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
Contra Costa School of Performing Arts	Robert Chalwell Principal	robert.chalwell@cocospa.org 925.235.1130

Plan Summary [2021-22]

General Information

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

The Contra Costa School of Performing Arts ("SPA") is a young charter school located in Walnut Creek, CA and serving approximately 450 students in grades six through twelve.
The school will eventually grow to enroll 700 students. Our campus is centrally located in the county and serves a diverse population from a large geographic footprint. The mission of Contra Costa School of Performing Arts ("SPA") is to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting.

We believe in fostering a culture of excellence with the core values of RIGOR, RELEVANCE, RESILIENCE, & RELATIONSHIPS. Founded in a project based curriculum that leverages instructional technology and non-traditional pedagogy, students at SPA will be challenged and supported through a rigorous college and career readiness program. Learning plans will be personalized and dynamic, allowing students to accelerate when appropriate or providing for structured intervention when needed. The curricular design will require intense collaboration from all teachers in all subject matters for true arts-integrated instruction.

Students will access all content through the lens of performing arts, providing strong engagement and real-world relevance. They will also specialize in one of five performing arts conservatories, receiving pre-professional training far superior to a typical middle or high school elective program. Finally, the SPA community will develop a rich culture; one that celebrates diversity, encourages relationships with all stakeholders, and commits to a heightened sense of civic duty and citizenship. Our first three years of operation represent a true startup narrative.

Our organization and its stakeholders embraces a rapid rate of evolution where change and problem-solving are everyday occurrences. This began with challenges around school facilities and has found us moving homes two times to accommodate the completion of our final campus (this summer the work will finally be complete). We also had our share of stakeholder attrition as we both established our program and educated students, parents, and staff about the differences between SPA and a more traditional model. While our growth has not been as rapid as we would have likes, we have been able to retain a core team (the founding family as we call it) that thrives in our context and wholeheartedly believes in our mission and vision. The diversity of our population has been the most interesting development to observe.

Our diversity covers the gamut - ethnic, geographic, socioeconomic, educational experience (private, public, charter, home-school), and learning differences. We are very proud of being able to provide what is clearly an important option for folks in the greater Contra Costa Community and we celebrate our diversity every chance that we get. It is also one of our greatest challenges - to build culture, to meet every student's personal needs, to address the massive continuum of ability and context, is complicated to say the least. As a specific example, nearly 30% of our student population has some kind of learning difference (IEP or 504). This is double and triple the percentage of surrounding schools/districts. At the end of year three, we are incredibly proud of our accomplishments, wiser for the journey, and ready to continue on the path to greatness. In 2019-20, we will begin a new three-year LCAP cycle, we will have our first full self-study for our next term of WASC accreditation, and we will start to work on preparing for renewal of our charter petition. We are excited to align all of this work in a strategic and forward thinking effort.

Reflections: Successes

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

As there is no current dashboard data, all evidence is locally derived via summative assessments, benchmark assessments, and observational in nature:
Generally, students have exhibited a great projection of resilience -socio-emotionally and academically. In 1st semester, our metrics for number of students "On-Track" remained constant to the same point in the previous year. Using the NWEA MAP Assessment we found that the majority of students showed growth in math, which is a promising endorsement of our multi-year partnership with TNTP. Additionally, while a number of students did not meet their growth goals as measured by RIT score, the majority of students did show growth. As indicated in other relevant sections parent/guardian engagement efforts have only increased, as the ever-evolving dynamics of the pandemic has demanded more frequent and more impactful outreach generally. While measuring climate and culture was complicated by distance and hybrid learning models, significant efforts were made to continue PBIS, Restorative Practices, and other preventative and responsive approaches via Zoom. As a result, there were no significant challenges with the student populations who participated in campus-based activities from October 2020, and similarly little to no challenges when all grades were invited back in April 2021.

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.

As there is no current dashboard data, all evidence is locally derived via summative assessments, benchmark assessments, and observational in nature:
Understanding that many of the pre-pandemic concerns -along with others- will exist in the 2021-2022 school year, best practices in responsive instructional programming will be continued. Along with the modes already established in earlier narrative, expanded response to intervention (RTI) data driven (DDI) strategies will be key. Schedule embedded weekly intervention and learning support blocks will be provided to all students in Learning Labs. Additionally, with the purchase of a school-wide license to access Edgenuity content, which affords integration with NWEA MAP, we will be able to provide expanded individualization of learning for all students. With the hire of a Director of Special Education & Student Services, a TESOL credentialed ELD Teacher, and a BCLAD authorized Multi-Subject Teacher, a central goal of programming is continued growth in our capacity to meet the diverse needs of our students with individualized learning plans (IEPs), 504-Plans, and those who are english language learners (ELD).

