

ENCORE



Junior & Senior High School for the Arts

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
Encore Education Corporation	Denise Griffin CEO/Executive Director	dg@officerteam.com 760-956-2632

Plan Summary [2021-22]

General Information

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

Encore Education Corporation is a nonprofit 501C3 that operates a single public charter school in Hesperia California, located in San Bernardino County. The campus opened in 2008 for students grades 7 - 12 with a rigorous academic and arts education. In the 2020/2021 school year, Encore had 856 students enrolled in the program. Encore's campus includes 8 acres with 22 buildings located in a facility built in 2003. The school's charter authorizer is Hesperia Unified School District and has been operational since 2008.

Reflections: Successes

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

Encore experienced growth in overall achievement for the entire campus in the areas of English Language Arts (18.4 points), Mathematics (19.9 points), and College and Career Readiness (5.8%). Encore experienced a 4.1% decrease in suspension rate on campus and all local indicators were identified as "Standard Met." As a result of the student achievement growth shown on Dashboard, Encore High School has been identified as a middle tier school by the state of California.

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 California Dashboard showed that Encore must focus on improvement within subgroups and English Learners. To monitor the progress of efforts made by Encore, Encore has implemented NWEA benchmark programming and has adopted Edgenuity for English and Mathematics for seamless integration between both benchmark and completion of curriculum by students. Encore has centered LCAP goals around the subgroup data provided by the California Dashboard.

LCAP Highlights

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

For this LCAP, Encore employed a variety of methods to create the goals for the upcoming LCAP. The teaching faculty at Encore has held several meetings over the course of the COVID-19 onsite school closures to create the important goals for the LCAP. The primary focus for the LCAP is improved students achievement based on subgroup results in Dashboard, students return to learning plans post COVID-19 closures, and updates to the campus facility to create easier methods for sanitation on campus.

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.

None

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Parents were given surveys and invited to take part in School Site Council. Department Chairs for teaching faculty met with departments monthly. The Academic Director held professional development and planning meetings to set goals. Administration worked directly with staff to create and finalize the plan. Students took part in surveys and informal conferences. The School Board ratified the goals plan and offered support and advice throughout the process.

A summary of the feedback provided by specific stakeholder groups.

Students feedback focused more on the effects of distance learning. Students primary outcome was the advice of more rewards throughout the school year and to avoid distance learning when possible. Parents feedback outlined the need for additional remediation support and the concerns of how achievement gaps will be filled in the coming years. Teachers feedback expressed concern about the need for ongoing achievement gains when students are disengaged as a result of COVID-19 closures.

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

Based on achievement data for subgroups and stakeholder input, all goals were based on the correlations between the two. Each LCAP goal encompasses stakeholder input, benchmark results, CDC guidelines, and California Dashboard results. The overall goal for Encore is to implement strategies for an overall 10% annual improvement of state testing results after the return to in-person instruction.

Goals and Actions

Goal

Goal #	Description
1	<p>Basic Services/Conditions of Learning: This includes:</p> <ol style="list-style-type: none"> 1. HVAC, Heating, and Circulation Systems – HVAC maintenance schedules are set for permanent changing of filters. Improved HVAC duct work and installation of new machinery will improve overall circulation on campus. Included in the new installation will be HVAC/circulation equipment in the Big Top structure where PE takes place and in the multi-purpose theater where larger amounts of people congregate. This installation will include expanded electricity in the F Building and Big Top to accommodate the expanded circulation/HVAC machinery. 2. Big Top Structure floor replacement / Sanitation Improvement – In an effort to improve sanitation methods in the general PE area, the asphalt floor will be replaced with a brushed concrete floor. This floor installation will happen over the summer and will remove the flooding issues within the Big Top structure and will give maintenance the ability to sanitize the floor appropriately. With this floor replacement, storage units that are currently inside the Big Top Structure for equipment will be replaced with chain link fenced areas to improve circulation. There will also be water and electricity added to install a washer and dryer in the Big Top structure to be able to sanitize equipment that is used during circus training classes. Finally, a hands free water bottle fountain will be installed inside the Big Top structure to improve sanitation for student hydration. A specific sanitation schedule will be developed and implemented. 3. Outdoor Gathering Areas – For improving sanitation methods for outside gathering spaces, the wood picnic and park benches will be replaced with perforated metal equipment that is coated with a plastic coating that has the ability to be sanitized. A specific sanitation schedule will be developed and implemented. 4. Indoor Storage Spaces – Maintenance and Sanitation needs visible storage areas to be able to store and sanitize items that are needed through the school year. This plastic shelving will get items off of the floor and make it possible to sanitize storage spaces more thoroughly. A specific sanitation schedule will be developed and implemented.

