate. Reviews of California School Dashboard and local data indicate that our students are receiving less suspension and behavioral referrals and have shown an increase in reading achievement. The school has implemented behavioral interventions through means of our strengthened relationship with our facilities Probation team. The school meets weekly with a Multidisciplinary Team (MDT) to discuss students having behavioral or mental health needs, allowing us to create custom academic and behavioral plans to accommodate the students and ensure that we have safe learning environments for staff and students. Our School's special education and intervention teams meet regularly to discuss student needs, adjust IEP supports as needed, and to provide targeted interventions. We have implemented additional academic interventions in the areas of Reading, Math, and English Language Development to support our entire student population. Monthly screenings of student transcripts ensures that all students eligible for graduation credit reductions (AB-167, AB-1806, AB-2306, and Adult Diploma eligibility), allowing us to make sure more students have a pathway for graduation. We have culturally relevant and socially responsible curriculum in the areas of Science, Math, English, and Social Studies which have increased student engagement and achievement. We plan to build on these successes by building out robust communication and making sure each student's plan is well articulated and shared with all stakeholders (i.e., parents, instructional staff, administrators, mental health, support staff).

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.

On the 2019 Dashboard, we had red for our College and Career Readiness. Reviews of California School Dashboard and local data indicate that we have a continued need to develop additional supports in the area of mathematics achievement across our student population. We will continue to identify students in need of additional behavior and academic interventions. We also, based on our Dashboard data, will identify additional supports for our English Learner population, to increase transition and CTE opportunities for our students, and to increase parent engagement in our school community.

LCAP Highlights

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

This plan is reflective of the input of many stakeholders and attempts to capture the continuous improvement process our agency is dedicated to following. We have made many gains since the writing of our last LCAP and find that many of our core programs and services are functioning at a high-level. Based on feedback and school data, our task now centers around serving our students as individuals and increasing the connection between the families that we serve and our school. In this plan we endeavor to create a blueprint of how, over the coming three years, we will increase the connectedness of home and school and also create individualized plans for college and career readiness for each and every student.

Our goals are:

Goal #1: Continue to foster an engaging School Environment based on student, parent and community input.
Goal #2: Create and foster a plan for future success for each and every student.
Goal #3: Maintain 100% in our basic services.

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.

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.

We highly value the input of our stakeholders and designed a series of meetings that took place during the Spring of 2021 to engage them in the development of the LCAP. Each meeting included a presentation from staff about the state priorities and the overall context of the school. We then presented our draft goals and asked stakeholders to share with us what they thought was going well and ideas they had about how to improve the program. We had 10 stakeholder engagement meetings during the Spring: 1 staff meeting with teachers in February 2021 (CTA unit bargaining members) and classified staff in February 2021 (Local 1 bargaining unit members), 1 SPED Parent in February 2021, 1 All Parent in February 2021, 1 DELAC in February 2021, 2 SSC which serves as our Parent Advisory Council (including Administrators, Principals, Students, Parents) in March and May 2021, 2 Board in March and May 2021, 1 District Partners/SELPA in March 2021 and 1 Larger Community in April 2021. All meetings were well attended and participants shared their ideas freely. In addition to these formal meetings we also applied the input we received informally from our contact with stakeholders. The LEA found the Stakeholder feedback helpful and many ideas were incorporated into the Actions of Goals 1 and 2 in this document.

A summary of the feedback provided by specific stakeholder groups.

Information about which specific groups provided which feedback in locate in the following section. Stakeholder feedback was robust and generally fell into the following streams of improvement:
Increase academic and other school information shared with parents
Provide more support in Spanish to students and parents
Do more to address the unique mental health issues that come from being incarcerated
Do more to connect students and families to the available mental health services available at no charge
Provide more Career Technical Education
Increase extracurricular activities offered
Leverage the Individualized Learning Plan already in use to guide programming and increase specific information sharing
Create a broader A-G program to prepare students for college
Students need support in developing strong healthy relationships
Provide more time for staff and students to connect on non-academic topics
Provide stronger support and linkage to AODs (Alcohol and other Drugs) support upon release
Create a stronger shared understanding of the Equity outcomes amongst staff

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

The feedback summarized above is reflected in the actions of Goal 1 and 2:

