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
Global Learning Charter School	Karin Aure, Ed.D. Principal	kaure@vusd.org 559-730-7768

Plan Summary [2021-22]

General Information

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

Global Learning Charter School (GLC) was approved in December 2016, opened in 2017-18, and is a part of the Visalia Unified School District (VUSD). The school is located in the northeast quadrant of Visalia, CA, where the school is easily accessible to many low SES (socio-economic status) families.

In 2020-21, GLC will share its site with VUSD preschool and Tulare County Office of Education (TCOE) special day classes, while serving approximately 430 students from TK to 8th grade. In 2020-21, the student population consisted of approximately 79% Hispanic students, 13% white students, and 8% other. Eighty percent of students qualify as socio-economically disadvantaged and 26% of students are English Learners. As stated in its charter petition, the school aims to reflect the student population of the district as a whole "as measured by academic, ethnic, socio-economic, and other measures of diversity."

CHARTER SCHOOL VISON

We believe that successful students model 21st century skills.
We believe that successful students value community.

We believe that successful students are collaborative.
We believe that successful students take risks and learn from experience.
We believe that successful students are caring and open-minded.

CHARTER SCHOOL THEME

Global Learning Charter School will prepare students to be successful in our global community by developing 21st-century skills through experiential and community-based learning within a technology and language-rich environment. We provide a safe environment that encourages risk-taking and perseverance.
The school works in coordination with its School Site Council (SSC) and other advisory councils, such as the English Learner Advisory Council (ELAC), to develop annual school goals to achieve state priorities.

ANNUAL SCHOOL GOALS

Goal 1: We will engage students in a challenging curriculum and provide them the support to become successful 21st-century learners in our global community.
Goal 2: We will support a district-wide collaborative culture for students and adults focused on learning and results achieved through collaboration and community partnerships.
Goal 3: We will maintain a caring and encouraging learning environment for students and adults that encourages risk-taking and perseverance.
Goal 4: We will recruit, hire, and retain highly qualified, talented, and productive staff through establishing and supporting a culture of high expectations and continuous improvement.

Reflections: Successes

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

Based on a review of performance, including student academic performance measures, local self-assessment tools, and stakeholder input, GLC continues to show strong progress towards its vision for student learning.

GOAL 1: With respect to academic performance, GLC students are performing stronger in ELA than in Math, as measured by the most CAASPP results from 2018-19. Due to the school closure in March 2020, there are limited data sources for school-wide and multi-year comparisons. However, according to BAS Trimester 2 results, students made more than a year's growth from 2018-19 to 2019-20 for grades K-2. Similarly, for grades 3-8, the average Grade Equivalent (GE) growth from pre-test to post-test increase each year from 2017-18 to 2019-20.

GOAL 2: The challenges caused by the COVID pandemic have created the conditions for more collaboration among teachers. These conditions include a greater need to create or adapt content to a digital setting, more common times to allow for collaboration, and ease in

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the act of getting together via video conferencing tools. Evidence of an effective collaborative culture include: greater interdependence among teachers, more division of labor that benefits all team members, increased organization of collaborative materials (e.g., shared drives), and the continuation of formalized meeting structures (e.g., norms, agendas, minutes).

GOAL 3: In the area of creating a caring and encouraging learning environment, there is significant evidence of greater attention and time dedicated to ensuring students' socio-emotional health and learning. Evidence of this increased focus include: the continuation of daily Morning Meetings (or Community Circles) despite a decrease in instructional time, more shared materials and content between staff, the provision of a SEL database for whole-class and targeted instruction (Suite360), weekly Tier II meetings, and collaboration with our assigned Social Worker.

GOAL 4: In the area of attracting, retaining, and developing highly effective staff, the school is enjoying greater interest from experienced teachers with a philosophy of teaching consistent with that of the school's. Despite the difficulties of the 2020-21 school year, GLC continues to engage in formal and focused professional development. During the 2020-21 school year, teachers participated in significant training in the area of English Language Development (ELD) and digital learning programs (IXL, Lexia, i-Ready). Also, during the 2020-21 school year, the school created Leadership Teams to serve as accountability and advisory councils for the coming year.

