

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.

San Jose Charter Academy (SJCA) has a Transition Kindergarten (TK) through 8th grade enrollment of 1253 students. Our student population is predominantly Hispanic, but includes a variety of other ethnicities. Established as a charter school in 1998, SJCA has worked intentionally and purposefully in providing students with an education that prepares them for high school and beyond. Our vision speaks to our efforts in recognizing that our students need an education that includes not only superior academic curriculum and instruction, but access to technology and its integration. In addition, our school provides programs and resources addressing our students' socio-emotional needs...crucial for educating the whole child.

As you enter our school, you are greeted by students who smile readily, with enthusiastic and energetic teachers vigorously engaged in current best practices designed to reach all learners. As you walk through our campus, you are delighted to find brightly lit classrooms filled with student work. Student engagement in their learning is a non-negotiable. Our staff receives a variety of professional development opportunities geared towards strategies on how to keep students effectively engaged.

Unique in school design and organizational structure, our school offers students and parents a unique educational opportunity. To better meet the needs of our students, our school is divided into smaller academies – Primary (K-2), Elementary (3-5), and Junior Academy (6-8). These groups of teachers and students are supported by a number of teacher leaders throughout the school. (Lead Teachers, Grade Level Coordinators, and Curriculum Coordinators.)

Students attending SJCA attend 7.5 hours of school daily, 7:45a.m. - 3:15p.m., 185 school days per year. TK and kindergarten students attend 6.5 hours of school daily. Students have access to a rigorous, standards-based curriculum that is far more than just traditional academics. In the two major core areas of reading and math, instruction is delivered using standards-based, aligned curriculum selected after careful research and evaluation. Students also participate in a comprehensive and articulated hands-on science program, as well as a literature and project-based social science program. Writing is not a stand alone subject. It is woven throughout every subject area in the school. In addition to the above core curricular areas, students receive extensive instruction in music, art, and physical fitness. A "0 period" Spanish class incorporating the Rosetta Stone on-line program is available to 7th and 8th-grade students. Our Character and Ethics program is built on the foundation of our eight core values: Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity. The Leader in Me Program provides students opportunities for "7 Habits" and leadership growth.

Interwoven throughout curriculum and instruction is our school's technology component. Every teacher and paraprofessional are provided with his/her own laptop, as well as all 6th, 7th, and 8th-grade students. In addition, all TK-5th grade students have 1:1 devices. One unique aspect involving technology is our Customized Learning block, which is a 50-minute daily period built into the schedule for the purpose of providing students with the opportunity to improve and/or extend their learning.

SJCA has been selected as a 2009 and 2016 National Blue Ribbon School and a California Distinguished School for 2004, 2008, 2012 and 2018. In addition, we have been awarded the Title 1 Achieving school award numerous times. While we are truly honored by these recognitions, SJCA continues to have a growth mindset of a school in continuous improvement.

Reflections: Successes

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

The most recent CA Dashboard providing achievement data (2019) indicated that SJCA had maintained an increase of 2.1 points in ELA. The school is currently achieving 63.2 points above standard.

In addition to the increase in ELA, the school met all local indicators.

SJCA has stayed focused on providing various on-going professional development opportunities to all staff. Support personnel highlighted in the LCAP have been instrumental in continuing to moved students forward in the area of ELA.

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.

The most recent CA Dashboard providing achievement data (2019) indicated that SJCA showed a decline of 3.3 points in the area of Math. The LEA is currently 42.7 points above standard, however, we did see a drop in our SED and Asian student populations.

To address this identified need, the LEA is prioritizing support in the area of Math. This focus will include support personnel, targeted professional development, math intervention, and tutoring and STEM opportunities.

LCAP Highlights

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

The San Jose Charter Academy Local Control and Accountability Plan emphasizes 5 targeted areas: Technological proficiency, teacher and staff instructional competence and efficacy, student proficiency, parents as partners, and school culture and social-emotional wellness. Metrics have been written that measure the LEA's response to, and progress in these areas. Actions have been identified that support the LEA's efforts in reaching the proficiency levels established in the metrics. These actions fall into two specific categories; 1) those that have proven to be successful and will be maintained in this new plan, and 2) those that will address newly identified student, staff, and parent needs.