LCAP Highlights

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

This LCAP submission highlights the robust approach taken by the Contra Costa School of the Performing Arts to responsively meet the diverse needs of the student, staff, and family community we serve. While K-12 education calls for specialized programmatic knowledge, the success of all programming is underpinned by clarity of vision, the training and readiness of staff, effective planning, communication,

implementation, progress monitoring, and responsiveness to evidenced need of adjustments. As such, we would like to emphasize the following in SPA's 2021 LCAP:

1. The continued focus on refining SPA's Vision, in specific application to meeting the commitments made in our Charter, along with the requirements of our WASC Action Plan and LCAP, and feedback from students, families, and staff.

2. The prioritizing of positive and responsive school climate and culture through the building and sustaining of organizational capacity in Culturally Responsive Education (CRE), Restorative Practices, Positive Behavior Incentive Systems (PBIS), and Diversity, Equity, and Inclusion (DEI).

3. The utilization of Multi Tiered Systems of Support/RTI approaches for student behavior, attendance, grades, mental health, and wellness.

4. The expanded application of targeted academic interventions to support diverse learning needs.

5. The enhancement of special education and student services to meet the demands of unique learning needs.

6. The strategic recruitment of key staff: School Social Worker, Director of Special Education and Student Services, and the Coordinator of Wellness, Climate, and Culture to drive the work of expanded organizational capacity to meet the needs of the SPA family on the heels of the pandemic and into the future.

7. The targeted allocation of funding to support strategic initiatives intended to drive enhanced efficiency and effectiveness in Special Education, Academic Support, Mental Health and Wellness, and Student and Family Engagement programming.

8. The robust approach to stakeholder engagement, communication, and participation.

9. The expanded use of technology (software and hardware) to scale the application of data driven strategies via the integration of Edgenuity and NWEA MAP.

10. The continued investment in distributed leadership practice, and the cultivation of robust partnerships as exemplified by the multi-year grant awarded by Silicon Schools to support ongoing capacity-building in Math with TNTP.

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.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

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

In addition to preliminary engagements with stakeholder groups on Wednesdays @6:30pm starting in Sept 2020. and targeted engagements in February and March 2021, specific engagements with stakeholder groups to finalize the LCAP were facilitated as follows:

Students: Monday 4/26 @8:30am
Teachers: Wednesday 4/28 @8:30am
Parents/Families: Wednesday 4/28 @6:30pm
Voted on by School Board on Monday 5/3 @5:30pm

A summary of the feedback provided by specific stakeholder groups.

Generally, feedback included the following:

1. Families expressed the desire for a clear indication as to whether the 2021-2022 school programming would be campus-based or some alternative.
2. Families expressed the desire for a clear indication of the plan to support students who have struggled to engage with their learning or complete significant amounts of assigned learning tasks and projects.
3. Families expressed the desire for a clear indication of whether summer school, before school, or afterschool activities will be provided for students.
4. Families expressed the desire for a clear indication of whether a distance learning option would be available.
5. Families expressed concern that a distance learning or hybrid option may not be available, and that the only option might be independent study.
6. Families expressed gratitude for the robust and responsive programming (particularly with the emphasis on wellness and academic support) that is being put forward for the 2021-2022 school year.
7. Teachers expressed concern that there might be a requirement to provide both campus-based and distance learning simultaneously.
8. Teachers expressed concern that there despite their best efforts students' needs were just not met this past year.
9. Teachers expressed interest in the emphasizing of wellness, academic supports and responsive learning structures broadly, and expressed the hope that adequate amounts of professional development time will be provided.
10. Teachers expressed concern that with all of the unknowns with the virus, students may once again have to rely on distance learning.
11. Students expressed gratitude to know that school will be fully campus-based.
12. Students expressed excitement that programming will include more support and designated time for completing learning tasks at school.
13. Students expressed excitement that there would be expanded extra-curricular activities.
14. Students expressed concern that there would still be the requirement to wear masks and to social distance.

