

# Local Control and 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 [2021-2022]

### General Information

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

We have made great strides to increase student achievement, while offering a personalized learning experience that serves the diverse needs of our students. “If students don’t learn the way we teach, we must teach the way they learn.” The majority of students attending All Tribes American Indian Charter School (ATAICS) seek an alternative way of education. A large number of students have attended mainstream schools prior to coming to ATAICS. Many of the students that have attended mainstream schools feel that they have fallen through the cracks and have dramatic learning gaps prior to walking through the doors of ATAICS. Since All Tribes is located on an Indian Reservation, the majority of students attending are American Indian from surrounding Reservations or Sovereign Nations. Graduation rates are extremely low in the American Indian community and there is a general apathy for education. All Tribes’ tireless push for education in the community has produced a more positive attitude and reaction to education. The LEA serves to grow and foster a care and concern for a quality education of children and adults alike. ATAICS provides a unique educational experience for all students’ where students can learn to do, do to learn, earn to live, and live to serve. The students learn in a holistic environment where they can and do feel comfortable. In preparation for school shutdown, ATAICS teachers and staff met with every parent/guardian to ensure every student’s parent/guardian was capable and confident to support their student. The first round of training saw more than 98% of parents/guardians show up for their training. Training included computer use, Zoom, Google classroom, SeeSaw, iReady, and email communications. During the Governors, “Safer at Home” order ATAICS continued to offer a quality education to students and professional development to parents/guardians. Due to the success many students experienced, ATAICS will offer a blended learning model during this next school year.

### Reflections: Successes

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

ATAICS has qualified as a Dashboard Alternative Status School (DASS) that serves grades TK-12.

Unique Demographics (homeless, foster youth, trauma affected children, socio-economically disadvantaged)

Longitudinal Academic Performance, Attendance Rates, Suspension/Expulsion Rates all lend to qualifying as a DASS.

The typical student who attends ATAICS is below grade level. The typical growth at ATAICS is 1-2 years each year. As a school and community positive steady change is being made. This year in 2021, ATAICS purchased the iReady online assessment program for use school wide (TK-12). This has been a great progress monitoring tool for the students, parents, teachers and administrators. Having the ability to assess our students and receive feedback in real time throughout the year allows teachers and parents to make mid-year education decisions. i-Ready has brought a continuity and consistency for assessment that is easy for students, parents, teachers and community stakeholders to understand and embrace. All Tribes Charter School is pleased to inform all stakeholders of this great asset to the school. Most students have been only online most of the school year. Our students have been involved in online learning platforms and have gained technological confidence.

## 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.

All Tribes is an alternative form of education, in being an alternative to a traditional classroom setting, there can be setbacks. The school test scores are not good, no matter the individual. In general, no student group outperforms another group. As a Dashboard alternative school, and due to the lower numbers at All Tribes, it is often difficult to have the numbers to convey the results of assessment performances of all demographics. Because all students perform relatively low, there is no segregated group that performs worse than other groups. Many children are educational “transients” and bounce from unified school district to school district. Once they come to All Tribes they are three to four schools deep. All Tribes Charter picks up the pieces of each student and begins to fill in the gaps. Due to this reason, our performance gaps, relatively, are normal. Essentially each student is “in the red” at other schools. Greatest needs indicated from the California dashboard are from the assessments. Each year All Tribes has a difficult time to establish an effective testing mark. All Tribes Charter School moved to a dashboard alternative school. Students come to school at various levels with potential severe learning gaps. Closing the gaps students came into the school with have been great challenges due to the fact kids are all over in levels once entering the school. Oftentimes, once the student is all caught up they will then leave the school and return to a traditional public school. Because of these issues, it is imperative that All Tribes is considered as a dashboard alternative school.