Goal 1:

More school information shared with parents (Staff, Parents, Board)
More communication with Spanish Speaking families to help parents gain understanding of the school program (EL Parents, Board)
Creating more personal connections with families (Staff, Board)
Help students develop strong healthy relationships (Parents, Community)
More time to build rapport and discuss non-academic topics (Teachers, Students)
Stronger AODs (Alcohol and other Drugs) support upon release (Community)
Create a stronger shared understanding of the Equity outcomes (Staff, SSC)
More sports and Arts (Staff, Parents, Students)

Goal 2:
Review and update the Individualized Learning Plan process and review and sharing process (Staff, Community, Board)
More vocational programs/ Link to unions and outside employment (Board, Staff, Parents, EL Parents, SPED Parents)
More assistance with the language learning including more materials in Spanish (EL Parents)
Create a broader A-G program (Staff, Community, Parents, Students, Board)

Goals and Actions

Goal

Goal #	Description
1	To increase student academic achievement, decrease student behavioral interventions needed, and increase student opportunities for CTE and transition supports for their post-secondary needs, we will continue to foster an engaging School Environment. (Priorities #6, 3)

An explanation of why the LEA has developed this goal.

Providing an engaging school environment for both students, parents, and our school community based on student, parent and community input will help increase the parent engagement levels of our overall school community, specifically our English Learner population and our Special Education parent community. This will strengthen the school to home connection, educate our community about the work we are doing at Mt. McKinley School, and generate more parent feedback in our school programs and offerings. To accomplish this we have designed the actions of this goal to address the specific needs determined through the needs assessment, namely, lack of parental involvement and knowledge about the school program, high levels of substance abuse and social-emotional needs on the part of our students and families, lack of student engagement and systemic disenfranchisement. The metrics will measure our success in improving school climate and engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase sense of safety on pupil, parent, and teacher surveys to 90% on the California Healthy Kids Survey. (6C)	48% of students indicated that they felt safe at school on the Spring 2021 California Healthy Kids Survey.				90% of students, parents and staff will report that they feel the school is a safe place on the California Healthy Kids Survey in Spring 2024.
Increase sense of school connectedness on pupil, parent, and teacher surveys to 90% on the California	32% of students indicated that they felt connected to the school on the Spring 2021 California Healthy Kids Survey.				90% of students, parents and staff will report that they feel connected to the school on the California Healthy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey. (6C)					Kids Survey in Spring 2024.
Decrease pupil suspension rates to 1%. (6A)	8% of students were suspended in the 2019-2020 school year.				Decrease suspension rate to 1% or less.
Maintain a zero percent pupil expulsion rates. (6B)	No students have been expelled in the past 4 years.				Maintain 0% expulsion rate.
Increase parental participation in programs for low income, English learner and foster youth pupils as well as for students with disabilities to 90% as measured by records of participation. (3B,3C)	52% of parents participated in supportive programs during the 2020-2021 school year as measured by records of participation.				90% of parents will participate in designated support services provided by the school as measured by records of participation.
Increase percentage of stakeholders who feel that the school promotes parental involvement on the California Healthy Kids Survey. (3A)	29% of students agree that the school promotes parental involvement on the Spring 2021 California Healthy Kids Survey.				90% of students, parents and staff will report that the school promotes parental involvement on the California Healthy Kids Survey in Spring 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Translation Services for Parents	Contract for on demand translation via phone and document translation, staff stipends.	$3,000.00	Yes
2	Fulltime School Psychologist	Psychologist will provide enhanced support for students and families and increase the connectedness between the home and school when students are incarcerated.	$241,025.00	Yes
3	Increase Communication with Parents	Share more school information with parents in a timely and meaningful manner. Update website and school brochure. Make sure parents are given info at intake. Update the orientation video shown to students at intake. Review and update the orientation process that takes place in the first days of school enrollment.	$0.00	No
4	More Personal Connections with Families	Create more opportunities for parent to visit the school to see staff and student work. Hold more virtual parent coffees.	$0.00	No
5	More Communication with Spanish Speaking Families	Help parents gain understanding of the school program. Make a comprehensive and coordinated plan for all support staff positions to create a stronger personalized connection between each family and the school. Provide parent education and support increased parent understanding of how to navigate the school system and create a plan for their student's success starting from the place they are currently in.	$0.00	No
6	Strong Healthy Relationship-building	Help students develop strong healthy relationships through direct Social Emotional instruction and also maintain community traditions and celebrations of student achievement (e.g., Honor Roll Lunch, Attendance and Behavior Awards)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
7	Clubs and Affinity Groups	More time to build rapport and discuss non-academic topics. Create interest-based clubs and affinity groups led by staff	$0.00	No
8	Stronger AODs (Alcohol and other Drugs) Support	Link to Substance Use Disorder/Alcohol Other Drugs support while still at the facility	$0.00	No
9	Build Shared Understanding of Equity	Create a stronger shared understanding of the Equity outcomes and practices amongst all school staff. Create and utilize Restorative Practices for behavior interventions and integrate into the MTSS framework. Provide staff professional development and meeting time to grow a shared understanding of the desired Equity outcomes	$0.00	No
10	Sports and Arts programming	Increase Sports and Arts programming	$0.00	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	To increase the academic achievement of our students, we will create and foster a specific Individualized Learning Plan for future success for each and every student. By engaging our students in regular conversations about their post-secondary goals, conducting regular screenings for graduation credit reduction opportunities, and providing a rich continuum of options for CTE and transition supports will ensure that our students are not only successful in our school program, but achieve success upon their re-entry into the community. (Priorities # 2, 4, 5, 7)

