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
TEACH Tech Charter High School	Dr. Monique Woodley Principal	mwoodley@teachps.org 323-872-0707

Plan Summary [2021-22]

General Information

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

TEACH Tech Charter High School (TTCHS) is an independent public charter school located in South Los Angeles, California. TTCHS resides on 10616 S. Western Ave. in South Los Angeles between residential homes, small businesses, and in close proximity to a local community college (Los Angeles Southwest College). TTCHS serves approximately 433 students in grades 9-12 grade. Student demographics include: 12% Students with Special Needs, 17% English Language Learners; .04% Foster Youth; and 87.4% who qualify for free/reduced lunch.

TTCHS' Mission is to create a high-quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

TTCHS' VISION seeks to establish a state-of-the-art community school in South Los Angeles that will equip students with the skills and habits of mind needed to compete in the 21st century. It will reach students of all backgrounds by teaching the whole child which includes the social, physical, emotional, moral, ethical, and intellectual needs of students so that upon graduation, the knowledge and the experiences acquired at this school site can be effectively applied to their daily lives.

TTCHS was created as the fruition of a dream of its two founders Longtime Los Angeles educators Mildred Cunningham and Edith Morris founded the school. The school was established with a vision of addressing the needs of the whole child, building children's character, and integrating state-of-the-art technology in instruction. The staff focuses on forging deep, lasting connections with their students. "We hug them, we love them, we teach them," says co-founder Cunningham. They created the middle school, Teach Academy of Technologies in 2010, and were able to expand into a high school in 2014. These two career educators started a middle school with the intention of building a high school to provide quality education for students in the historically disenfranchised community of South Los Angeles. The goal was and is still today to raise students to be scholars, who are prepared to enter college and the workforce, by creating an environment that touches the hearts and minds of our students. Teachers are encouraged to build positive relationships with students to help foster a sense of safety and security that promotes students flourishing and growing as individuals. Due to the small school size, students are well known in the school

community and TTCHS maintains a sense of family by building on staff and student relationships to maintain respect and discipline across campus.

The overwhelming majority of TTCHS students live in South Los Angeles within a three-mile radius of the main campus. The school opened in the Fall of 2014-2015 school year with 96 9th and 10th-grade students in a small bungalow-style structure with limited space for lunch, student gatherings, and exercise. After one year in that facility, the district purchased an 8.5-million dollar property approximately 1.6 miles south of the original location and we relocated for 2 years at this site. Over 80% of the students who were enrolled during the first year relocated to the newly acquired campus. Over the next two years, the school added grades 11 and 12 and more than doubled its enrollment. Enrollment increased again in 2017-18 when the school added more enrollment slots for grades 11 and 12. We were able to increase our enrollment to 415, and we will be operating at full capacity in Fall 2020.

Reflections: Successes

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

These reflections are based on the review of performance on the state indicators and local indicators included in the Dashboard for SY 19-20, progress towards LCAP goals, local self-assessment tools, and stakeholder input.

In 2019 TEACH Tech Charter High School we received Blue standing in our 1) Suspension Rate and a Green standing in the Graduation Rate.

Suspension Rate - Blue

Our suspension security rate was a huge focus at our previous WASC visit. So we created a goal to decrease our suspension rate which in turn successfully impacted our CA Dasboard.

Student behavior, school culture, safety, and security have been strong at TTCHS, therefore we have determined that we achieved this goal. It is no longer an area of focus, although we are conscious to maintain strong safety and security procedures.

TTCHS believes that character is important in addition to academics. We focus on 10 character pillars throughout the year, with a specific focus on a different pillar for each month. Teachers model these character pillars and they are discussed during professional development. Students who exemplify the character pillar of the month are recognized for it in our monthly assembly. Our character pillars are Integrity, Fairness, KindnessCooperation, Respectful Behavior, Hard Work, Personal and Community Responsibility, Dignity, Self-Discipline, Creative and Problem-Solving.

We specifically implemented PBIS Positive Behavior Intervention & Supports (PBIS) is a proactive approach that schools use to improve school safety and promote positive behavior. Teachers and campus aides received intensive PBIS training in 2019 and 2020. Evidence that

supports our progress in this area is as follows: Monthly detection dogs, 4 campus aides to support with security, security cameras, and partnership with Safe Passage. These tasks and resources have helped us to maintain a safe campus, which is measured through teacher narratives, student referrals and suspension data, and PBIS data. The implementation and acquisition of resources not previously used to enhance security demonstrate progress in this area. In addition, the climate of the school is safe and positive, so we are confident that this goal has been achieved.