An explanation of why the LEA has developed this goal.

Campus maintenance and updates will be completed by the end of the 2021/2022 school year based on sanitations standards set during the COVID-19 shutdown. While sanitation standards and equipment to keep the campus clean were installed during the 2020/2021 school year, bigger campus improvement projects need to be completed to improve sanitation standards on campus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increased Ventilation and Quality Air Circulation	HVAC Ventilation Systems				Planned HVAC improvements are complete and indoor air quality is improved.
Improved ability to implement CDC sanitation guidelines into the school gym / Big Top Structure	Sanitation Standards				Improved sanitation methods and standards in the school gym / big top structure
Improved ability to implement CDC sanitation guidelines for outdoor structures and gathering areas	Sanitation Standards				Improved sanitation methods and standards on outdoor furniture
Improved ability to implement CDC sanitation guidelines for indoor storage spaces.	Sanitation Standards				Improved sanitation methods and standards in staff areas and storage areas

Actions

Action #	Title	Description	Total Funds	Contributing
1	HVAC Improvements	Complete maintenance of all current HVAC systems. Improved systems and electricity installed in the school gym / big top and the school's F Building.	\$200,000.00	No
2	School Gym / Big Top Structure Improvements	Removal of asphalt floor inside the big top. Replacement of asphalt floor with polished concrete. Installation of chain link fence cage for storage to replace "non-breathable" storage equipment. Installation of laundry facility and hands free water fountain.	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Replacement of outdoor furniture and storage	Purchase of 50 outdoor picnic tables and 50 park benches and 200 storage shelves.	\$180,000.00	No
4	Replacement Furniture in the Restaurant / Theater	Replacement of risers, non-porous booth seating, tables, and chairs for the restaurant/theater	\$70,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Implementation of State Standards:</p> <ol style="list-style-type: none"> 1. Curriculum – There is an immediate need for technology-based curriculum that meets state standards with extended remediation platforms, allowing teachers and instruction to be tailored to the mitigated learning loss for each individual student. Specifically English and Math will adopt new curriculum for the purposes of filling gaps that were created during the school closures and distance learning during the 2019/2020 and 2020/2021 school years. Focus on remediation opportunities is key for this curriculum adoption. 2. Instructional Aides – For the period of one school year, two additional instructional aides will be hired for junior high grade levels to support credentialed teachers with push in / pull out support for both advanced and struggling students. As full time instructional aides, they will work directly with junior high teams during the 21/22 school year to implement extended remediation for student achievement gaps. 3. Junior High Team Teaching – With the incoming junior high grade level students not having the experience in a middle school environment, junior high credentialed teacher team will be moving to a team teaching model in the 2021/2022 school year to focus on learning loss. Based on standardized benchmarks administered through NWEA, teachers will target student achievement gaps through team teaching and team support. There will be seven credentialed teachers, two instructional aides, two SPED aides, one counselor, a Dean of Students, and the Director of Academics that will work with students each week to mitigate learning loss. This model may be renewed at the end of the 2021/2022 school year, but is currently planned for only the 2021/2022 school year. 4. Credentialed Teachers – Encore will hire only appropriately credentialed teachers for the courses that are being taught. For CTE teachers that were working for Encore prior to June 2020 that possess a fine arts credential and now require a CTE credential, Encore will pay for the additional training to make sure the teachers are appropriately credentialed by 2025. Additionally, Encore will pay for the completion of two CTE administrative credentials by 2025 to make sure that the CTE program is complete, compliant, and appropriately credentialed.

