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
Bert Corona Charter High School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Plan Summary [2021-22]

General Information

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

Bert Corona Charter High School (BCCHS) a Youth Policy Institute Charter School (YPICS), serves 200 students In the San Fernando Valley area of Los Angeles County. Represented with 1.3% African American, 98.05% Latino, .65% Asian, 12.19% English Learners, 18.8% Students with Disabilities, and 84.3% of our students are on Free and Reduced Lunch.

VISION Our school is named in honor of and inspired by Bert Corona, a prominent Latino community organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice.

MISSION The Bert Corona Charter High School early college program prepares urban students in grades 9-12 or academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology the classroom.

The Charter School also serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a

course for the new year based on the students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.

Assessments are used to: Identify scholars and subgroups who need additional instruction or intervention; Prescribe a re-teaching or acceleration focus for individual scholars; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multidimensional approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them to advance in all areas. Students struggling with basic skills are provided grade-level instructional materials and targeted for support by various education experts, Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators.

The Charter School created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of our scholars. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, The US Department of Education, and WASC visiting committee have recognized the positive culture at the Charter School.

Reflections: Successes

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

The BCCH Petition was approved and renewed with no benchmarks by the Los Angeles Unified School District on September 25, 2019.

School Improvement Plans and Data Analysis Progress show the following:

1. High Rates of College Acceptance from BCCH students.
2. 100% of the BCCH's Class of 2019 (42) students have been accepted to the 32 colleges and universities listed below.
3. Access and equity for all BCCH   students is a key component of our school.
4. 100% of BCCH's students have access to and take a college preparatory scope and sequence of UC-approved A through G courses to graduate with a diploma.

In 2017-2018 BCCH   Adjusted Cohort Graduation Rate was 91.7% for BCCH.

School Adjusted Cohort Graduation Rate by (%)

Bert Corona Charter High 91.7%
Sun Valley High 81.1%
Arleta High 93.5%

John H. Francis Polytechnic 88%
Cesar Chavez Learning Academies Technology Preparatory Academy 87.0%
Resident Schools Median 87.5%

Los Angeles Unified 76.6%
(LAUSD Data Set 2019)

BCCH's Adjusted Cohort Graduation Rate (ACGR) was reported as 91.%, which is 4.2 points greater than The Resident Schools Mean of 87.5% and is 15.1 points greater than Los Angeles Unified School District ACGR of 76.6%. This report shows a Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Bert Corona Charter High has reduced suspension rates by 2.6% between 2017 and 2018. BCCH focuses on the use of Positive Behavior Intervention and Support (PBIS) throughout the school community. A decrease in suspension has been realized this school year. A full-time Coordinator for School Climate and Culture assisted BCCH in identifying the students who need additional social-emotional support to remedy this issue. They also have the opportunity to participate in a group counseling session with a local nonprofit, with parents' permission, on campus.

The combined growth of 22.34% in ELA "Met" and "Exceeded" bands was the biggest improvement in ELA for an independent charter school in LAUSD. "Biggest improvement is defined as the greatest gains in scale score points towards grade-level standards on average for a school between 2016-17 and 2017-18," according to the California Charter Schools Association.

The Charter School can attribute the significance of the increase to several facets of the YPICS educational model. All EL students at YPI Charter Schools are enrolled in SFA courses, which teach informational text reading instruction. To support the rehearsal of this instruction, all students are issued an Achieve3000 account, which provides an adaptive instructional environment, with real-time feedback, in which to practice the reading comprehension of informational text. The school also provides small-group instruction using objective criteria codified in performance rubrics, and students are not moved into more advanced instruction until demonstrating mastery of prerequisite skills. The use of the NWEA and the integration of best practices

BCCH students, teachers, and staff use Distance Learning to continue learning during the "Pandemic."

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.