Graduation - Green

Our college counselor works very hard to ensure that all students have what they need for graduation so she implements these 4 specific items to help students.

1. Manage the senior caseload
2. Meet with parents quarterly to discuss senior on-track status for graduation
3. Provide students with Apex course to recover any needed credits
4. Ensure that students are enrolled in summer school each summer that is needed

Chronic absenteeism was 2%
Attendance rate 97%
100% of students completed a-g requirements.

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.

Referring to the Dashboard for 19-20 and current state and local performance indicators, and stakeholder input, TTCHS has identified areas of identified need.

In 2019 TEACH Tech Charter High School was in orange for 1) English Language Arts, 2) Math, and 3) College/Career. TEACH Tech is committed to increasing our school performance on the indicators of need.

The reason for this performance indicator is directly related to our student SBAC performance in English and Math. While we believe to some degree that the declines in SBAC scores do not provide the best tool for evaluating the school's academic performance. Further, CAASPP testing is a one-time snapshot of the current 11th-grade performance on an English and math standardized test. It doesn't actually speak to declines or increases in student performance, rather it compares one group of students to a prior years cohort. With cohorts of 61 in 2018 and 77 in 2019, and subgroups of often less than 20, 2-3 students can create double-digit swings in subgroup statistics. Each SBAC year there has been an increase in student enrollment, which increases the number of students testing and the number of students that may not be proficient.

Year 1 - 39 students
Year 2 - 61 students
Year 3 - 77 students

Twenty-five percent of that year's 11th-grade class were new enrollees to TEACH Tech. Many of those new students were limited English proficient. There were math staffing changes for students in previous years. Students that take Pre-Calculus are more likely to score advanced and proficient on the SBAC. The variables surrounding student achievement on SBAC are too numerous to make significant conclusions about instructional practices, especially given the sample sizes being utilized and the small differences in overall performance.

We are constantly analyzing and reflecting on student testing data and instructional practices as described in the answers below.

English Language Arts - Orange

As a result, we have taken the following 13 steps to increase our performance on the English SBAC.

1. Solidified the English department to include English teachers with +5 years of teaching experience.
2. Implemented Instructional Leadership Coach to support English team
3. Weekly lesson plan reviews, classroom observations, and digiCoach reviews
4. Focus on Reading and Writing through curriculum and digital platforms (Springboard, Read Theory, and StudySync)
5. Implementation of the PEEL writing strategy
6. Provide students with IEPs with extra assistance (Push in and Pull Out)
7. Assess students as soon as they enter 9th grade
8. Continued Professional Development for English Teachers
9. Share NWEA Growth with parents for reflection and review
10. Goal setting for students
11. Identify and assess incoming students and create remediation classes and/or other interventions for low-performing students.
12. Review of CAASPP performance data to identify topics and standards to focus on.
13. Create a list of ELA topics or standards for other departments to cover to support ELA.

Math - Orange

There were math staffing changes for students in previous years. This year we have a solid math department that are present daily and are working digitally to close student achievement gaps. In addition, students that take Pre-Calculus are more likely to score advanced and proficient on the SBAC so we need to adequately prepare more students to get to Pre-Calculus. While, the variables surrounding student achievement on SBAC are too numerous to make significant conclusions about instructional practices, especially given the sample sizes being utilized and the small differences in overall performance, we can proactively plan to close the math achievement gaps.
As a result, we have taken the following 11 steps to increase our performance on the Math SBAC.

1. Restructured Math Department to include math support in 9th and 10th grade (as needed)

2. Implemented Math Department Chair to support new math team
3. Weekly lesson plan reviews, classroom observations, and digiCoach reviews
4. Check for understanding in math class
5. Small groups and peer teaching
6. Provide students with IEPs with extra assistance (Push in and Pull Out)
7. Assess students as soon as they enter 9th grade
8. Assess students for Math Students (MDTP and NWEA)
9. Continued Professional Development for Math Teachers
10. Share NWEA Growth with parents for reflection and review
11. Goal setting for students

College/Career - Orange

While we are successful with meeting A-G requirements our SBAC scores in Math and English have played a large part in this data point. We have plans to increase student passage on the SBAC as stated above.