1. The designation of specific amounts of daily time each teacher would dedicate to supporting students during the Learning Lab block.
2. The allocation of funding and other resources to enhancing the teaching and learning MTSS to include Edgenuity curriculum for additional differentiation, intervention, and learning individualization.
3. The allocation of ELOG funding to summer school, before school, and afterschool support programming.
4. The investment and recruitment of TESOL and BCLAD authorized teaching staff to support the needs of ELD students.
5. The investment and recruitment of a Director of Special Education and Student Services to afford greater integration and collaborative teaching support for the 95% of students with IEPs who participate in fully inclusive general education programming w/ supports.
6. The investment and recruitment of a School Social Worker to integrate an expanded professional knowledge base in support of students, and enhance the services available to students and families.
7. The investment and provision of robust professional development in the relevant areas of teacher and school practice to deliver robust and responsive return to learning programmatic supports for all students.
8. The investment and implementation of a comprehensive multi-stakeholder leveraged communications plan to effectively engage with stakeholder groups all year round.
9. The investment in staffing and resources to afford students robust academic, socio-emotional, mental health, and wellness supports.

Goals and Actions

Goal

Goal #	Description
1	SPA will increase communication and education around school policies, practices, governance and vision to ensure the success of our artist-scholars and school.

An explanation of why the LEA has developed this goal.

SPA developed the LCAP goals primarily during the accreditation self-study process with broad and robust stakeholder engagement and alignment with the charter petition. The goals were revisited prior to the completion of this LCAP with stakeholders and informed by the annual update of the 2019 LCAP and the Learning Continuity Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of teacher misassignment	100% of teachers are properly assigned				100% of teachers are properly assigned
Student access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials				100% of students have access to standards-aligned instructional materials
Facilities in good repair	96.36 score on CDE Facilities Inspection Tool				>90% score on CDE Facilities Inspection Tool
Efforts to seek parent input in decision making	Parent representation on Board and Board Committees				Parent representation on Board and Board Committees
Promotion of parent participation in programs for unduplicated pupils and special need subgroups	Diversity, Equity, and Inclusion (DEI) committee established but no parent representation to date.				Parent representation on the DEI committee

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness	As measured by an indication of "strongly agree" or "agree" in associated CHKS annual survey questions - Safety: Parents = 100%, Students = 59%; Connectedness: Parents = 90%, Students = 61%				>80% of both parents and students will indicate "strongly agree" or "agree" in associated CHKS annual survey questions on safety and connectedness

Actions

Action #	Title	Description	Total Funds	Contributing
1	Shared Vision	SPA instructional staff will clarify, codify and implement a shared vision for project based, personalized learning, arts integrated and conservatory training.	$30,000.00	No
2	Communication Systems	In order to increase transparency and provide support to families and staff, the SPA team will develop explicit and detailed communication systems.	$26,000.00	No
3	New Family Onboarding	Build a more robust new family onboarding program to ensure that all new students and families become integrated into the SPA community.	$15,000.00	No
4	Organizational Structure	Develop and maintain an organizational chart in order to provide a clear role and job description for staff.		No
5	Parent Programs	In order to expand and improve SPA's parent education programming and outreach, SPA will continue to offer and develop programs such	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		as Wake up Wednesday, Education Evenings, and the optimization of Family, Arts, and grade level newsletters.		
6	Teacher Evaluations	Continue to iterate and build our teacher observation and evaluation processes in order to support the SPA educational team in providing exceptional instruction.	$45,000.00	No
7	Shared Decision Making	Create opportunities and systems (space, time and resources) for all staff to participate in SPA decision making to ensure shared understanding and buy-in with regard to school operations.	$15,000.00	No
8	LCAP Engagement	Ensure that SPA stakeholders have regular opportunities to be involved in the LCAP process so that all voices can impact school decision making.		No
9	SPA Website	Improve the accessibility and quality of our school website, especially our teacher pages and resources available to ensure that all stakeholders have access to necessary information.	$3,000.00	No
10	Board Presence	To build relationships and connections, the SPA School Board will increase their presence with staff, students, and families.		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	SPA will formalize and invigorate the process of capturing the intake to post-graduate progression of our artist-scholars throughout academic and conservatory programming.

An explanation of why the LEA has developed this goal.