Areas of Challenge:

Long Term English Learners (LTELs)
Bert Corona Charter High follows a detailed EL master plan describing supports for LTELs, including who will be responsible for monitoring the progress of Long Term English Learners. Included is an update on the school's implementation of Designated English Language Development (ELD) time. The BCCH Director of Instruction, who reports to the Executive Administrator, heads the monitoring of our LTELs together with all teachers, and assessments are reviewed to ensure that all English Learners are making progress. BCCH is implementing a new morning period to support LTELs in reading and comprehension three times a week, beginning at 7:30 AM and ending at 8:30 AM. This is a needs-based intervention program that begins mid-semester based on a needs assessment and available staffing. Meetings were held with English Learners and their parents to inform them of their English Proficiency status and the criteria for reclassification, which included English course grades, NWEA MAPs English results, Lexile levels, CAASPP Interim results, and previous CELDT/ELPAC results. During these meetings, parents are informed of the importance of reclassification of our students. English Learners with a greater need for support through instruction in Spanish paired with English have been intentionally scheduled to travel as a mini cohort through courses with bilingual teachers when possible. Some of our GEAR UP tutors work closely with this group of students during some of their classes. Teachers use culturally and linguistically responsive teaching strategies that facilitate access to content, tasks, and discussions in English, including hand-s on learning, conferencing, small group instruction, accessing prior knowledge, differentiation, and Total Physical Response (TPR) strategies.

As BCCH continues to work with our LTELs, the following strategies are in place to help them successfully reclassify, reflecting progressive mastery of English as indicated by the ELPAC:
As a result of the following California State of Education initiatives, BCCH has modified its ELD program to serve our English learners better. The following Principles are used to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. https://www.cde.ca.gov/sp/el/rm/. Additionally, BCCH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school, or district to implement the process all at once. Therefore, BCCH will annually select a focus to determine priority and then design a path of improvement, including the Charter School's academic achievement plan. BCCH will use The California English Learner Roadmap teacher Toolkit to support that process.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, establishing a need to provide EL students with a rich and challenging curriculum from early childhood to grade 12 and respecting the value of English learners' primary language and culture. On July 1, 2018, the California Department of Education regulations for implementing Prop. 58, which established programs for English Learners that promote proficiency in multiple languages and leverages students' home language as an asset, specifically addresses the following principles as outlined at cde.ca.gov:

Summary and Scope of Academic Action Plan

During 2018-2019, school-year BCCH has had the opportunity to work collectively with administrators, teachers, students, and staff. The Board has approved BCCH's Academic Improvement Plan that focuses on improving ELA and Math performance, support to EL students, and the Special Needs population, which is now being implemented in our classrooms. In addition, as presented below, BCCH's' academic achievement resulted in addressing that student academic achievement is taking place; however, to further address the pathway to achieving the expected outcomes. These indicators and results led the leadership team to examine BCCH's LCAP, LEA Federal Addendum, SMART Goals, Smarter Balanced, and other assessment provided for the following action plan, which narrows and focuses the following two drivers for overall student success:

Data-Driven Instruction:
1. Ensure that there are high-quality interim assessments
2. Ensure that teachers have developed quality lesson plans and use materials that align with the assessments.
3. Establish weekly data meetings
4. Use effective monitoring tools to track student progress.
5.   Observe teachers & provide coaching and immediate feedback.
6. Review results, analyze trends, look for reteaching items, repeat.
7. Provide weekly observation and feedback.

Developing a strong school climate and culture and environment:
1. Define the vision for student culture.
2. Build a system for every routine.
3. Lead publicly
4. Measure student culture and identify the gaps.
5.   Reteach high leverage school-wide and classroom student routines.

Mathematics Programs: XL Math is intended to be used for at least 3 hours per week by each student. The math teachers use XL as a supplemental resource and the UCCI-approved core math curriculum for each math class. They have been used during units to support the mathematical function. There is a point where Teachers can use the assignment option to give students access to the content they need at a particular point in time.