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.

Based on a review of performance, including student academic performance measures, local self-assessment tools, and stakeholder input, the following are areas the school has determined as areas for improvement and steps the school is planning to take to address these areas.

GOAL 1: With respect to academic performance, the school's greatest area of need is in Reading. Across the school, significant numbers of students are reading below grade-level. The current educational program, including distance learning and modified in-person learning, has only aggravated this concern. Student performance in Math is similar. These conclusions are based on results of the i-Ready assessment Reading and Math assessments. Critical to next year's planning is how to address this learning loss.

GOAL 2: In the area of creating a collaborative culture, areas of improvement continue creating more opportunities for classroom observation, creating a more differentiated professional development plan, and creating more connections with community partners.

GOAL 3: in the area of creating a caring and encouraging learning environment, areas for improvement include developing more opportunities for community service, ensuring 100% teacher participation in Morning Meetings, and continuing to build out a robust tiered system of supports. While the school has a solid foundation of staff who understand and utilize the principles of restorative justice, we need to ensure new staff have access to learning and development in this area.

GOAL 4: In the area of attracting, retaining, and developing highly effective staff, teachers have noted that an important area for improvement is great flexibility and choice in the professional development program.

LCAP Highlights

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

The key features of this year's LCAP are captured in the supporting school actions that our team has decided as critical to achieving the annual school goals.

GOAL 1: We will engage students in a challenging curriculum and provide them the support to become successful 21st-century learners in our global community.
- Core Content Area Instruction and Curriculum (ELA/Literacy, Math, History/Social Studies, Science)
- World Languages (Spanish)
- 21st Century Subjects and Themes
- 21st Century Learning and Innovation Skills
- 21st Century Media and Technology Skills
- Personalized Learning
- Academic Response to Intervention (RtI)
- Assessment
- Professional Development

GOAL 2: We will support a district-wide collaborative culture for students and adults focused on learning and results achieved through collaboration and community partnerships.
- Professional Learning Communities (PLCs)
- Teachers Observing Teachers
- 21st Century Life and Career Skills
- Cooperative Learning and Engagement Structures
- Community Partnerships
- Parent and Stakeholder Involvement
- After School Programs
- Parent Teacher Organization

GOAL 3: We will maintain a caring and encouraging learning environment for students and adults that encourages risk-taking and perseverance.
- Student Support and Intervention Services (SISS)
- Principles of Restorative Justice
- Growth Mindset
- Student Ownership

- Student Leadership
- Community Service
- Extra-curricular and Enrichment Activities
- Comprehensive School Safety
- Social Emotional Learning (SEL)

GOAL 4: We will recruit, hire, and retain highly qualified, talented, and productive staff through establishing and supporting a culture of high expectations and continuous improvement.
- Recruitment
- Professional Development
- Distributed Leadership
- Culture of Continuous Improvement

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.

No schools within the LEA (Global Learning Charter School) have been identified for CSI.

Support for Identified Schools

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

No schools within the LEA (Global Learning Charter School) have been identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools within the LEA (Global Learning Charter School) have been identified for CSI.

Stakeholder Engagement

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

The 2021 LCAP was developed based on the vision and program outlined in the school's charter petition, which was authorized by the District. The charter petition was an extension of the work of the charter development team, which included teachers, administrators, parents, community members, and one board member. The School Site Council (SSC), English Learner Advisory Council (ELAC), and Parent Teacher Student Association (PTSA) play a significant role in creating opportunities for dialogue and exchange between school staff and parent groups. These ideas and perspectives are then reflected in the development of the 2021 LCAP.
More formal opportunities for LCAP review and input include, but are not limited to the following:

- SSC: The SSC reviews and approves the LCAP. This body also reviews data on a regular basis to ensure accountability for and progress towards the goals and outcomes outlined in the LCAP.
- ELAC: The ELAC reviews portions of the LCAP and participates in a review of data in order to offer insights and ideas for LCAP revision and development.
- Parent Survey (Spring): Typically, parents take the online "Parent Survey" at our Open House each year. This survey is available in both English and Spanish. This Spring, the school administered a different survey, also meant to solicit feedback regarding current programs and ideas for improvement. This survey was called the "Supplemental Instruction and Support: Family Survey" and was also available in English and Spanish.
- Teacher Surveys (Spring): Typically, teachers complete the "School Goals, Actions, and Services – Feedback Survey" providing important feedback on the school's implementation, effectiveness, and prioritization of the school goals. Teachers also complete the "360° Principal Feedback Survey" providing feedback on the leadership's implementation of the California Professional Standards for Educational Leaders (CPSELs).

A summary of the feedback provided by specific stakeholder groups.

SSC: The SSC is overall very supportive of the school goals, as well as the actions and services that support those goals. As a result of SSC discussions and input, the school has gained greater clarity with respect to specific areas for future focus. These include: increasing the number of field trips, developing a more robust system of multi-tiered support (e.g., interventions), and more opportunities for enrichment outside the school day.

ELAC: The ELAC is also overall very supportive of the school goals, actions, and services. ELAC parents are particularly supportive of increasing opportunities for enrichment beyond the school day.

Parent Survey (Spring): According to the "Supplemental Instruction and Support: Family Survey", families support more field trips, small-group instruction, enrichment opportunities, project-based learning, and social-emotional learning.

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

The feedback and input received from our various advisory councils and parent input opportunities are highly valued and have influenced, in particular, the development of the LCAP in the following areas: Goal 1 (increased project-based, experiential learning, and enrichment opportunities) and Goal 3 (increased attention to SEL).

Goals and Actions

Goal

Goal #	Description
1	We will engage students in a challenging curriculum and provide them the support to become successful 21st century learners in our global community.

An explanation of why the LEA has developed this goal.

This goal was developed by the charter development team, is outlined in our charter petition, and remains relevant for the 2021-22 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Assessment of Student Performance and Progress (CAASPP) - Grades 3-8	2017-18				50% of students will meet or exceed standards (Literacy/ELA) 40% of students will meet or exceed standards (Math)
English Language Proficiency Assessment for California (ELPAC) - English Learner	2017-18				Increase student performance in the area of Reading
i-Ready - Grades K-8	2020-21				Increase the average scale score in Reading and Math at all grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Science Test - Grades 5 & 8	2017-18 (Gr 5) 2021-22 (Gr 8)				45% of students will meet or exceed standards (Gr 5) TBD (Gr 8)
Implementation of CA state content standards, as measured by document review of professional development and curriculum maps.	2017-18				Ensure base professional development for all teachers, while increasing opportunities for choice and differentiated PD.
Parent Feedback Survey	2017-18				Increase the average percentage of parents who indicate Agree or Strongly Agree in the following categories: Adequate Resource and Support; 21st Century Learning; and Quality Learning Opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Content Area Instruction (ELA/Literacy, Math, History/Social Studies, Science)	Ensure high quality, data-driven, research-based instruction in core content areas, including best practices for English Learner (EL) and low-income students. Instructional strategies should be aligned with the school's philosophy regarding how students learn best and the school's vision (e.g., experiential and applied learning, cooperative and cross-age learning; differentiated instruction and products).	$118,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Core Content Area Curriculum (ELA/Literacy, Math, History/Social Studies, Science)	Ensure high quality, proven curriculum in core content areas, including material supports to ensure access for EL and low-performing students. Curriculum should be aligned with the school's philosophy regarding how students learn best and the school's vision (e.g., culturally relevant texts, differentiated content, real-world connections). The SSC annually approves curriculum resources, including but not limited to the following essential materials: Fountas and Pinnell Classroom, Lucy Calkins Writing Units of Study; Lexia Core 5 and Power Up; Investigations 3; CMP 3; IXL Math; Newsela Science; Mystery Science; Newsela Social Studies; IXL Spanish; and Fountas and Pinnell LLI.	$162,980.00	Yes
3	World languages	Provide differentiated Spanish language instruction to all students. Curriculum should reflect students' assessed Spanish proficiency (e.g., Spanish for Spanish speakers) and should reflect a vertically-aligned curriculum that begins with conversational skills and becomes progressively more academic in nature.	$5,000.00	No
4	21st Century Subjects and Themes	Promote higher levels of learning by teaching 21st century subjects (e.g., geography, civics) and themes (e.g., global awareness, civic literacy) through an interdisciplinary approach across core content areas.		No
5	21st Century Learning and Innovation Skills	Actively teach and create opportunities for students to develop the learning and innovation skills necessary to successfully manage and succeed in the complex life and work environments that dominate today's world, including creativity and innovation, critical thinking and problem solving, communication, and collaboration.		No
6	21st Century Media and Technology Skills	Actively teach and create opportunities for students to develop the media and technology skills necessary to successfully navigate and succeed in our technology and media-driven environment, including		No