The impact of COVID-19 suggests students, families and our staff will need various tools to support the reintegration into a physical learning space, engage socially with others that include rebuilding connections of collaboration and engaging healthy conflict resolution. Academic support to extend, engage and enrich our students is critical and exciting as we have learned so much about using technology as a tool, integrating and expanding its use in a physical classroom. Our students have demonstrated a greater level of technological proficiency, and SJCA intends to continue to build upon those skills to broaden our instructional learning practice. Giving our community space to flexibly engage in the additional programs, activities and opportunities are based on the input of our stakeholders to create a well-rounded learning model that inspires students. There are foundational programs our families want to be sure are continued for their children that have been offered outside of the school day. The school day; however, is the primary source of student engagement and learning. Therefore, our emphasis will be on increasing personnel to support the academic program and counseling and mental health supports.

Stakeholder Engagement

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

As part of its leadership model, SJCA, on a regular basis, incorporates opportunities for input and feedback from our school community. For the purpose of creating our Local Control Accountability Plan, input and feedback were gathered in the following way:

- School leadership engaged in the process through on-going meetings involving Administration, Lead Teachers, Grade-level Coordinators, Curriculum Coordinators, the Director of Special Education, the Director of Technology, and the school counselor, and other support staff.
- Qualitative and Quantitative input was gathered from all staff through staff meetings and surveys.
- Parents were given the opportunity to provide input and feedback through on-going surveys and town hall meetings. Our most recent town hall meetings taking place on May 6th, 7th, and 11th of 2021.
- Input was gathered from the School Site Council.
- A draft of the LCAP was posted on the school website for review.

A summary of the feedback provided by specific stakeholder groups.

A variety of input and feedback was received from all stack holders. Input and feedback fell into three different categories: 1) In school ideas, 2) After school ideas, and 3) Parent engagement opportunities. The social-emotional well-being of students was one of the most discussed topics. Making sure our students come back to school and are assisted with their adjustments was a prime concern. Mental health support for students and staff were discussed, as well. Along with the social-emotion well-being of the students, their academic progress was of high interest.

Other types of input relating specifically to the LCAP include:

- after school activities
- tutoring and intervention software
- STEM support
- training for parents in a variety of areas
- diversity and equal opportunity issues
- student safety
- school/home communication

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

Engaging and listening to our stakeholders was very beneficial in identifying areas to be addressed through our LCAP. Continued professional development for staff and parents, social-emotional and mental health, and academic progress greatly influenced actions written into the LCAP. In addition, actions such as expanding our libraries to include more diversity and expanding STEM opportunities came directly from staff input. Access to technology and training continued to be a high priority, as well.

Goals and Actions

Goal

Goal #	Description
1	San Jose Charter Academy will increase staff and student technological proficiency through access, professional development, instructional support, and sound infrastructure.

An explanation of why the LEA has developed this goal.

On-going needs assessments have revealed our focus in this area has shown tremendous results over the past few years. While a number of areas including, availability of devices and professional development have shown signs of success, more work needs to be done to fully develop technological proficiency in all staff and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Percentage of Teachers who perceive themselves to be proficient in the delivery of instruction through the use of the Promethean Interactive whiteboard.	0	25%			
Increase the percentage of students proficient in the use of Google Classroom	1st - 2nd 0% 3rd - 5th 25% 6th - 8th 50%	1st - 2nd 30% 3rd - 5th 50% 6th - 8th 75%			
Provide instructional staff Promethean Board professional development to strengthen their proficiency levels.	0				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Many of our most vulnerable students do not have access to their own devices at home. Providing all students with a laptop computer ensures all have equal access.	\$170,000.00	Yes
2	Maintain a full-time technology integration teacher who will support the elementary and secondary programs.	The Technology Integration Teacher is a vital component of our focus on developing technologically proficient staff and students.	\$115,690.00	No

3	Provide professional development opportunities for staff.	Professional development is the key to the effective integration of technology into the classroom.	\$7,500.00	Yes
4	Teacher laptops	10 teachers will have their laptops upgraded.	\$15,000.00	No

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	San Jose Charter Academy will attract and retain top talent through effective recruitment strategies, an attractive compensation package, adoption of strategies which create a great work climate, and development of our employees through purposeful and intentional professional development.