In evaluating Bert Corona Charter High's use of this program and from the available data gathered and used for teachers planning instruction, moving forward, teachers will ensure that Knowledge Checks will take place weekly. This allows teachers and students to have a streamlined approach with ongoing up-to-date data regarding student mastery of content in their XL Math courses.

LCAP Highlights

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

BCCHS provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Working closely with stakeholders throughout the school, the goals align with the California Dashboard, LCFF rubrics, charter petition goals, core values, WASC Student Learner Outcomes (SLO), WASC Action Plan, and our Governance structure improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement
Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.
Goal 3: Provide an appropriate Basic Condition for Learning

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.

Bert Corona Charter High School

Support for Identified Schools

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

Support is identified as follows:
1. Mathematics was identified as red by the California Department of Education's 5x by 5x and is being addressed by a new math adoption for 2019-2020
2.   Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners' specific reading levels. Achieve, a computer-based program is provided to learners. Targets learners based on their Lexile levels provides informational texts and activities to foster comprehension and Lexile growth.
3.   Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefits to learners. The team is using benchmark goals and consistently reviewing learners' progress towards meeting their IEP goals.
4.   Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math

achievement. Teachers provided targeted instruction to establish the foundational skills for learners to progress through the program successfully. Enrichment is provided to learners in mathematics and intervention through additional periods of math instruction provided through electives. Learners in these electives are grouped based on their math levels and receive targeted instruction.

5. Learners through after-school intervention programs receive targeted Mathematics instruction through a gamified computer-based intervention.

6. Using Data to drive instruction
- using conference and rotations in the classroom
- Assess math and ELA programs, recommit to or acquire a new curriculum to meet the needs of students with special needs
- strong observation and feedback cycle of instruction
- Instructional leadership training

7. In addition, the use of the NWEA program, which is, based on actionable insights, engaging instruction, and a proven program that offers diagnostic results for a class, instructional groupings, diagnostic results for a student, serves as an overall standard of mastery indicator.

8. The NWEA program is neither credit-bearing nor degree-bearing. The program does not lead to any certification or licensure. Upon participant request, Relay will furnish a letter attesting to the number of hours a participant has attended at the end of each term.

9. Selecting and sponsoring qualified leaders who are dedicated to fully engaging in the full-year program.

Monitoring and Evaluating Effectiveness

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

Administrative Team will monitor and evaluate the implementation and effectiveness of CSI plan to support student and school improvement. This process will be conducted through the implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. In addition Bert Corona Charter High School will use of the NWEA diagnostic process to replace NWEA

Stakeholder Engagement

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

YPI Charter Schools (YPICS) developed a Task Force that began meeting in April through the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in-depth on various complex topics. The Subcommittees consisted of the following:
Academic & Instruction: School Culture & Climate Operations & Safety
The resources collected from the Taskforce for instruction are located at http://typ.ypics.com/, and additional Virtual Instructional Strategies can be found on our website https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd. The YPICS Reopening Guidelines developed by TaskForce are also located on the Charter School's website.

In addition to the YPICS Task Force, the YPI Charter Schools held its first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for parents to hear about plans for the LCAP Development and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students, and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on several platforms, including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The BCCHS ' Team, including the Executive Director, the Board of Trustees, the Leadership Team, teachers, parents, and students, all contributed to the influence, integration, and specific support to engage all stakeholders in the LCAP development. The Charter School's team also communicated with parents electronically and mailed information home. In the process of daily calls, the Charter School also updated parent emails or cell phones to ensure that the most updated parent contact information was available for mass communication through Both Remind and OneCall.

The staff communicated using Google Meets and Slack. BCCHS regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as are Title 1, The II, Title III, and another federal funding budget at our meetings. BCCS' School Advisory Council and English Learner's Advisory Council proceeded during the 2019-20 school year through the LCAP development process. As usual, not knowing COVID 19 would alter what was going to be expected. The 2020-2021 BCCS SPSA is centered in the goals already outlined in the 2019-20 LCAP since 2019-20 was an abbreviated year, and the SBAC was canceled.