SPA developed the LCAP goals primarily during the accreditation self-study process with broad and robust stakeholder engagement and alignment with the charter petition. The goals were revisited prior to the completion of this LCAP with stakeholders and informed by the annual update of the 2019 LCAP and the Learning Continuity Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Share of pupils that are college and career ready	61.1% on the College/Career California School Dashboard Indicator				85% on the College/Career California School Dashboard Indicator
Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable	100% of students enrolled in appropriate broad course of study				100% of students enrolled in appropriate broad course of study
Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i),	41% students met growth projections in NWEA MAP ELA; 34% of students met growth projections in NWEA MAP math				>75% of students meet MAP growth projections in both ELA and math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
inclusive, of Education Code Section 51220, as applicable					

Actions

Action #	Title	Description	Total Funds	Contributing
1	C3 Committee	SPA will develop a College/Conservatory/Career (C3) committee in order to provide students with multiple resources to support them in the process.	$13,000.00	No
2	Enrollment Outreach	SPA will expand and develop a more robust approach to outreach in order to improve recruitment and increase enrollment.	$50,000.00	No
3	Community Outreach	In order to improve our relationships with community organizations, SPA will increase its efforts to reach out to build community, arts and feeder school partnerships.	$20,000.00	No
4	Arts Portfolios	In order to provide students with college and career resources, and a place to curate their art, SPA will develop and introduce a digital arts portfolio in all arts majors.	$5,000.00	No
5	College Networking	In order to increase student access to college and career opportunities, SPA will increase our participation in College Fairs and arrange a more expansive list of College Rep Visits.	$20,000.00	No
6	CTE	The Arts program will continue to build SPA's Internship opportunities and will develop a more cohesive approach to career training in the arts.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Alumni Tracking	In order to better reflect on how our programs serve our students and community, SPA will create an Alumni tracking system.	$2,000.00	No
8	Career Technical Education (CTE)	SPA will continue to develop a robust Career Technical Education program with the goal to make each arts major its own fully approved CTE pathway.	$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	SPA will develop a shared vision of project based, conservatory arts and personalized learning within our educational spaces. This vision will include consistent expectations and policies that span both daily practices and schoolwide expectations of rigor and relevance.

An explanation of why the LEA has developed this goal.

SPA developed the LCAP goals primarily during the accreditation self-study process with broad and robust stakeholder engagement and alignment with the charter petition. The goals were revisited prior to the completion of this LCAP with stakeholders and informed by the annual update of the 2019 LCAP and the Learning Continuity Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle school dropout rate	0% MS dropout rate				0% MS dropout rate
High school dropout rate	0% HS dropout rate				0% HS dropout rate
High School graduation rate	90% graduation rate				>95% graduation rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Time Allocation	In order to meet the diverse needs of our population and program, we will annually iterate on our allocation of time (master schedule and bell schedule).	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Academic Urgency	In order to develop academic urgency in all instructional spaces, SPA with create a unified vision around deadlines and student progress towards mastery.	$10,000.00	No
3	Executive Functioning	In order to improve the executive functioning skills and practices of our students, we will continue to develop robust intervention programs and differentiated scaffolding.	$140,000.00	Yes
4	Student Mentoring	In order to better support our students in becoming self-directed learners, SPA will update and define its approach to mentoring.	$270,000.00	No
5	Integrated Projects	In order to better integrate our arts and academic programs, we will create one arts integrated project per grade level.	$30,000.00	No
6	Curriculum Maps	SPA will create vertical and horizontal curriculum maps to ensure the school offers an aligned and appropriate scope and sequence.	$10,000.00	No
7	Teacher Collaboration	In order to build on Project Based Learning, Arts Integrated Projects, and support each other in general, we will investigate ways and create systems to incorporate collaboration time between the Arts and Academic teachers throughout the year.		No
8	Curriculum Scope	SPA will conduct an audit of all courses on Summit Learning Platform to ensure all courses provide a complete curriculum scope.	$50,000.00	No
9	Student Subgroups	SPA will regularly evaluate the engagement and performance of unduplicated students and other subgroups in order to design and implement efficient and effective support systems in order to ensure all students are successful.	$40,000.00	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
4	SPA will formalize the process for collecting and analyzing student performance data to identify areas for growth and create practices to promote artist-scholar advancement in all education spaces.

An explanation of why the LEA has developed this goal.