An explanation of why the LEA has developed this goal.

SJCA believes our greatest asset for student learning, are our teachers and support staff. It is vital that we attract and retain top talent to fulfill our vision of providing a superior education to all students. In addition, we feel that the concept of "initial first teaching" is crucial for ensuring student progress. This is achieved when teachers and other staff are provided various opportunities to strengthen their craft.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Increase in the number of activities/events that promote a positive and supportive work environment.	12	15			
Increase in the number of PD opportunities available to staff.	10	15			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities for staff.	PD is the one of the cornerstones of SJCA. Strengthening both knowledge and instructional delivery is key in sustaining top talent. PD will prioritize a focus on improving progress for our most vulnerable students.	\$35,000.00	Yes
2	Equal Opportunity in Education Professional Development	This professional development will focus specifically on the acquisition of knowledge in the area of equal opportunity in the classroom.	\$15,000.00	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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	San Jose Charter Academy will move all students toward academic proficiency through the effective delivery of California State Standards and instructional practices.

An explanation of why the LEA has developed this goal.

COVID 19 restrictions that have resulted in students receiving instruction through Distance Learning have increased the potential of learning loss. Moving our students toward proficiency in the CA state standards continues to be a major focus of our academic program. Providing our staff with training and tools to delivery the curriculum efficiently and effectively supports this focus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
SBAC proficiency metric for SED Student ELA and Math					
SRI and SMI increase in proficiency for SED students					
Increase in teacher efficacy percentages relating to instructional use of formative assessment as measured through teacher survey.	0%	50%			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities for staff.	PD is the one of the cornerstones of SJCA. Strengthening both knowledge and instructional delivery is key for increasing student proficiency. PD will prioritize a focus on improving progress for our most vulnerable students.	\$20,000.00	Yes

2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Teachers will be provided with a planning day per term for the purpose of planning out lessons focused on the effective delivery of CA standards to our most vulnerable students.	\$31,407.00	Yes
3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Our most vulnerable students will have access to the following software programs: Achieve 3000, ST Math, Don Johnson (SWD).	\$36,000.00	Yes
4	Provide the Read 180 and System 44 intervention programs to students not showing progress in reading.	These programs are part of our MTSS process. The programs were implemented to address the reading needs of our most vulnerable students. Both general education and special education students participate in these programs.	\$22,413.00	Yes
5	Provide an Intervention Lead instructor for 4th-6th grade students identified as having extensive literacy deficits.	This lead instruction will implement the Read 180 programs, as well as provide support to teachers working with our most vulnerable students.	\$118,845.00	Yes
6	Maintain an additional junior academy Math position.	This additional Math position will enable the school to lower Math class size in our attempt to address the needs of our most vulnerable Math students.	\$126,428.00	Yes
7	Maintain a Literacy/Data Coordinator position.	This position will facilitate the delivery of effective instruction to our most vulnerable reading students. In addition, the position will track data on these students to be analyzed and shared.	\$123,355.00	No
8	Provide reading tutoring.	On a daily basis, reading tutors will work with our most vulnerable 1st grade reading students.	\$150,000.00	No
9	Implement Illuminate KDS benchmarking system	This system will enable teachers to effectively access, house, and monitor CA State standards benchmarking data.	\$8,000.00	No
10	Implement AIMSweb Plus	This screening and monitoring tool will be used to identify our most vulnerable reading and math students in TK - 8th grades.	\$4,500.00	Yes
11	Duplo maintenance and supplies	Reprographics needs of our Title 1 students	\$3,000.00	No
12	Purchase instructional supplies	Purchase instructional supplies to support our school's Title 1 School-wide program.	\$12,668.00	No
13	Purchase student agenda/planner for all 1st-8th grade students	A student's executive function is supported through the use of a student agenda/planner.	\$6,500.00	No
14	Curriculum, instruction, and assessment support	This action funds approximately 20% of curriculum, instruction, and assessment personnel support.	\$35,698.00	No
16	Support STEM instruction in all classrooms	STEM instruction provides expanded opportunities for our most vulnerable students.	\$20,000.00	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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	San Jose Charter Academy will increase parent participation through effective communication, workshop opportunities, and activities that promote a strong home/school connection.