An explanation of why the LEA has developed this goal.

At Mt. McKinley School, we recognize that we are at an important spot in our student's educational careers. It is critical that we engage our English Learner population in rigorous curriculum which provides both integrated and designated supports to help our students be more engaged in the classroom, achieve academic success, and make progress towards being Reclassified as Fully English Proficient. Additionally, almost all of our students have large academic gaps which has a cumulative effect on their achievement. By assessing each student and providing a customized plan to address these gaps, we will improve the achievement of our student body as a whole and positively influence our graduation rate. By offering increased programming in vocational CTE pathways and A-G courses, we will increase the number of students who are college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide more intensive and targeted ELD instruction to all ELD students as measured by the amount of targeted individualized instruction delivered. (2B, 7B)	Currently all ELD students receive Structured English Immersion and ELD instruction provided by the classroom teachers and Instructional Assistants. Newcomers receive individual instruction outside of the main classroom.				All ELD students receive targeted individualized instruction regardless of their proficiency level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC to 90%. (4E)	21.4% of students made adequate progress toward English Proficiency in 2019-2020 school year.				90% of EL students are making adequate progress toward proficiency as measured by their ELPAC scores.
Increase the English learner reclassification rate of Level 3 students to 25%. (4F)	No students were reclassified as proficient in the 2020-2021 school year.				25% of Level 3 students will be reclassified as proficient.
Increase the high school graduation rate to 95%. (5E)	2019-2020 grad rate was 76.1% in 2019-2020 school year.				95% of eligible seniors will graduate.
Increase the percentage of students who make academic gains on Statewide and local assessments. (4A)	59% of students made gains in ELA and 58% of students made gains in Math in 2019-2020 school year. We did not have a dashboard color for Statewide testing and no detail report is available as we only had six test takers in 2019.				90% of students not already at/or above grade level will show gains in both Math and ELA. Our student average performance on statewide assessments will be at/or above standard.
Increase the percentage of high school graduates who	While many students took A-G approved courses, no students				90% of graduates in the class of 2024 will be marked as College