1. Manage the senior caseload
2. Meet with parents quarterly to discuss senior on-track status for graduation
3. Provide students with Apex course to recover any needed credits

CTE courses are not currently offered, 0% of students completed CTE courses and therefore 0% of students completed both a-g and CTE courses.

LCAP Highlights

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

This past year there was a lot that we had to do to keep our educational program operational and effective during COVID-19. Staff participated in a two-week professional development program before the start of the 20-21 school year. During this time teachers coverED key instructional practices for distance learning and how to best conduct a class via Zoom. The Principal and Instructional Coach led training on implementing Project-Based Learning virtually. Training included technology training conducted by the Director of Operations, Data & IT. Staff was provided with a laptop, phone or google voice number and hot spots (as needed). Teachers have access to document cameras, projectors, and another tech was needed. Tech support was provided by the Director of Operations, Data & IT, and the site-based IT Tech. In order for us to improve PD, we provided teachers with PD surveys after each period to evaluate the PD.

We have increased English learner Professional Development for teachers, staff, and families by a minimum of three specialized sessions to support distance learning by October 30th, 2020. We improved the quality of English learners and low-income Professional Development related to distance learning by surveying and interviewing teachers.

Our LCAP Goals, the instructional focus for the school year drives our professional development plan, and we identified 4 areas of focus that were introduced to teachers at the beginning of the school year. This includes 1. Student Engagement 2. PEEL Writing Strategy 3. Cultural Connections and 4. Check for Understanding. We revisited these priorities throughout the school year and in observations, feedback, and when reviewing teacher lesson plans. Professional development was held weekly on Fridays, and there are 5 full days of PD during the school year in addition to the two weeks of professional development in the beginning.

The LCAP Goals were revised in order to align with our school's mission, vision, WASC Action Plan, and state accountability plans. For each LCAP goal, are CDE required measurable outcomes with annual growth targets. Our goals are as follows:

- Goal #1: Implement an infrastructure of schoolwide data analysis in the post-pandemic era (including assessments to inform instructional decisions, longitudinal data tracking, and implementation of research-based intervention programs); in order to sustain our current RTI/MTSS Structured Program (that identifies, monitors, and provides appropriate academic and social-emotional supports); in order to ensure student academic growth and close the achievement gap among all subgroups. (Aligns with WASC Action Plan, 2,3)
- Goal #2: Implement a comprehensive, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED, Foster, Homeless and Economically Disadvantaged and Gifted) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes culturally relevant and extended learning experiences that encourages student engagement elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)
- Goal #3: Engage parents as active partners through communication, and collaboration, workshops, School Site Council, Parent Meetings, and English Learner Advisory Committee Meetings, to ensure that all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. (Aligns with WASC Action Plan 1,4)

Here are some specific goal highlights:

Goal 1 Highlights: instruction is one of our top priorities this school year. The principal has an instructional focus for implementation. The instructional focus includes teacher lesson planning through data-driven instruction, coaching, and feedback with a focus on synthesizing information with evidence-based claims. In terms of 21st-century skills, we will be receiving additional PBL training on 21st-century skills in January to continue to implement 21st-century skills. When teachers complete their weekly lesson plan, teachers must plan with individual and subgroups of students in mind. For example, with English Learners, we ensure that EL students receive the appropriate in-class and out-of-class instructional support through our professional development for teachers, classroom observations, and feedback from students and their families. All teachers plan with our EL subgroups in mind. In terms of adjustments are implemented based on the progress shown in student achievement data, work samples, and observation notes.

Goal 2 Highlights: We are in year one of Illuminatie implementation. Illuminate will allow us to store all student data for analysis and

distribution. The second phase is to roll out the students and family portal. Our college counselors and deans use all data points to support students. The principal also works with the Director of Operations, Data, and Technology to retrieve and analyze student data prior to all Board meetings. The assistant principal runs reports on culture and discipline.

Goal 3 Highlights: Engaging families has been a top priority for the new administration team. We have held coffee with the principals each month, school-site council meetings, ELAC's and grade level meetings. An area of growth is our ELAC meetings. We have finally found a core group of parents willing to meet to discuss EL data.

TEACH Tech Charter School will implement the actions and services outlined in this LCAP to improve student academic outcomes, retain highly effective teachers and strengthen the capacity of our Leadership Team to ensure that our school prepares every student for College and Career Readiness.