An explanation of why the LEA has developed this goal.

Parents continue to be vital partners in the educating of our students. Surveys have identified the need to continue providing effective forms of communication, training and other activities that strengthen the bonds between home and school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Provide school-wide opportunities for parents to re-engage as partners post COVID-19.	0	10			

Offer a variety of parent workshops and trainings through in-person, zoom, podcasts, webinars, etc.	0	10			
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand school counselor responsibilities to include serving as homeless liaison.	The needs of our homeless population will be addressed more efficiently through the addition of a Homeless liaison.	\$11,451.00	No
2	Provide yearly parent survey	Gathering input and feedback is essential in the planning of school programs, parent training, etc.	\$2,500.00	No
3	Provide parent training and workshops.	Strengthening our parents' knowledge of curriculum and effective instructional practices greatly enhances their ability to assist their children at home, specifically our most vulnerable students. In addition, training and workshops can be provided covering a variety of other topics. These topics will be identified through a parent survey.	\$10,000.00	No
4	Offer English proficiency opportunities for non-english speaking parents through our LEXIA software program.	Research has shown the acquisition of English language proficiency for EL parents better equips them to more effectively assist their children at home. While the LEXIA system is being implemented for our TK-8th grade students, our upper level program is written in a more mature format and can be used with our EL parents. The cost of this program is funded through the Extended Learning Opportunities Plan.	\$0.00	Yes
5	Provide resource library for our EL/RFEP parents.	In addition to the resource booklets we house in the main office, SJCA would like to provide our EL and RFEP parents with individual resource books in their native language where appropriate.	\$5,000.00	Yes
6	Events honoring students diversity.	The Committee for Cultural Consciousness will organize 2 school-wide events honoring student diversity.	\$3,500.00	No
7	Continued use of the Parent Square communication system.	On-going and timely communication is essential in building an efficient and effective partnership with our school community. This system also allows for internal messaging.	\$4,450.00	No
8	Contract with Zoom	Through distance learning, we learned the value of this communication tool. We would like to continue its use for parent workshops and meetings.	\$1,800.00	No
9	Implement Entry Sign system	This visitor sign in system adds to the security of our school community and peace of mind our parents have been seeking.	\$12,000.00	No
10	Contract with Foothill Family Services	Mental health services have become essential in our attempts to support our students, families, and staff. This contact would bring much needed services to those in need.	\$15,000.00	No
11	Purchase PESA workbooks	Purchase the PESA workbooks, which will be provided to the parents at no cost.	\$2,000.00	No

12	Maintain Parent Recognition Program	This program recognizes and highlights parental participation.	\$5,000.00	No
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Goal Analysis 2021-2022

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
5	San Jose Charter Academy will maintain a school culture that supports the social-emotional needs of its students.

An explanation of why the LEA has developed this goal.