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enroll in and successfully complete a course of study including all A-G approved courses to 50%. (4B)	were enrolled in all A-G approved courses in the 2019-2020 school year.				and Career ready on the CA Dashboard.
Increase the percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study by to 50%. (4C)	While many students took CTE courses, no students completed a CTE pathway in 2019-2020 school year.				90% of graduates in the class of 2024 will be marked as College and Career ready on the CA Dashboard.
Follow up with students post release to evaluate the need for additional attendance support to avoid return to the facility and to ensure progress toward graduation as measured by local survey. (Local Indicator)	We currently ensure that students are re-enrolled in their home school after leaving the facility but do not track long term outcomes by local survey. This is new data that we would begin to collect in the 2021 school year.				100% of students will be enrolled in school and continue to be earning credit on their graduation track six months after leaving the facility as measured by local survey.
Increase the percentage of pupils who participated in, and demonstrate	No students demonstrated college preparedness pursuant to the Early				50% of pupils will participate in, and demonstrate college preparedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college preparedness pursuant to the Early Assessment Program, or any subsequent measure of college preparedness and/or who completed both the A-G and CTE course of studies. (4D, 4H)	Assessment Program in 2019-2020 or completed both the A-G and CTE course of studies.				pursuant to the Early Assessment Program, or any subsequent measure of college preparedness and/or completed both the A-G and CTE course of studies.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhanced Staffing	Provide enhanced staffing to create a more personalized program and reduce class size to promote engagement and relationship building and offer year-round schooling. Salary and Benefits for the following positions: .25 FTE Sped Admin, .5 FTE Principal, 2.0 FTE Gen Ed Teachers, 1.0 FTE Instructional Support Provider, 1.0 Program Teacher to provide school services to students who cannot join the classroom due to safety restrictions.	$799,535.00	Yes
2	Tutoring	Create extended learning through staff tutoring. Staff will be able to work with their students to provide after-school tutoring and will be paid on a time card.	$0.00	No
3	Seamless Transition	Coordinate transition staff to provide seamless transition for students leaving the facility. Continue to hold quarterly transition meetings for COE schools with the Principal or Director of the school, the County Office Education Liaisons, the Transition Specialist and the Juvenile Justice YS Specialist to identify new 300's (to assess for AB 167, AB 12, mental health services etc.) and establish a transition plan for exiting 300's.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4	Student Record Transfer	Coordinate the transition of student records when students enter and exit the facility. Ensure all education records for youth in foster care are requested from their prior school within two days of enrollment and that copies of all education records are sent to the new school within two days of a request.	$0.00	No
5	Appropriate Application of the Partial Credit Policy	Provide training to ensure the appropriate transfer of partial credit when entering and exiting the facility. Ensure that staff are supported with training and resources to implement the Partial Credit policy and that students' partial credit is accepted by the receiving districts.	$0.00	No
6	Academic School Information Given to Parents	Provide more academic school information to parents. Activate the gradebook in Aeries. Activate the parent portal in Aeries so parents can check on student progress. Train teachers in the use of these features.	$0.00	No
7	Individualized Learning Plans	Review and update the Individualized Learning Plan process and review and sharing process. Increase the sharing of the student transition plans with staff and students. Add ILPs to Aeries and make viewable by staff and parents. Add section about Reclassification plan for ELD students. When reviewing the ILP include discussion of Reading Level and plan for improvement for those students scoring below grade level in Reading.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
8	Increase Career Technical Education Programs	More Career Technical Education programs/ Link to unions and outside employment. Outside field trips for the Ranch students. Virtual field trips for the Martinez students. Connect math skills to construction skills. Meet with Unions and make plan to bring MC3 curriculum to Mt. McKinley.	$0.00	No
9	Spanish-language Instructional Materials	Provide more assistance with the language learning including more materials in Spanish. Find and utilize more EL resources and increase direct instruction.	$0.00	No
10	A-G Offerings	Create a broader A-G program. Write course descriptions and submit to have more courses A-G approved.	$0.00	No
11	Reading Intervention	Provide Reading intervention to every student who's reading level is below grade level. Create and administer frequent short-cycle assessments to evaluate student progress. Track and report progress monthly. Provide differentiated curriculum to address the particular needs of each individual student including leveled reading books available outside of instruction time.	$0.00	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	By maintaining our excellent basic services available to all students, we will ensure that we have relevant curriculum options, appropriately placed teachers with access to the most relevant professional development and training, and safe school facilities which will maintain an effective learning environment for all. (Priorities # 1, 2, 5, 7)

An explanation of why the LEA has developed this goal.