An explanation of why the LEA has developed this goal.

As a result of COVID-19 school distance learning and in person school shutdowns, focus on remediation and personal attention for student based on benchmark data is a primary goal for the 2021/2022 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Adoption of new curriculum in Math	Board Approval				Yearly increases on California Dashboard
Adoption of new curriculum in ELA	Board Approval				Yearly increases on California Dashboard
Instructional Aides	Payroll				Increase in Student Achievement
Increased achievement in junior high	NWEA Benchmark Results				Increase in Student Achievement
Teachers with valid credentials	CALSAAS				100% credentialed teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math curriculum adoption	Edgenuity math curriculum adoption	\$60,000.00	No
2	English curriculum adoption	Edgenuity English curriculum adoption	\$60,000.00	No
3	Junior High Instructional Aides	As part of the return to learning plan, Encore will add two instructional aides in junior high	\$80,000.00	No
4	Hiring qualified teachers	Encore hires qualified, credentialed teachers.	\$3,309,868.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>Parent Involvement, Student Engagement, and School Climate Improvement: Stakeholder engagement and participation in activities will increase by at least 10% each school year as a result of engagement efforts and the conclusion of the COVID-19 pandemic.</p> <p>1. School Site Council: The Parent Council needs more parent participation. Using a variety of advertising and incentives, the parent participation on the school site council, surveys, and other means of participation will improve by at least 10% each school year for the next three years.</p> <p>2. Student Engagement: After a year and a half of not participating in person at school, it is going to be a challenge to get the student to engage in school activities and classes. Diversified attendance efforts and incentive programs for the students will increase participation by at least 10% each school year for the next three years.</p> <p>3. Teacher Engagement: After two stressful years of redesigning education, teachers and staff have slightly disengaged due to fatigue and stress. Incentive programs, competitive pay, and increased levels of input will improve teachers engagement year over year for the next three school years.</p>

An explanation of why the LEA has developed this goal.

With school closures and distance learning from the 19/20 and 20/21 school year, additional efforts need to be implemented to re-engage stakeholders in Encore Education Corporation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increased parent engagement	3 parents involved in school site council				At least 20 parents are actively engaged in School Site Council
Decrease of Chronic Absenteeism	20.1% chronic absenteeism reported on CA Dashboard in 2019				Encore will decrease the chronic absenteeism rate by 10% each school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average years a staff member is employed by Encore					The average time staff stays employed by Encore increases.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Incentives	Parent incentives (refreshments and door prizes) will be offered for participation in meetings and surveys	\$10,000.00	No
2	Aeries Automation Upgrade	Upgrade to Aeries to automate more features for notification of absences	\$20,000.00	No
3	Addition of Counseling Interns	Addition of two Counseling Interns to help counseling with caseloads to be able to monitor absenteeism more strictly.	\$120,000.00	No
4	Assistant Dean of Students	Addition of an Assistant Dean of Students to help with student caseload for discipline and SARB/SART meetings	\$120,000.00	No
5	Realignment of attendance procedures	Front Desk Receptionist, School Nurse, and Records Manager will maintain and contact parents for attendance verification.	\$140,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	<p>Pupil Outcomes: Students will improve by 10% on standardized outcomes each school year.</p> <ol style="list-style-type: none"> 1. College and Career Readiness: Encore's graduating seniors will improve both A-G completeness and CTE or college course completions by 10% each school year. 2. Grade levels that participate in state testing will improve by 10% each school year, including subgroups. 3. Benchmark testing will happen three times per year and will show measurable improvement for all students.

An explanation of why the LEA has developed this goal.