## LCAP Highlights

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

ATAICS has one of the best graduation rates for Native American students in general. The school also has positive outcomes with the greater community at large. Students and families come to school in need/search for an alternative. These students may choose to stay at All Tribes or some may choose to go back to a traditional school after they've become self confident and feel successful. All students are provided the most up to date technology to use from home including brand new chromebooks as well as hot spots for students at no charge. ATAICS has an outstanding agriculture program. The program includes Ag In The Classroom for the elementary age students and both a Middle and High School FFA Program. Individualized education plans are what sets our school apart from the typical district school. Every student receives an education plan tailored to their unique family situations, learning style, and future goals. Every teacher knows every single student personally. Every student is recognized and engaged by multiple adults every day. All Tribes is not a school for the masses where each kid goes from

classroom to classroom doing what they're told and getting into trouble if they step out of the lines. This school is an environment where students feel included and valued where kids can feel comfortable and heard. Field trips are key and sets All Tribes apart from other schools. All Tribes has established many different partnerships with the greater San Diego community and students attend many different field trips and events throughout the year.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

N/A

### **Support for Identified Schools**

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

N/A

### **Monitoring and Evaluating Effectiveness**

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

N/A

# Stakeholder Engagement

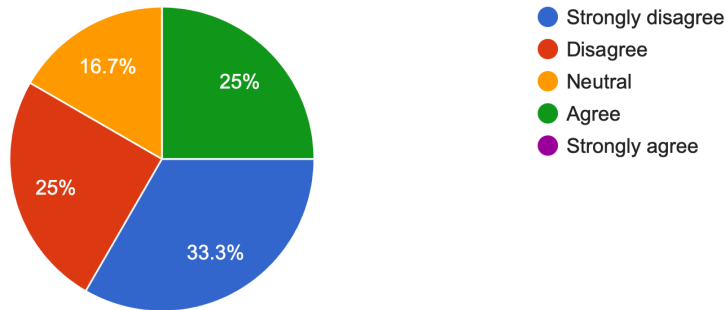
A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

ATAICS realized the importance of stakeholder participation in this process and created a plan to ensure the greatest level of engagement given a virtual setting. This includes emails, social media posts, school website additions, and virtual Governance Council meetings. ATAICS also has a brand new marquee that relays important information to the community as well as blackboard calls to all stakeholders engaged in the school willing to participate. The community knows they can always have a seat to know what is going on at the school. ATAICS surveyed teachers, parents, and students throughout the year regarding their experiences with online learning, emotional health, and any suggestions as we pursue a full time back to school schedule next semester with everyone. Pertinent information is conveyed during staff meetings where staff can be virtual or in person and communicate effectively about changes, events, and upcoming items of action. La Jolla Reservation education department stakeholders recently have been involved in writing the LCAP and have shared a voice for the greater community for development of the LCAP. Zoom was an important tool as we navigated through online platforms. This program was purchased by administration and used throughout the school meetings with stakeholders. This pertinent program assisted with normalcy throughout the pandemic year.

A summary of the feedback provided by specific stakeholder groups.

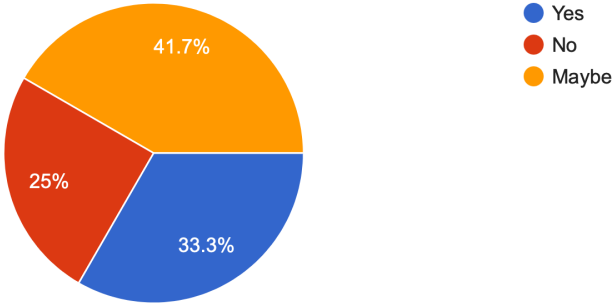
I would prefer my child to be all on campus all day with all other students at full capacity TK-12th grade every day with no safety concerns

12 responses



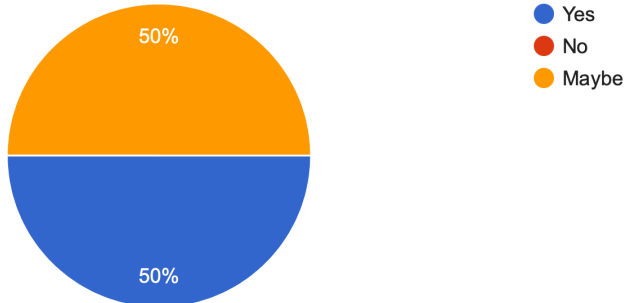
I want my student at school with with full capacity classrooms every day with state recommended safety precautions.