While academic progress is paramount in the school, there continues to be a need to include and explore ways to address the social-emotional well-being of our students. Student, staff, and parent input have strongly suggested that Distance Learning has had a negative impact in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Reduce the number of chronically absent students.	42	35			
Maintain low middle school dropout rate.	0	0			

Maintain low suspension rate at fewer than 10 students.	4	Fewer than 10 students.			
Maintain low student expulsion rate.	0	Keep expulsion rate to .25% or less.			
Increase in number of students reporting respect for individual differences.	85%	86%			
Reduction in percentage of student reporting harassment.	11%	10%			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a comprehensive student attendance monitor system.	This system will consist of a number of school personnel working together to monitor students who are in jeopardy of becoming chronically absent.	\$0.00	No
2	Implement The Leader In Me program TK-8th grades	The Leader in Me is a program centered on a number of concepts including, but not limited, Steven Covey's 7 Habits of Highly Effective People. This action addresses the costs for membership.	\$5,000.00	No
3	Smart Social Program	Students and parents (grades 4th - 8th) will participate in a social media safety and branding program.	\$20,000.00	No
4	Provide the SJCA community experiences (assemblies, seminars, workshops, etc) that support SEL.	Throughout the year, administration will be contracting with agencies to provide SEL opportunities.	\$10,000.00	No
5	Provide foreign language enrichment opportunities for students	The purpose of this action is to provide our students with after school foreign language learning opportunities.	\$10,000.00	No
6	Teen Truth Program	This program focuses on drug awareness, self-confidence, and wise decision making.	\$4,350.00	No
7	STEM After School Program	This action item includes personnel and supplies to provide an after school STEM club for students.	\$7,714.00	No
8	Upgrade Library Collections	Upgrade the Library Media Center Collections to include a wider range of books that represent students of color.	\$56,400.00	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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP 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 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.15%	\$1,011,000.00

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

Action 1

Provide laptop computers and cases for all 6th, 7th, and 8th grade students: Many of our low income students do not have access to computers at home. Students will greatly benefit having access to a laptop they use in school and at home. Access to technology for all junior academy students enables the school to implement school-wide technology initiatives involving CA standards-based curriculum that include a tech component. In addition, while software programs are beneficial for our EL and SED populations, using them school-wide enables access throughout the school day and integrated into classroom instruction.

Action 3

Provide professional development opportunities for staff: Areas identified involved filling the gap in assisting targeted students. These students will benefit through the expanded tech knowledge of staff.

Goal 2

Action 1

Provide professional development opportunities for staff: Areas identified involved filling the gap in assisting targeted students. In strengthening the knowledge of staff, targeted students will benefit.

Action 2

Equal Opportunity in Education Professional Development: Targeted students were considered first due to the likelihood of a greater need for equal opportunity. They will benefit through the expanded knowledgeable staff will gain from the PD.

Goal 3

Action 1

Provide professional development opportunities for staff: Targeted students were a major focus in the area of student proficiency. In strengthening the knowledge of staff, targeted students will benefit.

Action 2

Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation: The proficiency needs of targeted students are a focus during these planning days. Targeted students will benefit from teacher collaboration and effective planning.

Action 3

Provide students with access to intervention software to assist with proficiency of CA State Standards: Targeted students do not always have the means or access to quality intervention while at home. Targeted students will benefit by being provided access to quality intervention software.

Action 4

Provide the Read 180 and System 44 intervention programs to students not showing progress in reading: Data reveal most students in this program are targeted students. This program has shown commendable success in improving student reading proficiency.

Action 5

Provide an Intervention Lead instructor for 4th - 6th grade students identified as having extensive literacy deficits: Data reveal most students in this program are targeted students. This program has shown commendable success in improving student reading proficiency.

Action 6:

Maintain an additional junior academy Math position: Data reveal many of our students showing deficits in Math are targeted students. By providing an extra math position, we are able to reduce our math class sizes, thereby, giving our targeted students greater support.

Action 10

Implement AIMSweb Plus: There is a need to monitor the progress of our targeted students. These students benefit greatly when data is collected and sound instructional decisions can be made.

Action 15

Support STEM instruction in all classrooms: So often targeted students are not given these enrichment opportunities. Research has shown that targeted students can benefit greatly by expanding their opportunities in the area of STEM.

Goal 5

Action 8

Upgrade Library Collections: At SJCA, most targeted students are students of color. These students will benefit greatly having access to books that represent their ethnicities and cultures.