Meeting held to support Schoolwide Academic Achievement: Board Meetings, School Site Councils, English Learner Advisory, and another meeting to involve all students.

LCAP Review/ Revisions (session 1 of 4) August 30, 2019 8:30-9:30am
LCAP Data Update (session 2 of 4) October 25, 2019 5:30-6:30pm
LCAP Parent Discussion/Feedback?(session 3 of 4) December 13, 2019 5:30-6:30pm
LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 2019 8:30-9:30am (Google Conference)

The impact of these consultations provided an opportunity for all stakeholders to become involved and contribute to Bert Corona Charter HS's successes.
The involvement of all stakeholders has been a tiered process that provides the opportunity for all teachers, administrators, Board Members, parents, community members, and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The Bert Corona Charter HS will review all internal data on an ongoing basis, benchmarks, i-Ready/NWEA, SFA, Achieve 3000, Illuminate assessments and other internally created documents and processes, Teachers assessments, grades, and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:
Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advice about the LCAP process and implementation.
All feedback was collected, synthesized, and organized to inform draft LCAP.
Data that will be reviewed include but are not limited to the following:
School Accountability Report Cards
English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)
Course Grades
Attendance Reports
i-Ready/NWEA, SFA, Achieve3000, and other assessment results.

The primary parent organization accessible for parent participation in the BCCHS School Advisory Council. This council discusses the school's academic, operational, and cultural initiatives and votes to adopt/approve significant school program changes. In addition, monthly parent information and dialogue meetings are held on the fourth Tuesday of the Month, all parents are scheduled for conferences with staff each semester, parents coach sports and attend athletic events, and the school's Advisory Program invites parents to bring their expertise and resources to support students in their campus-wide projects.

A summary of the feedback provided by specific stakeholder groups.

SNAPSHOT OF FEEDBACK
This report synthesizes feedback from 687 respondents across multiple stakeholder groups and/or school levels at Youth Policy Institute Charter Schools.

First, in the Snapshot of Feedback section, this report shows high-level feedback for every survey theme asked of each stakeholder group.

Next, in the Alignment Across Groups section, the report introduces the survey themes included in all three YouthTruth surveys (student, family, and staff), highlighting ratings across stakeholder groups and school levels for these specific themes: engagement, relationships, and culture.
Finally, the report examines each theme and question asked across stakeholder groups in greater detail in the subsequent sections.
This report does not include data on all three stakeholder groups (students, family, and staff members). For those questions, if applicable, please refer to your Student Survey Report(s), Family Survey Report(s), and/or Staff Survey Report(s).

Snapshot of Feedback: Percent Positives

The table below shows the proportion of positive ratings on each survey theme from each participating stakeholder group in your district.*

Arrows refer to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 75% displayed with ? 2 indicates that the previous survey round's percent positive was 73%.

YPICS Youth Truth
2020 High School Survey Results

Survey/Theme	High School Status	Change
Student	Engagement	41%	-7
Academic Challenge	53%	-4
Relationships	31%	-12
Culture	38%	+6
Belonging & Peer Collaboration	32%	-18
College and & Career Readiness	42%	-5
Family	Engagement	74%	-4
Relationships	85%	-7
Culture	79%	-6
Communication & Feedback	91%	- 1

Resources	82%	-7		
School Safety	91%	+10		
Staff	Engagement		100%	No change
Relationships	100%	+6		
Culture	100%	+27		
Professional Development and Support	100%	+25		

The survey also gathered parent input on items to meet the uniqueness of their children and information from teachers and staff with the same themes; academic, rigor, cultural relationships, and engagement. Information sent to parents was translated into Spanish and made available on many platforms, including Google, Zoom, Facebook, Instagram, and Twitter. Surveys were sent out to parents through email and text messages to ensure families could access the content.

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

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)
- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level Essential Standards and materials;
- Identify students who need additional support to accelerate learning and to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss.