12 responses



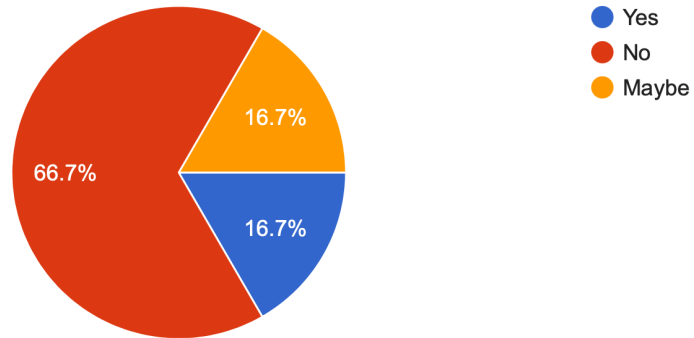
I am okay with my child interacting with other children during recess and lunch break

12 responses



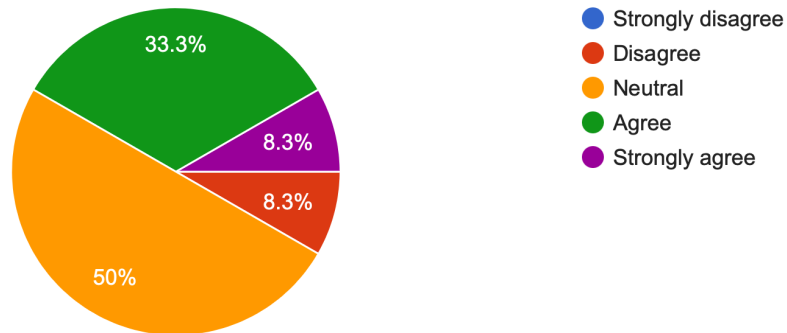
I want my child on campus at full capacity with masks and plastic barriers between children

12 responses



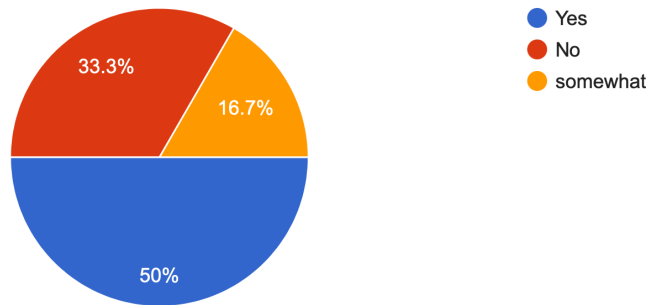
I am comfortable with my child coming to a school campus that includes much younger and older students in other classes. Staff can support the idea of minimal contact.

12 responses



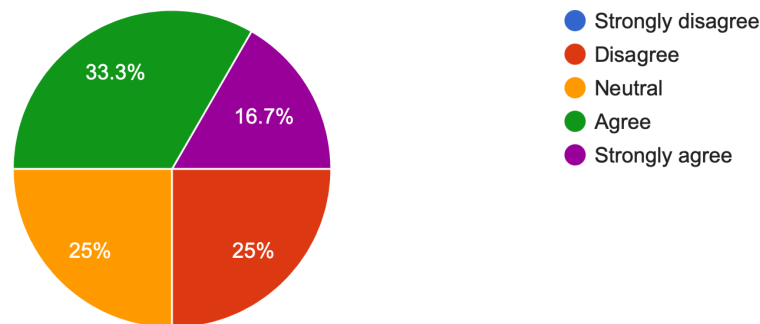
This year's online only learning schedule was challenging for me as a parent.

12 responses



This year's online only schedule was difficult for the social emotional development of my child

12 responses



From the results of surveys from stakeholders, we can see that there is hesitancy with the new school year opening up. We look forward to opening up and are taking in consideration of all stakeholders to feel comfortable. These graphs represent the participation of parents and stakeholders and their responses regarding the next school year. These questions were picked due to their pertinent data they provided for administrators to determine the best course of action for next year. The majority of parents want a schedule where all students can come to school at least a minimum of part time. Most of the parents want their child back in the classroom with other students. Conveying the socioemotional aspect of their children is very important this coming year with resocialization of students being a key point in bringing back students full time. Safety is still very important for the greater community and it is imperative for ATAICS to be able to provide CDC guidelines upon request for students and families that request it.

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

All Tribes Charter has completed providing every single student with Google Chromebooks as well as some students received iPads as well. Each family was also offered a hot spot to take home if needed. All Tribes has provided every single classroom with iReady, which is an effective assessment tool designed to provide feedback to administration and teachers in real time. With this tool, and other online based tools, students have had the ability to catch up their reading and math scores. All Tribes recently changed SELPA's and has an outstanding SPED teacher that has joined the team. She has worked consistently and many IEP students have received extra time.