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

Foster youth, English learners, and low-income students are being increased or improved through access to technology hardware, software, and professional development. These students will also be instructed by teachers who value and implement new knowledge acquired through professional development. Instructional models and programs that support their proficiency levels are being identified and implemented.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,011,038.00		\$0.00	\$252,131.00	\$1,263,169.00	\$719,274.00	\$1,314.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Low Income	\$170,000.00				\$170,000.00
1	2	Maintain a full-time technology integration teacher who will support the elementary and secondary programs.	All	\$115,690.00				\$115,690.00
1	3	Provide professional development opportunities for staff.	Homeless, Foster Youth, Student with Disabilities (SWD), Low Income, English learner (EL)	\$7,500.00				\$7,500.00
1	4	Teacher laptops	All	\$15,000.00			\$0.00	\$15,000.00
2	1	Provide professional development opportunities for staff.	English learner (EL), Hispanic or Latino, Foster Youth, Homeless, Low Income	\$35,000.00				\$35,000.00

2	2	Equal Opportunity in Education Professional Development	Native Hawaiian or Pacific Islander, Hispanic or Latino, Low Income, Foster Youth, Filipino, English learner (EL), American Indian or Alaska Native, African-American, Student with Disabilities (SWD), Two or More Races, Homeless, Asian	\$15,000.00				\$15,000.00
3	1	Provide professional development opportunities for staff.	English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD)	\$20,000.00			\$0.00	\$20,000.00
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Student with Disabilities (SWD), English learner (EL), Foster Youth, Homeless, Low Income	\$31,407.00			\$0.00	\$31,407.00
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	English learner (EL), Student with Disabilities (SWD), Low Income, Homeless	\$36,000.00			\$0.00	\$36,000.00
3	4	Provide the Read 180 and System 44 intervention programs to students not showing progress in reading.	Student with Disabilities (SWD), Foster Youth, English learner (EL), Homeless, Low Income	\$22,413.00			\$0.00	\$22,413.00

3	5	Provide an Intervention Lead instructor for 4th-6th grade students identified as having extensive literacy deficits.	Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL)	\$118,845.00			\$0.00	\$118,845.00
3	6	Maintain an additional junior academy Math position.	Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL)	\$126,428.00			\$0.00	\$126,428.00
3	7	Maintain a Literacy/Data Coordinator position.	All	\$123,355.00			\$0.00	\$123,355.00
3	8	Provide reading tutoring.	All				\$150,000.00	\$150,000.00
3	9	Implement Illuminate KDS benchmarking system	All	\$8,000.00			\$0.00	\$8,000.00
3	10	Implement AIMSweb Plus	Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL)	\$4,500.00			\$0.00	\$4,500.00
3	11	Duplo maintenance and supplies	All				\$3,000.00	\$3,000.00
3	12	Purchase instructional supplies	All				\$12,668.00	\$12,668.00
3	13	Purchase student agenda/planner for all 1st-8th grade students	All				\$6,500.00	\$6,500.00
3	14	Curriculum, instruction, and assessment support	All				\$35,698.00	\$35,698.00
3	16	Support STEM instruction in all classrooms	Low Income	\$20,000.00				\$20,000.00
4	1	Expand school counselor responsibilities to include serving as homeless liaison.	Homeless				\$11,451.00	\$11,451.00