Ensuring that our staff are appropriately placed for the students in their classrooms, and making sure that all students have an appropriately credentialed teacher helps increase student achievement through the stability of their classroom staff. Making sure that we continue to offer a continuum of educational opportunities (ELD supports, CTE options, and academic interventions) increases student achievement by increasing engagement and reducing opportunities for student behavioral incidents due to any mismatch of student academic needs and available curriculum. Maintaining our high student attendance and low chronic absenteeism ensures that students have continued access to the academic and transition supports they will need in order to make a successful re-entry into the community and achieve their post-secondary goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the California Statewide Assignment Accountability System. (1A)	Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the California Statewide Assignment Accountability System.				Teachers continue to be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the California Statewide Assignment Accountability System.
Every pupil in the school district has sufficient access to	Every pupil in the school district has sufficient access to				Every pupil in the school district continues to have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the standards-aligned instructional materials as measured through annual yearly audit. (1B)	the standards-aligned instructional materials as measured through annual yearly audit.				sufficient access to the standards-aligned instructional materials as measured through annual yearly audit.
School facilities are maintained in good repair as measured by our annual FIT report.(1C)	School facilities are maintained in good repair as measured by our annual FIT report in 2020-2021.				School facilities continue to be maintained in good repair as measured by our annual FIT report..
Provide curriculum based on the state board adopted academic content guaranteed for all students including students with exceptional needs as measured by our Local Indicator Self Assessment as indicated by our End of Year CALPADS Course Completion Report.(2A, 7C)	We provide curriculum based on the state board adopted academic content guaranteed for all students including students with exceptional needs as measured by our Local Indicator Self Assessment as indicated by our 2020-2021 End of Year CALPADS Course Completion Report.				Continue to provide a viable curriculum based on the state board adopted academic content guaranteed for all students including students with exceptional needs as measured by our Local Indicator Self Assessment as indicated by our End of Year CALPADS Course Completion Report.
Provide a broad course of study for all students including those with exceptional	We provide a broad course of study for all students including those with exceptional				Continue to provide a broad course of study for all students including those with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
needs as measured by our Local Indicator Self Assessment as indicated by our End of Year CALPADS Course Completion Report. (7A, 7C)	needs as measured by our Local Indicator Self Assessment as indicated by our 2020-2021 End of Year CALPADS Course Completion Report.				exceptional needs as measured by our Local Indicator Self Assessment as indicated by our 1 End of Year CALPADS Course Completion Report.
Maintain school attendance rates and chronic absenteeism rates.(5A, 5B)	Attendance rate was 98% and Chronic absenteeism rate was .8% in 2019-2020.				Our Attendance rate remains at/or above 98% and our Chronic Absenteeism rate remains less than 1%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Staffing	Continue to provide core staffing for the school. Salary and Benefits for the following positions: .5 FTE Principal, .5 FTE Instructional Support Provider, 0.25 FTE SPED Administrator, 3.0 FTE General Education Teachers, 1.0 FTE School Administrative Assistant.	$934,008.00	No
2	Instructional Materials	Continue to provide ample instructional materials. Refresh Board Adopted Curricular materials each year.	$50,000.00	No
3	Increase ELD Support	Build out a more robust ELD support program. Purchase supplemental ELD instructional materials.	$2,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Continue to work with each School District to ensure the provision of instruction for expelled pupils (Priority #9)

An explanation of why the LEA has developed this goal.

Our Coordinating Council meets bimonthly to support our 18 Districts with all issues related to School Attendance, Welfare and Discipline. Through this platform we hope to bring best practices to all Districts and reduce our expulsion rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expelled Plan revision submitted to the state according to timelines. (9)	The most recent revision will be sent to CDE by 6/30/2021.				The next revision will be due to CDE by 6/30/2024.
Through Coordinating Council, continue to work with local Districts to build out systems of student support and alternatives to decrease the use of exclusionary discipline. (9)	In 2019-2020- 9th-12th grade expulsion rate was .09% (statewide rate .11%) 7th/8th grade expulsion rate was .11% (statewide rate .18%) 4th-6th grade expulsion rate was .02% (statewide rate was .01%) K-3rd expulsion rate was 0% (statewide rate was 0%).				K-6 expulsion rate will be 0%. 7-12th grade expulsion rate will be. 05%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Collaborate with other COEs	Collaborate with other COEs through JCCASAC to ensure information and best practices are utilized in providing education to expelled students. Support staff attendance at statewide meetings and conferences.	$13,000.00	No
2	Coordinating Council	Convene Coordinating Council bimonthly. Review exclusionary discipline data and share best practices in alternatives.	$0.00	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
5	To support foster youth in overcoming barriers to educational success, that will lead to high school graduation and successful transition to post-secondary education and/or employment, we will maintain coordination of services with key partnering agencies and school districts. (Priority #10)

An explanation of why the LEA has developed this goal.