Action #	Title	Description	Total Funds	Contributing
		information literacy, media literacy, communications and technology literacy.		
7	Personalized Learning	Personalize learning in the classroom through differentiated preparation and student engagement. Teachers provide differentiated learning opportunities through adjustments in content (i.e., access), process (i.e., sense-making), and product (i.e., artifacts, evidence). Students engage in classroom activities differently dependent on readiness (i.e., skill level), interest (i.e., choice, background), and learning profile.		No
8	Academic Response to Intervention (RtI)	Meet the needs of low performing and high performing students through in-school and after-school interventions and enrichment opportunities. The RtI program will compliment personalized learning approaches to ensure students are met at their point of need and that all students experience challenge and growth.	$25,000.00	Yes
9	Balanced Assessment	Develop a comprehensive assessment system that provides useful and timely information regarding student learning to be used for reflection, evaluation, and planning. The assessment system should be aligned to instruction and outcomes and rely on multiple methods of assessment.		No
10	Professional Development	Develop a comprehensive approach to professional development for all staff that: is aligned to school goals, instructional models, learning outcomes, and student assessments; focuses on both school-wide and individually identified needs; includes opportunities for active learning and application of new strategies; provides opportunities for collaboration among teachers; and includes embedded follow-up and continuous feedback.		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.

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

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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	We will support a district-wide collaborative culture for students and adults focused on learning and results achieved through collaboration and community partnerships.

An explanation of why the LEA has developed this goal.

This goal was developed by the charter development team, is outlined in our charter petition, and remains relevant for the 2021-22 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site Council (SSC) meetings and attendance	2017-18				6 or more meetings per year at an average attendance rate of 85% or more.
Parent Teacher Student Association (PTSA) meetings and attendance	2017-18				10 or more meetings per year at an average attendance of 10 or more
English Learner Advisory Council (ELAC) meetings and attendance	2017-18				4 or more meetings per year at an average attendance of 5
Parent teaching conference attendance	October 2017				Maintain 95% or higher attendance by parents/guardians
Family/community volunteer data	2017-18				Increase the number of family & community members attending

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					volunteer orientation sessions to 60. Increase the number of family & community members securing fingerprint clearance to 30.
Student Success Team (SST) meetings with families	2017-18				Maintain current SST student and meeting numbers
Five Dysfunctions of a Team: Team Assessment	2017-18				Increase the number of items scoring at 4 or above (on a 5-point scale) from 18 to 25.
Parent Feedback Survey	2017-18				Increase the average percentage of parents who indicate Agree or Strongly Agree in the following categories: Culturally Relevant Experiences and Family Involvement and Communication.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning Communities (PLCs)	Model the PLC approach to school development through adopting the critical assumptions of a PLC, including a focus on learning, a collaborative culture, collective inquiry, an action orientation; a commitment to continuous improvement; and a results orientation. Grade-span teams (e.g., TK-K, 1-2, 3-4, 5-6, 7-8) will meet in	$27,728.00	No