Using the California Dashboard as the main metric for setting goals, Encore is using subgroup data to target pupil achievement improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness will increase by 10% each year based on CA Dashboard Data.	2019 CA Dashboard Baseline - 37.8% of graduating seniors are college and career ready.				55% of all graduating seniors will be college and career ready
English Language Arts test scores will increase by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 17 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.
Mathematics test scores will increase by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 103.6 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students With Disabilities will increase ELA test scores by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 120.6 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.
English Learners will increase ELA test scores by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 87.9 points below standard for current English Learners, 49.2 points below standard for reclassified English Learners, and 12.8 points below standard for English Only English Learners				Encore will increase test scores by at least 10% each year in all subgroups.
African American students will increase by 10% in English Language Arts based on CA Dashboard Data	2019 CA Dashboard Baseline - 27.9 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.
Hispanic students will increase by 10% in English Language Arts based on CA Dashboard Data	2019 CA Dashboard Baseline - 25.8 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.
Socioeconomic Disadvantaged students will increase by 10% in English Language Arts based on CA Dashboard Data	2019 CA Dashboard Baseline - 28.9 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
White students will increase by 10% in English Language Arts based on CA Dashboard Data	2019 CA Dashboard Baseline - 3.3 points above standard				Encore will increase test scores by at least 10% each year in all subgroups.
English Learners will increase math test scores by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 158.2 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.
African Americans students will increase math test scores by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 128.5 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.
Students with Disabilities will increase math test scores by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 189.7 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.
Hispanic students will increase math test scores by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 114.1 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.
Socioeconomic Disadvantaged students will increase by 10% in math test scores by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 113.1 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
White students will increase math test scores by 10% each year based on CA Dashboard Data	2019 CA Dashboard Baseline - 74.9 points below standard				Encore will increase test scores by at least 10% each year in all subgroups.

Actions

Action #	Title	Description	Total Funds	Contributing
1	NWEA Benchmark Implementation	NWEA benchmarks will be implemented three times per year	\$30,000.00	No
2	PSAT annual testing	Annual testing to collect data for improved student achievement	\$30,000.00	No
3	Academic Director	Focused Director for curriculum and instruction to improve student achievement	\$120,000.00	No
4	Hiring 2 Instructional Aides	Two instructional aides for junior high will be implemented to help with team teaching at the junior high level	\$186,557.00	Yes
5	Credentialed Teachers	Credentialed Teachers will work to achieve testing improvements	\$3,309,868.00	No
6	Student Incentives	Students actively engaging in reaching testing goals will receive incentives including field trips.	\$50,000.00	No
7	Teacher Incentives	Teachers will receive a cash stipend for students that reach testing goals	\$90,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Conditions of Learning: Course Access, Expelled Youth, Foster Youth:

An explanation of why the LEA has developed this goal.

Encore will make sure that all students wishing to take courses on campus, distance learning, or independent study have access to the full program including expelled and foster youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Encore will offer counselors to all students, including expelled youth and foster youth, to help them choose the appropriate academic path each school year.	2019 CA Graduation Rate according to CA Dashboard - 94.2%				Increased graduation rate for Foster Youth and Students with discipline problems.
The COO and the Assistant Dean of Activities will engage in public enrollment activities to invite students to enroll in Encore.	Enrollment will increase year over year. Baseline ending enrollment 2021 - 823				Increased enrollment and diversified enrollment. Goal enrollment 950
Counseling will have members of the department that are dedicated to support Homeless Youth,	Support services				Increased support services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth, and Expelled Youth.					
Encore will continue to offer limited distance learning programs for students affected by COVID-19 decreasing over the next three years	80% of Encore students are on distance learning due to COVID-19				10% of Encore's population will be distance learning/independent study.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselors / Counselor Interns	Encore will have three full time credentialed counselors and two intern counselors to support the access to all courses	\$420,000.00	Yes
2	Enrollment Advertising		\$100,000.00	No
3	Distance Learning Support	Staff support for students choosing to remain on COVID distance learning	\$100,000.00	No
4	Highly Qualified Teachers: Instruction Time and Professional Training	10% of XXXXXXXXX is dedicated to the professional development and support provided by Encore's highly qualified teaching staff. The staff will undergo annual training to improve supports for EL, Foster Youth, Homeless Youth, and Expelled Youth and will have a portion of their instruction dedicated to extra supports for special populations.	\$325,362.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
13.44%	1,019,766

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.