We already have well-established relationships between agencies in our County. This goal is designed to capture the meetings and services that Youth Services facilitates and participates in that ensure educational support and continuity for our homeless and foster youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of school/county agency meetings attended by FYSCP staff. (10B)	In 2020-2021, FYSCP staff attended 72 meetings.				In 2023-2024, FYSCP staff will continue to attend at least 72 meetings.
Number of regional meetings, PD, TA provide to LEA, probation and CFS. (10A)	In 2020-2021, FYSCP staff provided 121 PD and TA meetings to LEA, probation and CFS.				In 2023-2024, FYSCP staff will provide at least 121 PD and TA meetings to LEA, probation and CFS.
Number of monthly meetings with LEA Foster Youth liaison. (10B)	In 2020-2021, FYSCP facilitated 23 monthly meetings with LEA Foster Youth Liaison.				In 2023-2024, FYSCP will facilitate at least 23 monthly meetings with LEA Foster Youth Liaison.
Number of services provide to CFS social works including records requests and consultation. (10A)	In 2020-2021, FYSCP staff provided 1,400 services to CFS social workers.				In 2023-2024, FYSCP staff will provide at least 1,400 services to CFS social workers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of meetings with Juvenile Court school staff to ensure delivery and coordination of educational services and expeditious transfer of health and education records. (10C, 10D)	In 2020-2021, YS staff met with Juvenile Court School staff quarterly during the 2020-2021.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	LEAs meetings	FYSCP Educational Services Personnel will continue to attend Student Study Team (SST), IEP, 504 and disciplinary meetings, as needed for the 18 school districts, to provide information, knowledge, trauma-informed training, and resources to meet the social-emotional needs of youth in foster care to support academic success.	$44,680.00	No
2	Regional Meetings	FYSCP will continue to facilitate regional meetings to inform, support and build capacity of the LEA, probation, and CFS to understand/implement school-based support infrastructure for foster youth intended to improve educational outcomes.	$1,545.00	No
3	Technical Assistance for LEAs	COE FYSCP staff will continue to meet monthly with the District Foster Youth Liaisons, who have 15 or more foster youth in their district, for identification, case planning, and referral for academic support leading to academic success.	$8,167.00	No
4	Inter-Agency Agreement	COE FYSCP will continue to proceed with an Inter-Agency Agreement (IAA) ensuring the following steps: soliciting buy in from prospective	$56,072.00	No

Action #	Title	Description	Total Funds	Contributing
		participating agencies, identify how IAA will be structured and what topics to include, gathering realistic commitments from each agency, defining roles and responsibilities in partnership with participating agencies and implementation/assessment.		
5	Collaborate with CFS	Collaborated with CFS to co-locate and co-fund CCCOE Education Liaison in the CFS Regional offices. The subject-matter expert works with social workers ensuring that school of origin issues, enrollment, transfers, partial credit, graduation exemption and other academic needs are taken into consideration at placement change and teaming meetings.	$108,888.00	No
6	Partnership with Post-Secondary Institutions	FYSCP coordinated post-secondary opportunities for foster youth by engaging with systems partners, including but not limited to child welfare, ILSP, community colleges, career technical education, and workforce development providers.	$53,386.00	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.

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
3.84%	$753,553

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.

Low Income Focused Actions: Action 1.2 Fulltime School Psychologist and 2.1 Enhanced Staffing,

After assessing the needs, conditions, and circumstances of our low-income students and based on stakeholder feedback we learned that 68% of our low-income students are disconnected from their education when they come to the facility (as measured by the California Healthy Kids Survey) which was contributing to their lack of progress toward graduation (76.1% of students graduated in 2019-2020) and low academic scores of these students (58% of students showed gains in ELA and 59% of students showed gains in Math) . In order to address these conditions of our unduplicated students, we will provide a fulltime School Psychologist (1.2), and provide enhanced staffing (2.1), Through this action we will reengage students in their education through more personal connection and Social-emotional support which will lead to an increase in the academic achievement and progress toward graduation for our low-income students. These actions are being provided on an LEA-wide basis as all of our students qualify as low-income.