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.

TEACH Tech Charter High School is not eligible for CSI

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

At TEACH Tech we understand the importance of engaging stakeholders in the LCAP updates.

All stakeholders were involved in reviewing and revising our LCAP Goals and action steps. These stakeholders include teachers, principals, administrators, non-teaching staff, parents and students. When developing the LCAP the school principal and administrators worked together to carefully review our school data and recommendations from all stakeholders. Specifically, feedback was solicited from staff, parents, and students to review our school data and share their suggestions on what we should focus on and how we can reach our goals. These suggestions were taken into consideration as we revised the goals and action steps. We will continue to make refinements yearly.

This year, the LCAP Goals and progress were shared with parents during parent meetings, School Site Council, and Coffee with the Principal. After our administrative team shared the goals and action items with parents, they were given an opportunity to share their input. This feedback was used to make additional refinements to our LCAP. While the principal took on a leadership role on engaging stakeholders, the assistant principal and instructional leadership coach worked to revise the goals and action items as a result of stakeholder feedback.

Specifically, the School Principal consulted with all stakeholders in the LCAP annual review and analysis in the following list of meetings this school year:

Monthly meetings with parents
Board meetings – monthly
Professional Development at the beginning of the year, mid-year, and end of the year.
Discussions with students during informal meetings (due to COVID)

A summary of the feedback provided by specific stakeholder groups.

This year we specifically focused on revamping our Goals.

Teachers gave great feedback on the refinement of our goals during PD. Specifically, our goals were defined as such.

Parents agreed with the change of the introductory verbs change on the goals. For example, changing "develop" to "implement."

Teachers gave great feedback on the refinement of our goals during PD. Specifically, our goals were defined as such.

Goal 1
Develop an infrastructure to implement multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; in order to research and develop an RTI/MTSS Structured Program to identify, monitor, and provide appropriate academic and social-emotional supports to ensure student academic growth, to close the achievement gap among all subgroups. (aligns with WASC Action Plan, 1,3,4)

2021-22 Goal 1
Implement an infrastructure of schoolwide data analysis in the post-pandemic era (including assessments to inform instructional decisions, longitudinal data tracking, and implementation of research-based intervention programs); in order to sustain our current RTI/MTSS Structured Program (that identifies, monitors, and provides appropriate academic and social-emotional supports); in order to ensure student academic growth and close the achievement gap among all subgroups. (Aligns with WASC Action Plan, 2,3)

Goal 2
Develop a comprehensive, coherently focused, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes relevant and extended learning experiences that encourages student engagement elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

2021-22 Goal 2
Implement a comprehensive, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED, Foster, Homeless and Economically Disadvantaged and Gifted) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes culturally relevant and extended learning experiences that encourages student engagement elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

Goal 3
Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career-ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a Culture of High Expectations and a Culture of Respect. (Aligns with WASC Action Plan #1)

2021-22 Goal
Engage parents as active partners through communication, and collaboration, workshops, School Site Council, Parent Meetings, and English Learner Advisory Committee Meetings, to ensure that all students are college and career-ready. Provide students with a safe, welcoming and

inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. (Aligns with WASC Action Plan 1,4)

Goals and Actions

Goal

Goal #	Description
1	Implement an infrastructure of schoolwide data analysis in the post-pandemic era (including assessments to inform instructional decisions, longitudinal data tracking, and implementation of research-based intervention programs); in order to sustain our current RTI/MTSS Structured Program (that identifies, monitors, and provides appropriate academic and social-emotional supports); in order to ensure student academic growth and close the achievement gap among all subgroups. (Aligns with WASC Action Plan, 2,3)

An explanation of why the LEA has developed this goal.

This goal was previously developed and revised in collaboration with parents and teachers. This goal is still relevant, however, we have included a new focus "the post-pandemic era." Many of our students and their families struggle during the pandemic and we need to be able to assess and provide academic and socio-economic supports as we transition out of this historic time period. We had to think on our feet during the pandemic era, we specifically did the following. Staff participated in a two-week professional development program before the start of the 20-21 school year. During this time teachers covered key instructional practices for distance learning and how to best conduct a class via Zoom. The Principal and Instructional Coach led training on implementing Project-Based Learning virtually. Training included technology training conducted by the Director of Operations, Data & IT. Staff will be provided with a laptop, phone or google voice number, and hot spots (as needed). Teachers have access to document cameras, projectors and another tech as needed. Tech support will be provided by the Director of Operations, Data & It, and the site-based IT Tech. In order for us to improve PD, we provide teachers with PD surveys after each period to evaluate the PD. Now we have to monitor and provide supports for the "post-pandemic era."