Conditions of Learning: Course Access, Expelled Youth, Foster Youth: Encore will make sure that all students wishing to take courses on campus, distance learning, or independent study have access to the full program including expelled and foster youth.

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

Starting in the 2021/2022 school year, Encore has expanded the counseling department to include two counseling interns. With the addition of this department, student caseloads are decreasing. There are specific staff in the counseling department that is assigned to provide supports to Expelled Youth and Foster Youth, and subgroups. For English Learners. Encore is adding a credentialed EL teacher that will provide an ESL class as well as pull out services every week. Encore has contracted with an EL program specialist to update EL services. Low-income students will be able to take part in tutoring before school three days a week and can opt in to additional remediation on Fridays. Students will work with academic coaches that will help with remediation and credit recovery efforts.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$9,256,655.00				\$9,256,655.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$8,321,655.00	\$935,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	HVAC Improvements	\$200,000.00				\$200,000.00
1	2	All	School Gym / Big Top Structure Improvements	\$125,000.00				\$125,000.00
1	3	All	Replacement of outdoor furniture and storage	\$180,000.00				\$180,000.00
1	4	All	Replacement Furniture in the Restaurant / Theater	\$70,000.00				\$70,000.00
2	1	All	Math curriculum adoption	\$60,000.00				\$60,000.00
2	2	All	English curriculum adoption	\$60,000.00				\$60,000.00
2	3	All	Junior High Instructional Aides	\$80,000.00				\$80,000.00
2	4	All Students with Disabilities	Hiring qualified teachers	\$3,309,868.00				\$3,309,868.00
3	1	All Students with Disabilities	Parent Incentives	\$10,000.00				\$10,000.00
3	2	All Students with Disabilities	Aeries Automation Upgrade	\$20,000.00				\$20,000.00
3	3	All Students with Disabilities	Addition of Counseling Interns	\$120,000.00				\$120,000.00
3	4	All Students with Disabilities	Assistant Dean of Students	\$120,000.00				\$120,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	All Students with Disabilities	Realignment of attendance procedures	\$140,000.00				\$140,000.00
4	1	All Students with Disabilities	NWEA Benchmark Implementation	\$30,000.00				\$30,000.00
4	2	All Students with Disabilities	PSAT annual testing	\$30,000.00				\$30,000.00
4	3	All Students with Disabilities	Academic Director	\$120,000.00				\$120,000.00
4	4	English Learners Foster Youth Low Income	Hiring 2 Instructional Aides	\$186,557.00				\$186,557.00
4	5	All Students with Disabilities	Credentialed Teachers	\$3,309,868.00				\$3,309,868.00
4	6	All	Student Incentives	\$50,000.00				\$50,000.00
4	7	English Learners Foster Youth Low Income	Teacher Incentives	\$90,000.00				\$90,000.00
5	1	Foster Youth	Counselors / Counselor Interns	\$420,000.00				\$420,000.00
5	2	All	Enrollment Advertising	\$100,000.00				\$100,000.00
5	3	All	Distance Learning Support	\$100,000.00				\$100,000.00
5	4	English Learners Foster Youth	Highly Qualified Teachers: Instruction Time and Professional Training	\$325,362.00				\$325,362.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,021,919.00	\$1,021,919.00
LEA-wide Total:	\$1,021,919.00	\$1,021,919.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	4	Hiring 2 Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$186,557.00	\$186,557.00
4	7	Teacher Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	\$90,000.00
5	1	Counselors / Counselor Interns	LEA-wide	Foster Youth	All Schools	\$420,000.00	\$420,000.00
5	4	Highly Qualified Teachers: Instruction Time and Professional Training	LEA-wide	English Learners Foster Youth	All Schools	\$325,362.00	\$325,362.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.