Goals and Actions

Goal

Goal #	Description
1	Increase Student Achievement Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports. (State Priorities: 1 Basic Services, 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access), Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.				100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned curricular and instructional materials	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)				100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)
Teacher Retention	100% of BCCHS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.				100% of BCCHS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard	100% of students have access to a broad course of study				Increased student performance as monitored by i-Ready scores show improvement from the start of the year to current
English Language Arts- Proficiency	The schoolwide percentage of English Learner Progress making progress towards English proficiency was 280%, which was lower than the state at 48.3%. No color assigned for the ELPI on the Dashboard				The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy.
Mathematics Proficiency	The schoolwide Dashboard Math Indicator color is orange. Bert Corona High School's 2019 Average DFS was -109.3,				The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy.
Access iReady assessment and technology	Increased student performance as monitored by i-Ready scores show improvement from				Increased student performance as monitored by i-Ready scores show improvement from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	start of the year to current				start of the year to current
English Language Learner proficiency	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)				English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)
EL Reclassification	Reclassification for 18-19				
Students with IEPs proficiency	Increase Students with IEPs on SBAC by 1% or more per year.				Reclassification for 18-19
					Increase Students with IEPs on SBAC by 1% or more per year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support to increase student academic achievement	Reading Specialist, Tutors; Specialist; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials.	$217,738.00	Yes
2	Teacher Retention: Coaching Support	Ensure teacher retention is increased. Executive Administrator, Lead Teacher Stipends Provide consistent observation, coaching, and mentoring support	$118,133.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall Youth Truth Survey: Parent Involvement	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication				School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication
Spring Parent Survey: Engagement	School will engage parents and students in decision-making.				School will continue to maintain ADA rate at or above 90%
ADA Rate	School will continue to maintain ADA rate at or above 90%				School will continue to maintain ADA rate at or above 90%
Suspensions and Expulsion Rates	The School will continue to maintain a low suspension rate below 1%.				The School will continue to maintain a low suspension rate below 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The school will continue to maintain a low suspension rate below 1%.				The school will continue to maintain a low suspension rate below 1%.
	I				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coordinator of Operations and Operations Team	The Coordinator of Operations will assist with the engagement of parents.	$151,933.00	Yes
2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)	$221,729.00	Yes
3	Student Activities	Student Activities to engage students in learning	$2,000.00	Yes
4	Enrollment and Outreach- Schola and Increase ADA	Ensure that all parents have on-boarding support from first point of LEA interest and contact through traIning to use all communications and technology systems to support their child's education at the charter school.	$15,000.00	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
3	Provide and appropriate Basic Condition of LearningSocial-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment. Increase student engagement. (State Priorities: 1. Basic Services; Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Mutli-tier schoolwide program (MTSS	100%				100%
ADA	90%				90%
Chronic Absenteeism	N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard				N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard
Suspensions	The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona				The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	High School's percentage of students suspended at least once was 1.9%, which was lower than the State's at 3.4%.				High School's percentage of students suspended at least once was 1.9%, which was lower than the State's at 3.4%.
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	96% Teachers participated in professional development throughout the physical closure of the Charter School.				96% Teachers participated in professional development throughout the physical closure of the Charter School.
100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.				100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in	100% The Charter School developed a cleaning regiment based on best practices for reopening schools				100% The Charter School developed a cleaning regiment based on best practices for reopening schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
compliance or good standing	from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).				from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).
Graduation Rate	N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3)				N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3)
College and Career					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	$321,525.00	No
2	Professional Development	Professional Development for all staff members CCSS training will be embedded into professional development meetings. BTSA Training/ New Teacher Support (Title 2) . Backwards Design . Standards-Based Grading . Project-Based Learning . Service-Learning • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of Monseñor Oscar Romero Charter English Learner Plan	$25,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Whetstone Observation and Evaluation Process for teacher growth • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social SFA Training, Coaching, and Support (Title 3) Science • Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms) • Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions • Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs • Strategies for SWD to access core curriculum in the general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources. Challenging, Engaging, and Empowering Students with Deeper Instruction		
3	Core Instructional Materials; Technology	Core Instructional Materials; Technology provided to all students. Standards-based instructional materials specific to the content area and grade level are provided to and implemented by teachers. All students have access to SBE-adopted and standards-aligned instructional materials specific to the content area and grade level are provided and implemented by teachers. Intervention and acceleration materials are used to benchmark students, assess gaps in knowledge, and provide differentiated remedial work to help students grade level in ELA and mathematics. BCCHS conducts ongoing professional development connected to the state standards and curriculum and delivery of instruction.	$43,689.00	No