Action #	Title	Description	Total Funds	Contributing
		collaborative groups to engage in a cycle-of-inquiry and continuous improvement cycle.		
2	Teachers Observing Teachers	Engage in the shared practice of observing, discussing, and analyzing teaching and learning using a structure modeled after the medical-rounds model used by physicians and instructional-rounds used by a growing number of schools and educators. Using this approach, staff look closely at what is happening in classrooms and work together to systematically improve high-quality teaching and learning for all students.	$27,728.00	No
3	21st Century Life and Career Skills	Develop thinking skills, content knowledge, and social and emotional competencies that navigate complex life and work environments including: flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; leadership and responsibility. Begin work with the Tulare-Kings Linked Learning (TKLL) Consortium, whose mission is to "sustain a collaborative network to advance integrated academics with career-based learning and real-world work experiences to ensure that students are prepared for college, career, and life," in order to provide work-based learning (WBL) opportunities to all students.		No
4	Cooperative Learning and Engagement Structures	Utilize cooperative learning and engagements structures (e.g., Kagan) to build collaborative cultures in classrooms and collaboration skills in students.		No
5	Community Partnerships	Build formal and ongoing partnerships with community organizations to support student outcome goals (e.g., civic literacy, social and cross-cultural skills, leadership and responsibility) and to add value to our community through service and civic involvement. Grade-level span teams will select an organization that aligns with their grade-span area of emphasis to develop lasting partnerships that can be developed and improved over years.		No

Action #	Title	Description	Total Funds	Contributing
6	Parent and Stakeholder Involvement	Create regular and varied opportunities for parent and stakeholder involvement through advisory councils, parent organizations, family events, parent education programs, volunteer programs, frequent communication, and more.		No
7	After School Programs	Work with community organizations which provide after-school programs and support to local schools. These include, but are not limited to, the Pro-Youth HEART afterschool program, the VUSD American Indian Program, and the Big Sisters Big Brothers program. After school programs offer homework assistance, tutoring, enrichment, and cross-age social opportunities for students.	$27,731.00	No
8	Parent Teacher Student Association (PTSA)	Provide a forum for parents and staff to work together to support students, engage and empower families, and create a collaborative school community. Activities of parent teacher organizations usually include fundraising, enabling classroom support (e.g., room parents), and organizing school-wide family events. (See Element D – Governance, Parent Engagement)		No

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Goals and Actions

Goal

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2017-18				Decrease the total of in-school and out-of-school suspensions to below 30
Power School behavior incident data	2018-19				Increase use of Power School incident entries to identify, progress monitor, and exit students from SISS Tier II and Tier III supports
Attendance rate	2017-18				Increase overall attendance rate to 97% or higher
Chronic absenteeism rate	2017-18				Decrease the number of students with 14 or more absences to 30 or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PBIS Tiered Fidelity Inventory (TFI)	2017-18				Increase the percentage of students who have received a SHINE ticket/recognition
PBIS Self-Assessment Survey	2017-18				Maintain teachers' positive rating of "Non-classroom Setting Systems". Increase teachers' rating of "Individual Student Systems" and "Classroom Systems".
School Goals, Actions, and Services - Feedback Survey	2018-19				Maintain staff ratings of Goal 1 and 2. Increase staff ratings of Goal 3 and 4.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Support and Intervention System (SSIS)	Develop and implement a successful SISS program to establish the behavioral supports and social culture needed for all students in school to achieve social, emotional and academic success. Build and continuously improve each tier of the MTSS design, focusing on essential markers, collaboration, and communication.	$130,905.00	Yes
2	Principles of Restorative Justice	Utilize principles of restorative justice to inform classroom and school-wide discipline processes that positively influence cooperation, respect, and responsibility. Restorative justice skills and strategies can create more positive learning environments will decreasing poor behavior choices.		No