# Goals and Actions

## Goal 1

Goal #	Description
1	Provide rigorous instruction and curriculum to improve student learning and demonstrate annual growth in California Standards in the areas of math and ELA, particularly in low-income and Special Education populations.

An explanation of why the LEA has developed this goal.

This goal supports our vision as part of our strategic action planning process in years prior to the LCAP 2021-24 term. The following areas were considered in the development of the focused goal:

ATAICS/ATECS is committed to the highest level of academic achievement through effective implementation of the California Standards in ELA, mathematics, and all other content areas. With support and strategies in place, we will see an increase in state and local student assessment data, especially in the area of literacy and math, with the long term goal of all students reaching Standard Achievement. Academic Performance is measured by iReady/CAASPP data and demonstrates growth for each student group. Supplemental support will be provided to economically disadvantaged students and students with learning disabilities by maintaining 100% fully credentialed teachers in appropriate assignments as measured by credential audits. This goal supports Priority 1: (Conditions of Learning), Priority 2: (Implementation of State Standards), Priority 4: (Pupil Achievement) and Priority 7: (Course Access).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Measured by points distance from standard	2018-2019 All Students: 47.9 points below standard Socioeconomically disadvantaged: 42.1 points below standard Students with disability (N=12): 129				All students: 38 points below standard Socioeconomically disadvantaged: 32 points below standard Students With Disabilities: establish

	points below standard				baseline in 2021-2022
CAASPP Math Measured by points distance from standard	2018-2019  All Students: 87.8 points below standard  Socioeconomically disadvantaged: 67.6 points below standard  Students with disability (N=12): 135 points below standard				All students:  72 points below standard  Socioeconomically disadvantaged:  52 points below standard  Students With Disabilities: establish baseline in 2021-2022
NWEA/iReady Language Arts scores Measured by Percent of students growth met or exceeded	2020-2021  All Students: 49.1%  Socioeconomically disadvantaged: 59%  Students with disability: 41%				70% in all subgroups
NWEA/iReady Math scores  Measured by Percent of students growth met or exceeded	2020-2021  All Students: 37.5%  Socioeconomically disadvantaged: 67%  Students with disability: 24%				70% in all subgroups

<p>iReady/Achieve 3000 Reading scores Measured by Percent of students growth met or exceeded</p>	<p>2020-2021 All Students: 50% Socioeconomically disadvantaged: 50% Students with disability: 59%</p>				<p>70% in all subgroups</p>
<p>Go Math Implementation Measured by classroom observation and students enrolled</p>	<p>2020-2021 85 TK-8 students enrolled in GoMath Curriculum</p>				<p>All TK-8 students are using GoMath Curriculum</p>
<p>GoMath Teacher Professional Development Measured by hours of completed PD</p>	<p>2020-2021 1 Hour of PD in GoMath per Teacher completed</p>				<p>All staff fully trained</p>
<p>Full Implementation of iReady/Achieve 3000 Measured by students fully assessed</p>	<p>2020-2021 iReady assessments complete for Grade TK-12</p>				<p>All Grades K-12 utilizing iReady assessments</p>
<p>iReady Assessment Measured by students at grade</p>	<p>Baseline to be established in 2021-2022</p>				<p>TBD after baseline is established</p>

level or above					
iReady Teacher Professional Development Measured by hours of completed PD	2020-2021 1 Hour of PD in iReady per Teacher completed				All teachers fully trained in iReady
Summer School Measured by enrolled students	No Baseline Established All Students: Socioeconomically disadvantaged: Students with disability:				TBD after first summer school session
After School Measured by participation	No Baseline Established All Students: Socioeconomically disadvantaged: Students with disability:				TBD after assessing After School program
Maintain Staffing to support small class sizes Measured by Teacher to Student Ratio	Grades TK-K: 1:15 teacher to student ratio Grades 1-12: 1:20 teacher to student ratio				Grades T K-K: 1:15 teacher to student ratio Grades 1-12: 1:20 teacher to student ratio