Goal 1, Action 2 and Goal 2, Action 1 were continued from the 2017-20 LCAP because our stakeholders indicated these actions were successful and wanted the services to be continued.

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

English Language Learner Focused Actions: Action 1.1 Translation Services and 2.3 Increase ELD Support

After assessing the needs, conditions, and circumstances of our English Language Learning students, we learned that their academic achievement (only 50% of EL students showed academic gains in ELA) was lower than our overall population. In order to address these conditions of our unduplicated students, we will increase our ELD support. Through increasing our ELD support we hope to increase academic achievement and engagement of our English Language Learning students. Through this action, we will see an improvement in access to the curriculum as well as an improvement in the two-way communication between the school and our Spanish-speaking families as well as parent education occurring around navigating the school system which will lead students feeling more connected to their school and we will see an increase in academic achievement and school engagement for our English Language Learning students. These actions are being provided to English Language Learning Students only as it is a specific program designed to address to their English Language Learning needs.

As demonstrated in the descriptions of the contributing actions in this section, we increase or improve services for our unduplicated students above and beyond the 3.84% as required by statute.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,043,068.00	$155,886.00	$68,598.00	$48,254.00	$2,315,806.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,247,306.00	$68,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	Translation Services for Parents	$3,000.00				$3,000.00
1	2	Low Income	Fulltime School Psychologist	$241,025.00				$241,025.00
1	3	Low Income	Increase Communication with Parents					$0.00
1	4	Low Income	More Personal Connections with Families					$0.00
1	5	Low Income	More Communication with Spanish Speaking Families					$0.00
1	6	Low Income	Strong Healthy Relationship-building					$0.00
1	7	All	Clubs and Affinity Groups					$0.00
1	8	All	Stronger AODs (Alcohol and other Drugs) Support					$0.00
1	9	All	Build Shared Understanding of Equity					$0.00
1	10	All	Sports and Arts programming					$0.00
2	1	Low Income	Enhanced Staffing	$799,535.00				$799,535.00
2	2	Low Income	Tutoring					$0.00
2	3	Low Income	Seamless Transition					$0.00
2	4	Low Income	Student Record Transfer					$0.00
2	5	Low Income	Appropriate Application of the Partial Credit Policy					$0.00
2	6	Low Income	Academic School Information Given to Parents					$0.00
2	7	Low Income	Individualized Learning Plans					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	Low Income	Increase Career Technical Education Programs					$0.00
2	9	EL Students	Spanish-language Instructional Materials					$0.00
2	10	All	A-G Offerings					$0.00
2	11	All	Reading Intervention					$0.00
3	1	All	Core Staffing	$934,008.00				$934,008.00
3	2	All	Instructional Materials	$50,000.00				$50,000.00
3	3	English Learners	Increase ELD Support	$2,500.00				$2,500.00
4	1	All	Collaborate with other COEs	$13,000.00				$13,000.00
4	2	All	Coordinating Council					$0.00
5	1	Foster Youth	LEAs meetings		$28,948.00	$12,092.00	$3,640.00	$44,680.00
5	2	Foster Youth	Regional Meetings		$1,095.00		$450.00	$1,545.00
5	3	Foster Youth	Technical Assistance for LEAs		$4,935.00	$2,093.00	$1,139.00	$8,167.00
5	4	Foster Youth	Inter-Agency Agreement		$14,422.00	$36,275.00	$5,375.00	$56,072.00
5	5	Foster Youth	Collaborate with CFS		$99,275.00		$9,613.00	$108,888.00
5	6	Foster Youth	Partnership with Post-Secondary Institutions		$7,211.00	$18,138.00	$28,037.00	$53,386.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,046,060.00	$1,046,060.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$5,500.00	$5,500.00
Schoolwide Total:	$1,040,560.00	$1,040,560.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Translation Services for Parents	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	$3,000.00
1	**2**	Fulltime School Psychologist	Schoolwide	Low Income	All Schools	$241,025.00	$241,025.00
2	**1**	Enhanced Staffing	Schoolwide	Low Income	All Schools	$799,535.00	$799,535.00
3	**3**	Increase ELD Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	$2,500.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

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)).

o 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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.