Action #	Title	Description	Total Funds	Contributing
3	Growth Mindset	Educate students, staff, and parents regarding the importance of mindset and its role in life-long learning and perseverance. Ensure that implicit and explicit messages to students and families reflect the belief that all students can learn, mistakes are valuable, and persistence leads to success.		No
4	Student Ownership	Enable the development of student ownership in learning through instructional strategies and curriculum development that provides opportunities for student choice, influence, and goal setting.		No
5	Student Leadership	Enable opportunities for leadership development through the provision of classroom and school-wide activities that call on students to engage in group organization, public speaking, community service, and civic involvement.		No
6	Community Service	Utilize community partnerships to create opportunities for students to serve in their community, thereby contributing to caring and encouraging environments. Create standards and expectations for community service that promote leadership, organization, and perseverance.		No
7	Extra-curricular and Enrichment Activities	Provide opportunities for extra-curricular and enrichment activities for students that encourage learning and risk-taking through collaborations with after-school programs, parent teacher organizations, and community partnerships.	$130,904.00	No
8	Comprehensive School Safety	Develop and implement an annual comprehensive school safety plan (CCSP) that incorporates activities to maintain a caring and encouraging learning environment for students and adults such as PBIS, anti-bullying education, Character Counts, restorative justice, and emergency preparedness. Work with advisory councils to develop and approve the CCSP.	$130,904.00	No

Action #	Title	Description	Total Funds	Contributing

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Goals and Actions

Goal

Goal #	Description
4	We will recruit, hire, and retain highly qualified, talented and productive staff through establishing and supporting a culture of high-expectations and continuous improvement.

An explanation of why the LEA has developed this goal.

This goal was developed by the charter development team, is outlined in our charter petition, and remains relevant for the 2021-22 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New teachers are provided a mentor	2017-18				100% of new teachers are paired with a mentor/adviser for support
Teacher retention rate	2017-18				Maintain a retention rate of 80% or higher
New hires are qualified and experienced teachers	2017-18				100% of new hires are fully credentialed
School Goals, Actions, and Services - Feedback Survey	2017-18				Maintain high ratings from families in the area of employing high quality teachers
360° Principal Feedback Survey	2017-18				Maintain high ratings from staff in the area of engaging in a "collaborative process to develop vision of teaching and learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					that is shared and supported by all stakeholders"

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruitment	Actively participate in recruitment activities highlighting the unique Charter School program, professional growth opportunities, distributed leadership model, and collaborative school culture.		No
2	Professional Development	Develop and facilitate a comprehensive professional development program that focuses on personal professional growth, school-wide improvement, and contribution to the broader field of Education. Develop professional development partnerships with the District, TCOE, charter school associations, and organizations that support the unique goals of the Charter School, such as the Partnership for 21st Century Learning and TCOE College and Career.	$18,188.00	No
3	Distributed Leadership	Create opportunities for influence and leadership among staff, students, and other stakeholders. Engage in a model of leadership and governance that shares decision-making processes, promotes meaningful collaboration, and generates buy-in and ownership for increasing student achievement and accomplishing school goals. Create opportunities for influence, both formal and informal, for students, staff, and other stakeholders.		No
4	Culture of Continuous Improvement	Identify and adopt models of continuous improvement that provide the structure and processes necessary to ensure quality planning, monitoring and accountability, evaluation, and continuous improvement of programs and practices.		No

Action #	Title	Description	Total Funds	Contributing

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
%	$823,059

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.