Further, these goals align with our WASC Action Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grade 11	-60 DFL3; 47.29% Meet or Exceed Proficiency standard				Meet or exceed statewide rate (51.1% meet or exceed standard proficiency)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade 11	-164.1 DFL3; 10.53% Meet or Exceed Proficiency standard				Meet or exceed statewide rate (39.73% meet or exceed standard proficiency)
Increase attendance rates:	93%				95-100%
Decrease Chronic Absenteeism rates: (1% decline annually)	18.7%				less than 13%
Reduce High School Dropout Rates:	3%				0%
Improve High School Graduation Rates:	80.6% (19-20)				95% or higher
% of Grade 12 students that are CCR: UC A-G Completion rate	100%				Maintain 100%
% of students who pass AP Exam with score 3+:	unavailable				35%
% of students "College Ready" as measured by EAP: (ELA/Math)	0%/0%				
% of students access broad course of study: UC A-G approved	100%				
Decrease % of Grade 9 students "at-risk HFZ" annually: Aerobic	33.3%/38.1%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Capacity/Body Composition					
Facilities Inspection Tool (FIT) Report Score: Good or Better	Good				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessments	In addition, to state-mandated assessments (CAASPP ELA & Math: Grade 11, CELDT: Initial only, ELPAC: ELL only, Physical Fitness Test Grade 9, & California Science Test (CAST). TEACH Tech Charter High School staff will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. NWEA MAP ELA & Math Assessments: 3 times/year Interim Assessment Blocks: 3-4 times/year, benchmark assessments and Writing Assessments	$538,186.72	No Yes
2	Hire Second Counselor	TEACH Tech Charter High School's project-based learning environment integrates a rigorous College Preparatory curriculum and a character education program to prepare students to thrive in school, college, and the world. This curriculum guides students with the life skills necessary to communicate effectively, make informed decisions, and set goals. Using our data-driven instructional program, our school will scale SSTProgram for academic and social-emotional/behavioral programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi-tiered System of Supports (MTSS) for implementation. Established curriculum such as the Overcoming Obstacles Character Education Curriculum is flexible to fit into core courses, advisory, and summer programs, counseling sessions, and college and career prep courses The Overcoming Obstacles curriculum is organized into	$90,199.00	No

Action #	Title	Description	Total Funds	Contributing
		middle and high school programs, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Because of the modular format, teachers are able to teach the curriculum from start to end, and/or select specific modules that best suit the school/students. Modules include respect; teamwork; citizenship; a technique for addressing bullying; preparing for college and career; conflict resolution; problem-solving; confidence building; and time management. Positive Behavioral Interventions and Supports (PBIS): I an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgment or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students. Speaker Series: Our school will continue to host guest speakers on a variety of topics ranging from social, cultural, family, and community issues, relevant to our student's experiences that align with our Character Education Program and our school's mission. Restorative Justice: Social-emotional and behavioral issues are addressed using the Restorative Justice model, and one-on-on counseling led by the School Counselor & Principal. Counseling Services: our counselor provides counseling services. If necessary our school contracts social-emotional counseling services with the school Psychologist on an individual basis.		
3	Special Education Team	TEACH Tech Charter High School is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. TTCHS's SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP: 2 RSP	$169,542.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers 1 Instructional Assistants Psychologist (contracted) Occupational Therapist (contracted)		
4	Purchase iLit Curriculum	Utilize iLit curriculum as a data point to track EL student progress in the language.	$10,000.00	Yes
5	Academic Interventions	To support the TEACH Tech Charter HS's program of academic interventions, our team includes a College Counselor, 2 Assistant Principal, an EL coordinator. The following outlines howTEACH Tech Charter HS assesses students for intervention and a description of the types of intervention strategies that our school will implement. Using our data driven instructional program, our school will scale SST programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi tiered System of Supports (MTSS) for implementation.	$419,098.00	No Yes
6	Purchase PowerSchool data wharehouse	We will implement a data warehouse to track longitudinal data.	$4,000.00	No
7	Professional development	Professional development to faculty to increase data literacy, using data to drive instruction and provide efficient interventions	$166,744.00	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	Implement a comprehensive, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED, Foster, Homeless and Economically Disadvantaged and Gifted) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes culturally relevant and extended learning experiences that encourages student engagement, elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