Action #	Title	Description	Total Funds	Contributing
4	Supervision and Safety	Supervision and Safety	$51,653.00	No
5	Technology Enhancement	Additional Technology and IT Support to enhance the basic instructional program.	$89,741.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.93%	$648,885

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.

FY 21-22, The Charter School will implement the following goals and actions to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.
Goal 1: Action 6--Planned services for this action item include additional School Climate & Culture Coordinator, Reading Specialist/Teacher, additional special education support, highly qualified Tutors (instructional assistants), Professional Development Days, 2 Extra Instructional Days, Instructional materials for Acceleration, intervention, and enrichment.
Goal 2: Action 1 --Planned services for this action item include a Parent Coordinator.
Goal 2: Action 2--Planned services for this action item include Program Coordinator (attendance), and Administrator (School Climate & Culture Coordinator) focused on Positive Behavior Interventions and Supports (PBIS).
Goal 2: Action 3--Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.
Goal 3: Action 2--Planned services for this action item include professional development for all staff members on strategies to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.
Goal 3: Action 3--Planned services for this action item include enhance technology to customize and individualize instruction.

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

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and

revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).

- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,169,324.00			$89,078.00	$1,258,402.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,127,399.00	$131,003.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Support to increase student academic achievement	$217,738.00				$217,738.00
1	2	English Learners Foster Youth Low Income	Teacher Retention: Coaching Support	$118,133.00				$118,133.00
2	1	English Learners Foster Youth Low Income	Coordinator of Operations and Operations Team	$151,933.00				$151,933.00
2	2	English Learners Foster Youth Low Income	Assistant Executive Administrator & Academic Counselor (SSC Team)	$147,912.00			$73,817.00	$221,729.00
2	3	English Learners Foster Youth Low Income	Student Activities	$2,000.00				$2,000.00
2	4	English Learners Foster Youth Low Income	Enrollment and Outreach- Schola and Increase ADA	$15,000.00				$15,000.00
3	1	All	Salaries and Benefits	$321,525.00				$321,525.00
3	2	English Learners Foster Youth Low Income	Professional Development	$10,000.00			$15,261.00	$25,261.00
3	3	All	Core Instructional Materials; Technology	$43,689.00				$43,689.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Supervision and Safety	$51,653.00				$51,653.00
3	5	All	Technology Enhancement	$89,741.00				$89,741.00
4	1							

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$662,716.00	$751,794.00
LEA-wide Total:	$662,716.00	$751,794.00
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
1	1	Support to increase student academic achievement	LEA-wide	English Learners Foster Youth Low Income		$217,738.00	$217,738.00
1	2	Teacher Retention: Coaching Support	LEA-wide	English Learners Foster Youth Low Income		$118,133.00	$118,133.00
2	1	Coordinator of Operations and Operations Team	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bert Corona Charter High School 9-12	$151,933.00	$151,933.00
2	2	Assistant Executive Administrator & Academic Counselor (SSC Team)	LEA-wide	English Learners Foster Youth Low Income		$147,912.00	$221,729.00
2	3	Student Activities	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	$2,000.00
2	4	Enrollment and Outreach- Schola and Increase ADA	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	$15,000.00
3	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	$25,261.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.