SPA developed the LCAP goals primarily during the accreditation self-study process with broad and robust stakeholder engagement and alignment with the charter petition. The goals were revisited prior to the completion of this LCAP with stakeholders and informed by the annual update of the 2019 LCAP and the Learning Continuity Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners	100% implementation				100% Implementation
Performance on standardized tests	11.2 points below standard on CAASPP ELA; 59.1 points below standard on CAASPP math				>State of California average in both ELA and math
Share of English learners that become English proficient	0%				>State of California average
English learner reclassification rate	0%				>State of California average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Share of pupils that pass Advanced Placement exams with 3 or higher	50% pass rate				>National Average
Share of pupils determined prepared for college by the Early Assessment Program	35% ELA; 0% math				>State of California average in both ELA and math

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Driven Instruction	SPA will build our practice in interpreting and using data from MAP, CAASPP, and other external and internal assessment systems to inform our instructional choices.	$20,000.00	No
2	PLCs	SPA will implement regular professional learning communities for data discussions to inform interventions and instruction.	$50,000.00	Yes
3	Stakeholder Surveys	To better gather school culture and environment data, the School Culture survey will be systematized and implemented annually.	$1,000.00	No
4	Executive Functioning	The Executive Functioning Team will continue to build on this year's initiatives in order to improve our approach in helping students develop study habits.	$30,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	SPA recognizes the urgent need to define, develop, and implement social justice practices to ensure equitable inclusion of all stakeholders.

An explanation of why the LEA has developed this goal.

SPA developed the LCAP goals primarily during the accreditation self-study process with broad and robust stakeholder engagement and alignment with the charter petition. The goals were revisited prior to the completion of this LCAP with stakeholders and informed by the annual update of the 2019 LCAP and the Learning Continuity Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate	96%				>95%
Chronic absenteeism rate	7.3%				<5%
Pupil suspension rate	1.4%				<1%
Pupil expulsion rate	0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	DEI	SPA will continue to develop and implement a Diversity, Equity and Inclusion (DEI) committee that will begin the process of defining and codifying our approach to social justice.	$10,000.00	No
2	Social Justice Vision	SPA staff will develop a collective vision on SPA's definition of social justice in order to have common SPA language and practices.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Restorative Justice	SPA will continue our Professional Development training on Restorative Justice and refine our RJ based approach to discipline and school culture in order to ensure we have an equitable and inclusive environment.	$10,000.00	No
4	Equity Systems	Create, evaluate and implement comprehensive schoolwide systems for equity in order to ensure all our students are being seen and served.	$40,000.00	Yes
5	Social Justice Curriculum	Create, evaluate and implement curriculum instruction in order to ensure that a comprehensive social justice curricula is reflected as an integral part of our school's mission.	$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
5%	$242,097

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The needs of the following subgroup of students were considered first in the following specific ways:

1. Foster youth - The number of students in this subgroup population remains very small, However, the commitment to ensure that all staff is trained in culturally responsive education, restorative practices, and diversity, equity, and inclusion practices ensures that every interaction by these students with staff will be one that ensures that they are appropriately seen, heard, and engaged with. Considering the needs of foster youth requires that staff are able to honor the unique challenges that foster youth must navigate around identity, self-worth, self-efficacy, dissonance across norm systems, impacts to development (academic, physiological, emotional), and belonging. All foster youth will not require all of the interventions and supports indicated above, but SPA has invested in ensuring that we can meet the needs of the foster youth where they present. The hire of a School Social Worker is a singular and significant commitment to meeting the learning, development, career, and life goals of these students.

2. English learnings -The number of students in this subgroup population remains small, However, the commitment to ensure that all staff is trained in culturally responsive education, restorative practices, and diversity, equity, and inclusion practices ensures that every interaction by these students with staff will be one that ensures that they are appropriately seen, heard, and engaged with. Considering the needs of English learners requires that staff are able to honor the unique challenges that English learners must navigate around accessing education generally and specifically in the context of limited learning support at home, their identity, their sense of self-efficacy, potential for dissonance across norm systems, other impacts to development (academic, physiological, emotional), and a general sense of belonging. All English learners will not require all of the interventions and supports indicated above, but SPA has invested in ensuring that we can meet the needs of English learners where they present. The hire of a TESOL authorize staff member and a BCLAD authorized staff member to deliver ELD supports and interventions are a significant commitment to meeting the learning, development, career, and life goals of these students.