The following programs and services directly benefit English Learners, low-income students, and foster youth:
- Assistant Principal (AP) – The AP works closely with certificated and classified staff to create a climate of positive behavior and supports according to the SISS model.
- Behavior Intervention Technician (BIT) – The BIT works closely with the AP and staff to support and enable positive behavior for Tier II and Tier III students.
- Personalized learning and differentiated instruction – Student-centered instruction is a critical component of the GLC instructional design and instructional philosophy.
- School Psychologist – A school psychologist is on-site and average of two and half (2.5) days per week providing support to students and teachers through observation, recommendations, and referrals.
- Pro-Youth HEART after-school program – Typically, the HEART after-school program is offered on site. Due to the COVID pandemic, the program was offered off-site for the 2020-21 school year. HEART provides a safe and enriching environment for students who need outside-of-school care or for families who want to take advantage of the enrichment opportunity.
- Integrated English Language Development (ELD) – Classroom teachers incorporate ELD into daily instruction using the integrated ELD model.
- Enrichment opportunities – Students at GLC are provided enrichment opportunities at all grade levels. Typically, these include field trips, TCOE events, and after school clubs and sports (football, volleyball, soccer, basketball, and track). In our current context, the school offered more limited after-school opportunities via Zoom (e.g., Chess Club, Art Club, Spelling Bee, etc.) and virtual field trips (e.g., SCICON) instead.

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$735,436.00			$70,489.00	$805,925.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$559,863.00	$246,062.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Core Content Area Instruction (ELA/Literacy, Math, History/Social Studies, Science)	$118,857.00				$118,857.00
1	2	English Learners Foster Youth Low Income	Core Content Area Curriculum (ELA/Literacy, Math, History/Social Studies, Science)	$151,473.00			$11,507.00	$162,980.00
1	3	All	World languages	$5,000.00				$5,000.00
1	4	All	21st Century Subjects and Themes					
1	5	All	21st Century Learning and Innovation Skills					
1	6	All	21st Century Media and Technology Skills					
1	7	All	Personalized Learning					
1	8	English Learners Foster Youth Low Income	Academic Response to Intervention (RtI)	$25,000.00				$25,000.00
1	9	All	Balanced Assessment					
1	10	All	Professional Development					
2	1	All	Professional Learning Communities (PLCs)	$26,249.00			$1,479.00	$27,728.00
2	2	All	Teachers Observing Teachers	$26,249.00			$1,479.00	$27,728.00
2	3	All	21st Century Life and Career Skills					
2	4	All	Cooperative Learning and Engagement Structures					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	All	Community Partnerships					
2	6	All	Parent and Stakeholder Involvement					
2	7	All	After School Programs	$26,252.00			$1,479.00	$27,731.00
2	8	All	Parent Teacher Student Association (PTSA)					
3	1	English Learners Foster Youth Low Income	Student Support and Intervention System (SSIS)	$114,202.00			$16,703.00	$130,905.00
3	2	All	Principles of Restorative Justice					
3	3	All	Growth Mindset					
3	4	All	Student Ownership					
3	5	All	Student Leadership					
3	6	All	Community Service					
3	7	All	Extra-curricular and Enrichment Activities	$114,202.00			$16,702.00	$130,904.00
3	8	All	Comprehensive School Safety	$114,202.00			$16,702.00	$130,904.00
4	1	All	Recruitment					
4	2	All	Professional Development	$13,750.00			$4,438.00	$18,188.00
4	3	All	Distributed Leadership					
4	4	All	Culture of Continuous Improvement					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$409,532.00	$437,742.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$409,532.00	$437,742.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Core Content Area Instruction (ELA/Literacy, Math, History/Social Studies, Science)	Schoolwide	English Learners Foster Youth Low Income	All Schools	$118,857.00	$118,857.00
1	2	Core Content Area Curriculum (ELA/Literacy, Math, History/Social Studies, Science)	Schoolwide	English Learners Foster Youth Low Income	All Schools	$151,473.00	$162,980.00
1	8	Academic Response to Intervention (RtI)	Schoolwide	English Learners Foster Youth Low Income		$25,000.00	$25,000.00
3	1	Student Support and Intervention System (SSIS)	Schoolwide	English Learners Foster Youth Low Income		$114,202.00	$130,905.00

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

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:

  o 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)).

  o 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.