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
% of students that have access to standards-aligned instructional materials:	100%				100
% of teachers that will implement state standards for all students including EL access to CCSS & ELD	100%				100
% of teachers who are appropriately credentialed and assigned.	100%				100
Increase percentage of EL who advance at	21%				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
least 1 Proficiency Level as measured by ELPAC:					
Increase English Learner reclassification rate:	32%				50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Secure Standards Aligned Instructional-Materials	All teachers will use instructional materials that support rigor and standards-aligned instruction for all learners including ELs and SPED. Materials will be reviewed for quality and quantity and new materials will be ordered for every course as needed.	$225,000.00	No Yes
2	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	All teachers will be knowledgable of the CCSS and ELD standards and use backwards planning to incorporate the standards when setting objectives and measuring progress. Science teachers will incorporate NGSS standards into their lessons.	$315,078.00	No Yes
3	Maintain Low Turnover Rate of Fully Credentialed Staff	All teachers are currently credentialed and appropriately assigned. Newly hired teachers will also be credentialed and appropriately assigned.	$45,597.00	No
4	Retain EL Coordinator to Support English Learners	The EL Coordinator will support school-wide goals to increase classification rate through professional development for teachers, ELD class, tracking and monitoring EL progress, and assessing ELs using the ELPAC.		No

Action #	Title	Description	Total Funds	Contributing
5	Hire additional support staff for English learners as needed.	Additional support staff for English learners would included instructional aids on a a full-time or part time bases.	$65,189.00	Yes
6	Professional development for teachers	Professional development to increase teacher capacity to deliver standards aligned project-based, inquiry-based learning that promotes critical thinking.	$83,372.00	

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	Engage parents as active partners through communication, and collaboration, School Site Council, Parents Meetings and Council Meetings, to ensure that all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations and a culture of respect. (Aligns with WASC Action Plan 1 and 4)

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
Parent involvement through input in decision-making via SSC, & ELAC.	Met				SSC has an active membership of 12 parents. ELAC has an active membership of 20 parents.
Parent involvement will include opportunities for participation in training programs.	Met				25% of parents have participated in a TEACH Parent Center training.
Suspension rate:	0%				0% suspension rate
Maintain expulsion rates:	0%				0% expulsion rate
Administer parent, student & teacher survey to measure sense of safety and	Met				75% of parents respond to survey. 100% of students respond to survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school connectedness.					100% of staff respond to survey.
	Good				Number of students spending time in restorative circles reduced by 50%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Create and offer parent training sessions that are relevant to them and the local community, i.e. English / Spanish language lessons / PowerSchool Training / College Admissions & Scholarships Workshops, etc.	$5,500.00	No Yes
2	Maintain a zero percent suspension and expulsion rate.	Further develop PBIS program by creating Scrip / Rewards Program (Tech Bucks) which students can earn as rewards from teachers and staff for observed instances of positive behavior. Teachers will be distributed a set number of Tech Bucks each month and use them to reward students for positive behavior. Tech Bucks will be used toward prize raffles held at Way 2 Go Wednesday celebrations of student achievement.	$6,000.00	No Yes
3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	Additional campus aides will be hired and an additional protocols put in place for ingress and egress of students and staff.	$87,020.00	No Yes
4	Hire 1 FTE Parent Coordinator	Hire 1 parent coordinator to be shared with other campuses	$47,896.00	No 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
4	

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

Actions

Action #	Title	Description	Total Funds	Contributing
1				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
5	

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.18%	1,567,676

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.

Iterim assessments (NWEA IAB) to quickly identify and address learning gaps, particularly in EL, Low-income and foster youth. Assessment results will be used to drive instructional practices and trigger interventions to close the achievement gap.

Student study team program for academic support and social emotional well-being program focused on unique needs of unduplicated students.

Curriculum purchase and implementation: Overcoming Obstacles, a character education curriculum designed to address the needs of low-income students.

ILit and EL curriculum

Positions: college counselor, Assistant Principal, and EL coordinator with focus on college counseling services for first generation college students, low-income students, EL and foster youth.

Professional development for teachers that provides instructional strategies addressing diverse needs of low-income students, EL learners and foster youth.