3. The number of students in this subgroup population is significant and expected to grow, However, the commitment to ensure that all staff is trained in culturally responsive education, restorative practices, and diversity, equity, and inclusion practices ensures that every interaction by these students with staff will be one that ensures that they are appropriately seen, heard, and engaged with. Considering the needs of student with LSE requires that staff are able to honor the unique challenges that these students must navigate around material insecurity, identity, self-worth, self-efficacy, dissonance across norm systems, impacts to development (academic, physiological, emotional), and a general sense of belonging. All students with LSE will not require all of the interventions and supports indicated above, but SPA has invested in ensuring that we can meet the needs of these students where they present. The hire of a School Social Worker, a Director of Special Education & Student Services, and a Coordinator of Wellness, Climate, and Culture are significant commitments to meeting the immediate holistic security needs and ongoing learning, development, career, and life goals of these students.

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

Actions identified in the SPA LCAP as serving foster youth, English learners, and low-income students are either specifically designed for and targeted at these subgroups or principally directed towards, and are effective in, meeting the goals in the state priority areas. These actions are primarily examples of a multi-tiered system of supports that provide for academic, social, and emotional interventions for SPA students. Data analysis demonstrates that unduplicated subgroups display some of the greatest need with respect to these services and will stand to have the greatest benefit when enacted.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

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

Requirements and Instructions
This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

- 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$795,000.00	$270,000.00			$1,065,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,005,000.00	$60,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Shared Vision	$30,000.00				$30,000.00
1	2	All	Communication Systems	$26,000.00				$26,000.00
1	3	All	New Family Onboarding	$15,000.00				$15,000.00
1	4	All	Organizational Structure					
1	5	All	Parent Programs	$10,000.00				$10,000.00
1	6	All	Teacher Evaluations	$45,000.00				$45,000.00
1	7	All	Shared Decision Making	$15,000.00				$15,000.00
1	8	All	LCAP Engagement					
1	9	All	SPA Website	$3,000.00				$3,000.00
1	10	All	Board Presence					
2	1	All	C3 Committee	$13,000.00				$13,000.00
2	2	All	Enrollment Outreach	$50,000.00				$50,000.00
2	3	All	Community Outreach	$20,000.00				$20,000.00
2	4	All	Arts Portfolios	$5,000.00				$5,000.00
2	5	All	College Networking	$20,000.00				$20,000.00
2	6	All	CTE	$50,000.00				$50,000.00
2	7	All	Alumni Tracking	$2,000.00				$2,000.00
2	8	All	Career Technical Education (CTE)	$10,000.00				$10,000.00
3	1	All	Time Allocation	$20,000.00				$20,000.00
3	2	All	Academic Urgency	$10,000.00				$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Executive Functioning	$140,000.00				$140,000.00
3	4	All	Student Mentoring		$270,000.00			$270,000.00
3	5	All	Integrated Projects	$30,000.00				$30,000.00
3	6	All	Curriculum Maps	$10,000.00				$10,000.00
3	7	All	Teacher Collaboration					
3	8	All	Curriculum Scope	$50,000.00				$50,000.00
3	9	English Learners Foster Youth Low Income	Student Subgroups	$40,000.00				$40,000.00
4	1	All	Data Driven Instruction	$20,000.00				$20,000.00
4	2	English Learners Foster Youth Low Income	PLCs	$50,000.00				$50,000.00
4	3	All	Stakeholder Surveys	$1,000.00				$1,000.00
4	4	English Learners Foster Youth Low Income	Executive Functioning	$30,000.00				$30,000.00
5	1	All	DEI	$10,000.00				$10,000.00
5	2	All	Social Justice Vision	$10,000.00				$10,000.00
5	3	All	Restorative Justice	$10,000.00				$10,000.00
5	4	English Learners Foster Youth Low Income	Equity Systems	$40,000.00				$40,000.00
5	5	All	Social Justice Curriculum	$10,000.00				$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$300,000.00	$300,000.00
LEA-wide Total:	$260,000.00	$260,000.00
Limited Total:	$40,000.00	$40,000.00
Schoolwide Total:	$260,000.00	$260,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Executive Functioning	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$140,000.00	$140,000.00
3	9	Student Subgroups	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
4	2	PLCs	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
4	4	Executive Functioning	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00
5	4	Equity Systems	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00

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:		