Specialized Staff: Math Coach Reading Specialist	Retain one Math Coach Consultant				Maintain staffing of specialized faculty
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Math Program	<p>[Classroom teachers will fully adopt GoMath Curriculum and Supplemental Material for all grade levels. Teachers will review student achievement data to determine progress. Teachers will utilize curriculum tools and assessments to support student achievement, including students with disabilities and socioeconomically disadvantaged students.</p> <p>Math Coach will provide weekly consultations with teachers by grade level to support the implementation of GoMath to keep them on track on pacing and reviewing student achievement data to determine when students need additional support and interventions. Teachers will be able to fully implement the program with all students.</p>	\$23,000	Yes
2	Instructional Specialist	<p>ATAICS/ATECS will hire a fully qualified Instructional Specialist for intervention services to improve student learning and academic achievement by increasing monitoring and support for students needing additional math help. The Instructional Specialist will support students with disabilities and socioeconomically disadvantaged students. Students who receive interventions will show increased achievement levels in Math and Reading.</p> <p>ATAICS/ATECS will fully implement the iReady program in all grades. Classroom teachers will administer assessments in all classes TK-12. Teachers will create student portfolios to follow students through the grade levels. Teachers will use iReady intervention tools to support students including students with disabilities and socioeconomically disadvantaged students.</p> <p>The iReady Coordinator will provide all teachers with sufficient training in iReady for the purpose of full implementation of the iReady program for all grade levels.</p>	\$22,000	Yes

3	Summer School/ After School Support for ELA/Math	<p>ATAICS/ATECS will offer a Summer School program that is designed for all students, especially below grade level, special education and socioeconomically disadvantaged students, for extended support and intervention during the summer break. Our program will focus primarily on Math and ELA skills and also include STEAM activities for a broad learning experience. Progress will be measured by local assessment data to show academic progress for these students</p> <p>ATAICS/ATECS will provide After school support for struggling students and students requiring structured time for homework, support and intervention, for those students with learning disabilities, and support for socioeconomically disadvantaged students.</p>	\$12,000	Yes
4	Maintain Small Class size	<p>ATAICS/ATECS will hire sufficient, qualified staff to maintain small class sizes with a maximum of a teacher to student ratio as follows:</p> <p>Grades TK-K: 1:15 teacher to student ratio</p> <p>Grades 1-12: 1:20 teacher to student ratio</p> <p>Small class sizes will allow more individualized attention and provide all students with quality academic support, and also to address the specific needs of our students with disabilities - both in the Special Ed and General Ed settings.</p>	\$231,416	Yes
5	Academic and Behavior Supports for Students(MTSS)	<p>Dedicated classroom teachers will provide focused academic interventions utilizing data analysis from local assessments from iReady to enhance learning outcomes for all students, including socioeconomically disadvantaged pupils and students with disabilities. Classroom instructional aides will also provide behavior support to contribute to positive class culture.</p>	\$6,200	Yes

## Goal Analysis [2021-2022]

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.

Due to COVID-19, there have substantial differences in planned action teaching and actual implementation of the teaching goals set out by ATAICS. The shut down of the in-person school setting and implementing virtual settings had major setbacks for the previous year's goals. Understanding that the school was unable to perform expected learning goals set out before pandemic.

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.**

## Goal

Goal #	Description
2	To support the social, emotional, and physical well-being of our students and staff, and promote self-awareness, self-management, responsible decision-making, and relationship skills.

An explanation of why the LEA has developed this goal.

This goal supports our vision as part of the strategic action planning process prior to the LCAP 2021-24 term. The following areas were considered important when considering the development of learning goals with a focus on the whole child: ATAICS/ATECS is dedicated to the improvement of overall school attendance rates, chronic absenteeism and tardy rates. Consistent tracking and follow up with chronically absent students will show a decrease in chronic absenteeism rates as measured by the California School Dashboard. ATAICS/ATECS will maintain/decrease Pupil Suspension and Expulsion rates as measured by the California School Dashboard through the implementation of MTSS (Multi-Tiered System of Supports) strategies. ATAICS/ATECS will launch a new SEL (Social Emotional Learning) program to increase the percentage of students and families that report a sense of safety and school connectedness as well as developing life-ready leaders.