4	2	Provide yearly parent suvey	All				\$2,500.00	\$2,500.00
4	3	Provide parent training and workshops.	All	\$10,000.00			\$0.00	\$10,000.00
4	4	Offer English proficiency opportunities for non-english speaking parents through our LEXIA software program.	English learner (EL)	\$0.00			\$0.00	\$0.00
4	5	Provide resource library for our EL/RFEP parents.	English learner (EL)	\$5,000.00			\$0.00	\$5,000.00
4	6	Events honoring students diversity.	All	\$3,500.00			\$0.00	\$3,500.00
4	7	Continued use of the Parent Square communication system.	All				\$4,450.00	\$4,450.00
4	8	Contract with Zoom	All				\$1,800.00	\$1,800.00
4	9	Implement Entry Sign system	All	\$12,000.00				\$12,000.00
4	10	Contract with Foothill Family Services	All	\$15,000.00				\$15,000.00
4	11	Purchase PESA workbooks	All				\$2,000.00	\$2,000.00
4	12	Maintain Parent Recognition Program	All				\$5,000.00	\$5,000.00
5	1	Maintain a comprehensive student attendance monitor system.	All			\$0.00	\$0.00	\$0.00
5	2	Implement The Leader In Me program TK-8th grades	All				\$5,000.00	\$5,000.00
5	3	Smart Social Program	All	\$20,000.00			\$0.00	\$20,000.00
5	4	Provide the SJCA community experiences (assemblies, seminars, workshops, etc) that support SEL.	All	\$10,000.00			\$0.00	\$10,000.00

5	5	Provide foreign language enrichment opportunities for students	All	\$10,000.00				\$10,000.00
5	6	Teen Truth Program	All				\$4,350.00	\$4,350.00
5	7	STEM After School Program	All				\$7,714.00	\$7,714.00
5	8	Upgrade Library Collections	Hispanic or Latino, Native Hawaiian or Pacific Islander, African-American, American Indian or Alaska Native, Asian, English learner (EL), Filipino	\$56,400.00				\$56,400.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$668,493.00	\$668,493.00
LEA-wide Total:		
Limited Total:	\$175,000.00	\$175,000.00
Schoolwide Total:	\$493,493.00	\$493,493.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Limited	Low Income	Specific Grade Spans, 6th, 7th, 8th	\$170,000.00	\$170,000.00
1	3	Provide professional development opportunities for staff.	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$7,500.00	\$7,500.00
2	1	Provide professional development opportunities for staff.	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	\$35,000.00	\$35,000.00

2	2	Equal Opportunity in Education Professional Development	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$15,000.00	\$15,000.00
3	1	Provide professional development opportunities for staff.	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$20,000.00	\$20,000.00
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$31,407.00	\$31,407.00
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	\$36,000.00	\$36,000.00
3	4	Provide the Read 180 and System 44 intervention programs to students not showing progress in reading.	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	\$22,413.00	\$22,413.00
3	5	Provide an Intervention Lead instructor for 4th-6th grade students identified as having extensive literacy deficits.	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$118,845.00	\$118,845.00
3	6	Maintain an additional junior academy Math position.	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$126,428.00	\$126,428.00

3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.						\$0.00	\$36,000.00
3	8	Provide reading tutoring.	\$150,000.00						\$150,000.00
3	9	Implement Illuminate KDS benchmarking system						\$0.00	\$8,000.00
3	10	Implement AIMSweb Plus						\$0.00	\$4,500.00
3	11	Duplo maintenance and supplies	\$3,000.00						\$3,000.00
3	12	Purchase instructional supplies	\$12,668.00						\$12,668.00
3	13	Purchase student agenda/planner for all 1st-8th grade students	\$6,500.00						\$6,500.00
3	14	Curriculum, instruction, and assessment support		\$35,698.00					\$35,698.00
4	1	Expand school counselor responsibilities to include serving as homeless liaison.	\$11,451.00						\$11,451.00

4	2	Provide yearly parent suvey	\$2,500.00						\$2,500.00
4	3	Provide parent training and workshops.						\$0.00	\$10,000.00
4	7	Continued use of the Parent Square communication system.	\$4,450.00						\$4,450.00
4	8	Contract with Zoom	\$1,800.00						\$1,800.00
4	11	Purchase PESA workbooks	\$2,000.00						\$2,000.00
4	12	Maintain Parent Recognition Program	\$5,000.00						\$5,000.00
5	2	Implement The Leader In Me program TK-8th grades				\$5,000.00			\$5,000.00
5	6	Teen Truth Program				\$4,350.00			\$4,350.00
5	7	STEM After School Program				\$7,714.00			\$7,714.00

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	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 2020–21 .

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 2020–23 LCAP from the 2017–20 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.