Professional development for implementing standards based curriculum and ELD tracking and monitoring, ELPAC assessment and data evaluation to inform instruction for English learners.

Opportunities for parent engagement and learning for parents of EL and low income students.

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

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,682,273.00	$487,266.72		$108,882.00	$2,278,421.72

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,799,959.72	$478,462.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities English Learners Foster Youth Low Income	Assessments	$67,000.00	$471,186.72			$538,186.72
1	2	All Students with Disabilities English Learners Foster Youth Low Income EL/SPED	Hire Second Counselor	$90,199.00				$90,199.00
1	3	All Students with Disabilities	Special Education Team	$69,542.00	$11,080.00		$88,920.00	$169,542.00
1	4	English Learners	Purchase iLit Curriculum	$10,000.00				$10,000.00
1	5	All Students with Disabilities English Learners Foster Youth Low Income	Academic Interventions	$419,098.00				$419,098.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6	All Students with Disabilities English Learners Foster Youth Low Income	Purchase PowerSchool data wharehouse	$4,000.00				$4,000.00
1	7	All	Professional development	$166,744.00				$166,744.00
2	1	All Students with Disabilities English Learners Foster Youth Low Income English Learners, Foster, Homeless, Economically Disadvantaged, Gifted	Secure Standards Aligned Instructional-Materials	$225,000.00				$225,000.00
2	2	All Students with Disabilities English Learners Foster Youth Low Income English Learners, Foster, Homeless, Economically Disadvantaged, Gifted	Implement Periodic Professional Development on CCSS, NGSS, and ELD Standards	$290,116.00	$5,000.00		$19,962.00	$315,078.00
2	3	All	Maintain Low Turnover Rate of Fully Credentialed Staff	$45,597.00				$45,597.00
2	4	English Learners	Retain EL Coordinator to Support English Learners					
2	5	English Learners Foster Youth Low Income	Hire additional support staff for English learners as needed.	$65,189.00				$65,189.00
2	6		Professional development for teachers	$83,372.00				$83,372.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All English Learners Foster Youth Low Income	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	$5,500.00				$5,500.00
3	2	All English Learners Foster Youth Low Income	Maintain a zero percent suspension and expulsion rate.	$6,000.00				$6,000.00
3	3	All English Learners Foster Youth Low Income	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	$87,020.00				$87,020.00
3	4	All Low Income	Hire 1 FTE Parent Coordinator	$47,896.00				$47,896.00
4	1	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,292,361.00	$1,888,509.72
LEA-wide Total:	$630,829.00	$1,202,015.72
Limited Total:	$0.00	$0.00
Schoolwide Total:	$661,532.00	$686,494.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Assessments	LEA-wide	English Learners Foster Youth Low Income		$67,000.00	$538,186.72
1	**2**	Hire Second Counselor		English Learners Foster Youth Low Income		$90,199.00	$90,199.00
1	**3**	Special Education Team	LEA-wide			$69,542.00	$169,542.00
1	**4**	Purchase iLit Curriculum	LEA-wide	English Learners		$10,000.00	$10,000.00
1	**5**	Academic Interventions	LEA-wide	English Learners Foster Youth Low Income		$419,098.00	$419,098.00
1	**6**	Purchase PowerSchool data wharehouse		English Learners Foster Youth Low Income		$4,000.00	$4,000.00
2	**1**	Secure Standards Aligned Instructional-Materials	Schoolwide	English Learners Foster Youth Low Income		$225,000.00	$225,000.00
2	**2**	Implement Periodic Professional Development on	Schoolwide	English Learners Foster Youth Low Income		$290,116.00	$315,078.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		CCSS, NGSS, and ELD Standards					
2	5	Hire additional support staff for English learners as needed.	LEA-wide	English Learners Foster Youth Low Income		$65,189.00	$65,189.00
3	1	Develop Parent Center increasing family / community connectivity to school decision-making and school culture.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School 9-12	$5,500.00	$5,500.00
3	2	Maintain a zero percent suspension and expulsion rate.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School	$6,000.00	$6,000.00
3	3	Create additional safety protocols and procedures to accommodate the increasing number of students on campus.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TEACH Tech Charter High School 9-12	$87,020.00	$87,020.00
3	4	Hire 1 FTE Parent Coordinator	Schoolwide	Low Income		$47,896.00	$47,896.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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