Through the expansion of our physical education program and provision of nutritious snacks and lunches ATAICS/ATECS will see an increase in the percentage of students meeting the Physical Fitness Test. Qualified and trained staff will support students who require more behavioral, and/or emotional interventions. ATAICS/ATECS will partner with the community to increase collaboration between school, student and families to promote a positive whole child approach. This goal supports Priority 3: (Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement) and Priority 6: School Climate (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rates	2019-2020 All students:95%				All students 98%
Chronic Absenteeism rates (10% or more enrolled school days)	2019-2020 All students: 3% Socioeconomically disadvantaged: 4% Students with disability: 21.1%				2% Chronic Absenteeism rate for all student groups
Suspension and Expulsion rates Measured by Percentage of Students Suspended at Least One Time	2020-2021 All students: 0% Socioeconomically disadvantaged: 0% Students with disability: 0%				Maintain 0% Suspension/ Expulsion Rate for all students
Tardy rates Measured by percentage of	2020-2021 All students: 4.55%				3.5% Tardy Rate for all student groups



students with unexcused late arrival	Socioeconomically disadvantaged: 7.6%  Students with disability: 4.25%				
California Healthy Kids Survey School Measured by % of student Connectedness	No Baseline Established				TBD
Physical Fitness Test Grades 5/7/9  Measured by number of students meeting at least five (5) of six (6) Healthy Fitness Zone Standards	2020-2021  No Test Administered				75% meeting at least 5 out of 6 HFZ standards
Indian Health Council- Mental Health Services and Counseling Measured by hours served per year	300 hours per year (Grades TK-12)				300 Hours per year (Grades Tk-12)
Adopt new SEL program	No Baseline established				Implementation schoolwide
Maintain staffing to support small class size	5 General Education teachers, 5 Single Subject Teachers, 1 Special Education 1 Director/Teacher				Maintain fully credentialed and qualified staff to support small class size

Provide opportunities to partner with families Measured by number of school events, workshops, volunteer opportunities and parent/family meetings	2020-2021 5 opportunities/events for family engagement				Increase engagement opportunities to 15 per year
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve overall attendance	<p>ATAICS/ATECS understands consistent attendance contributes to higher academic achievement and a positive school climate. We will approach the issue of chronically absent and tardy students with multiple strategies.</p> <p>ATTENDANCE RATE: ATAICS/ATECS will improve attendance rates with systematically monitoring attendance. ATAICS/ATECS will continue to utilize the communication and data tracking program (PowerSchool) to upgrade the attendance tracking and increase communication with families.</p> <p>CHRONIC ABSENTEEISM: ATAICS/ATECS will utilize a Family Resource Coordinator to build positive relationships with families and create systems to reduce the barriers leading to chronic absenteeism. Our Family Resource Coordinator will increase monitoring and support for socioeconomically disadvantaged students, and students with disabilities with the goal of decreasing Chronic Absenteeism rates.</p> <p>TARDY RATE: ATAICS/ATECS will utilize attendance incentive strategies to increase the overall attendance rate, decrease tardy rates and promote on-time arrivals for all students.</p>	\$81,250	Yes

2	Maintain Suspension and Expulsion rate of < 1%	<p>ATAICS/ATECS will maintain Suspension and Expulsion rates of &lt;1% by continuing to build a positive school culture and utilize a behavioral intervention program to promote student well-being.</p> <p>ATAICS/ATECS will provide behavioral improvement programs; school connectedness plan; and other student well-being initiatives.</p> <p>Teachers and staff will participate in professional development to fully implement our SEL program to provide social and emotional support services for students.</p>	\$43,000	Yes
3	Student and Staff Well-Being Initiative	<p>The adoption and full implementation of a new schoolwide SEL program will address social-emotional learning, equity, achievement gaps, resilience and trauma-informed practices for our school.</p> <p>Teachers and staff will receive training to integrate strategies and systems into classrooms and across campus.</p> <p>Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community. Provide social and emotional support for students with disabilities and socioeconomically disadvantaged student groups.</p> <p>Improve staff communication through multiple strategies including SEL program implementation and assessments for positive workplace culture.</p> <p>Conduct an annual student survey to determine the level of safety and connectedness felt by students</p>	\$27,000	Yes
4	California Healthy Kids Surveys (Grades 5 to 12)	ATAICS/ATECS will administer student, faculty and/or parent surveys, to improve school climate, pupil engagement, parent involvement, and academic achievement, using data from California Healthy Kids Survey, to identify the needs of vulnerable subgroups. Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the	\$1,400	No

		community.		
5	Physical Education and Nutrition	ATAICS/ATECS will enhance its Physical Education program to promote increased physical activity and healthy nutrition for all students. A Qualified Physical Education teacher will administer the Physical Fitness Test in grades 5, 7 and 9 for the purpose of helping students start life-long habits of regular physical activity.	\$1,700	Yes
6	Mental Health and Counselling Services	Indian Health Council Counselors will hold bi-weekly diversity group meetings with students in grades 6th thru 12th to strengthen social connections and emotional wellness.		Yes
7	Partner with Families	ATAICS/ATECS will provide opportunities for school - family interactions (school events, parent in-put meetings, volunteer opportunities, community involvement) in order to create stronger relationships between parents, students, community and school to strengthen the students overall academic achievement and emotional wellbeing.	\$4,000	Yes

## Goal Analysis [2021-2022]

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.**

# Goal 3

Goal #	Description
3	ATAICS/ATECS will provide a safe and well-maintained campus to promote a better learning environment for our students and faculty.

An explanation of why the LEA has developed this goal.

ATAICS/ATECS understands that students will have a more positive school experience if they learn and grow in an environment that is safe and clean. Our stakeholder groups have identified the importance of the safety and cleanliness of our campus when considering the development of this goal. This goal supports Priority 5: Pupil Engagement (Engagement) and Priority 6: School Climate (Engagement).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Routine inspection of buildings and grounds and replacement of broken furniture and equipment	Annual inspection of all building and grounds				Tri-annual inspection of all buildings and grounds to support a well-maintained campus
Daily cleaning and sanitizing of all classrooms and offices	Classrooms and offices are cleaned on a daily basis				Maintain Baseline

## Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	Facilities	ATAICS/ATECS will conduct routine inspections of our facilities to ensure all buildings and structures are in excellent condition and free	\$82,000	No

		from safety hazards. Repairs to grounds, playground structure and facilities will be completed as necessary by the Maintenance Crew. This will ensure a healthy and safe environment for our students.		
[Action #]	Campus Improvements	ATAICS/ATECS will provide adequate furniture, equipment and structures to maintain a campus that is efficient and effective for all students and staff to learn and work.	\$43,000	No
[Action #]	Campus supervisor and attendants	ATAICS/ATECS will fully staff our school with a Campus Supervisor and Campus Attendants that are trained to oversee the safety of our students and the conditions of our facility, which will create a sense of well-being with all of our students and staff.	\$52,300	No

## Goal Analysis [2021-2022]

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

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

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.

### Goal 1:

Achievement data for Socioeconomically Disadvantaged students at ATAICS/ATECS has indicated that this group tends to be our higher achieving students. These actions in Goal 1 are based on our need to maintain and continue to improve outcomes for this student group. ATAICS/ATECS will continue to maintain small class sizes and provide instructional aides to support low-income students in their academic progress and help with behavioral interventions. ATAICS/ATECS will also create additional extended learning opportunities with a summer program. This will assist working parents that may not have the time and resources to provide extra support for their children.

### Goal 2:

The actions in Goal 2 support our low-income children in the socio-emotional and physical health areas. Many students are facing social, emotional and physical health challenges at school and at home. ATAICS/ATECS will expand the focus on SEL with the adoption of a schoolwide initiative, as a way to increase and improve services for low-income students that may have experienced some educational challenges due to the COVID-19 pandemic over the last two school years. Free snack and lunch options will allow this student group to access healthy and nutritious food while at school. Over 20% of our low-income students are chronically absent. The Family Resource Coordinator will work to improve Chronic Absenteeism rates by working closely to build relationships with families, and assist low-income students with obstacles leading to chronic absenteeism. Low-income students in grades 6th through 12th will have access to mental health support on a weekly basis, free of charge. ATAICS/ATECS will work hard to build relationships with families, to partner in the achievement of our students' academic achievement and overall well-being.

### Goal 3:

Providing a safe welcoming facility is important for all students.

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

All Tribes American Indian Charter School will continue and increase support for socioeconomically disadvantaged students, specifically in our Goals 1 and 2. The original design of our school model meets many of the needs our low-income families face. Small class sizes provide extra attention for these students, and the ability for teachers to recognize when students may need interventions very quickly. ATAICS/ATECS looks forward to increasing the extended learning times with a summer school program providing students the opportunity to get direct support with teachers, in order to close achievement gaps and advance academic progress. Our nutrition program provides snack and lunch options too, at no cost to our low-income families. Data has shown a higher than expected achievement in this student group as a result of our school model. ATAICS/ATECS services for low-income students goes far beyond the increased percentage budgeted. We are proud to provide a school choice for many low-income families that may not otherwise exist.

# Instructions

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[Stakeholder Engagement](#)

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[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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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



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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.



- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.