

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------------|---|
| Grizzly Challenge Charter School | Paul Piette, Director/Principal | ppiette@mygya.com , 805-782-6819 |

Plan Summary 2021-2022

General Information

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

The Grizzly Challenge Charter School serves all students enrolled in the Grizzly Youth Academy, which is a partnership between the California National Guard and the Grizzly Challenge Charter School. At its heart, the mission of Grizzly is to intervene and reclaim the lives of at-risk youth. Recognized through our 23 years of operation as a high-quality program, we continue to transform lives through our partnership operating a quasi-military structure, high-caliber instruction, mentoring, and a student-centered approach to the various social-emotional dynamics that contribute to an at-risk life. Eighty-five percent of our students qualify for free or reduced lunch, approximately 20% are English Learners and approximately 20% are identified as qualifying for Special Education services. As such, our entire instructional approach at a basic and supplemental level is to address all of our students in need of additional services and support.

The residential program is safe from outside influence, drug free and cell phone free. Limiting distractions for our students provide space for the academy to fill it up with positive habits and mindsets. Our program delivery teaches our students to be self-motivated, self-disciplined, and accountable. Complementing our structured environment, we support all students in all aspects of their development; academic, vocational, social, emotional, behavioral, and personal.

In a safe environment, we recognize the individuality of each student. We prepare all students for college and careers with an emphasis on supporting whatever the students' goal may be. Regardless of their goal, each student will have the attention of caring knowledgeable adults to show them various paths to realize their goals which sometimes means college, sometimes means the workforce and other times means joining the military. In acknowledgement of the need for training and/or post-secondary education, all students will be exposed to community college experiences and courses to gain a realistic career awareness, familiarity with college, experience in a field, and an understanding of the opportunities available to them after high school.

Grizzly staff work closely with all students on their transition plans as they complete their enrollment in our academy. All students will complete an individualized plan with their staff, families, and mentors for their Post Grizzly life. Those plans are short-term and long-term and are centered around living, education, and career goals. Students are supported through their transition and for the first year after leaving our program data is collected from the students and/or their mentors to report on the success and challenges of their Post Grizzly lives and when assistance is needed, Grizzly staff provide support.

LCAP Highlights

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

The Grizzly Challenge Charter School LCAP focuses on three critical goals:

1. Improve the academic achievement of all students enrolled
 - Provide safe and effective structure, processes, and interventions to improve the academic achievement of all students
 - Trained teachers to deliver research based instruction that provide access to students and accelerates their learning
2. Prepare all students for college and careers
 - Provide knowledge, exposure, and experiences to colleges and careers to make positive choices and connect learning to life goals
 - Build Career and Technical Education (CTE) facilities to deliver hands-on training/education
3. Support all students to successfully transition in the post residential phase
 - Provide individual assistance to program completers that need help enrolling and forming a connection in high school, college, and the workforce
 - Implement a digital “App” to motivate and support students in Post Residential Phase

Stakeholder Engagement

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

Surveys were developed and distributed to stakeholder groups including parents, students, teachers, and all school staff to solicit feedback and input on the LCAP goals and actions. We have two cohorts of students each year and conduct meetings and surveys with each cohort of students and parents. LCAP advisory groups including the School Site Council were included in providing opportunities for meaningful input regarding goals and services.

A summary of the feedback provided by specific stakeholder groups.

Through each of the goals, stakeholder feedback was instrumental. Teachers, staff, parents and students are satisfied with the trends in the growth of our students during their 22 weeks in the program when reviewing data on student academic performance over time. Stakeholder consensus through the various participation formats provided us with specific recommendations.

The feedback demonstrated that GCCS should prioritize its efforts as follows:

1. Retain small class sizes and effective instructional programs. Make changes to increase tutoring opportunities that were decreased during COVID
2. Redevelop the CTE programs for students through maintaining dual enrollment, focus on career readiness, and work based learning. Increase facility and availability of CTE training for automotive, construction, health care, and Culinary Arts.
3. Maintain services for students to be successful in the Post Residential Phase through the process work done during the residential

program in addition to further outreach/partnerships in students' home community as well as deployment of Grizzly App to increase engagement, motivation and positive choices.

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

Stakeholder groups acknowledge the strong academic program and have identified a desire to retain the small class sizes, increase tutoring opportunities as well as offer a broader course of study.

Career Technical Education continues to be broadly supported and recognized as a need to improve upon. Staff, students, and parents have all provided strong input in the need to redevelop our CTE program. Building shops and classrooms to expand in this area is a priority.

Increased support for our students in the Post Residential phase also is a point of emphasis. Feedback included having a more effective collaboration with our RPM department, increasing our transition support services, and increasing the services of our school counseling for college and career and implementation with a recently created Grizzly App.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Improve the academic achievement of all students enrolled in GYA |

An explanation of why the LEA has developed this goal.

Students enroll with many deficits that contribute to being at risk of dropping out of school. We will provide structure, processes, specialized instruction, and interventions to improve the academic achievement of all students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------|---|----------------|----------------|----------------|--|
| Credit completion | 100% of teaching staff are credentialed and participate in Professional Development to ensure strong implementation of the Common Core State Standards. Students earned at least 65 high school credits while enrolled at GYA. | N/A | N/A | N/A | 100% of teaching staff will be credentialed and participate in Professional Development to ensure strong implementation of the Common Core State Standards. Students will earn at least 65 high school credits while enrolled at GYA. |
| TABE Improvement | Students averaged overall growth on TABE greater than 1.5 grade levels. | N/A | N/A | N/A | Students will show average overall growth on TABE greater than 1.0 grade levels. |
| Student Surveys | Student survey responses showed | N/A | N/A | N/A | Student survey responses of at least |

91% reported they feel safe at school and 87% report being engaged with their education.

90% reporting they feel safe at school and 90% feeling engaged with their education.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------|---|--------------|--------------|
| 1 | Credentialing | <p>Ensure all core subject areas are taught by teachers who are appropriately credentialed.</p> <ul style="list-style-type: none"> • Employ and retain appropriately credentialed teachers who participate and embrace in the mission and vision of Grizzly Youth Academy • Monitor credential/course alignment • Keep class size average near 25:1 | \$ 1,204,201 | [N] |
| 2 | Facilities | <p>Ensure all facilities are in good condition.</p> <ul style="list-style-type: none"> • Facilities reports - ensure work orders are completed in a timely fashion | \$ 10,916 | [N] |
| 3 | Academic Rigor | <p>Increase the academic rigor and student engagement.</p> <ul style="list-style-type: none"> • Identify and implement materials aligned to CCSS • Implement AIM Algebra curriculum. • Stanford History Project – (DBQ) • Provide ELD staff development • NGSS (Next Generation Science Standards) • Provide student engagement staff development | \$ 38,338 | [N] |
| 4 | Barriers | <p>Remove barriers to graduation.</p> <ul style="list-style-type: none"> • Provide 1:1 support and tutoring for students • Enroll all students in dual enrollment courses with Community College | \$ 18,005 | [N] |
| 5 | Local Partner | <p>Engage the National Guard, in loco parentis, as partners in education of all students.</p> <ul style="list-style-type: none"> • Meet regularly with the National Guard to discuss counseling, behavior, and overall program and policy issues. | \$ 92,415 | [N] |
| 6 | Interventions | <p>Provide reading intervention instruction.</p> <ul style="list-style-type: none"> • Identify and enroll students Reading Recovery English • Implement Mangahigh Math | \$ 12,700 | [N] |

| | | | | |
|----|---|---|------------|-----|
| 7 | Parent Engagement | Parent Engagement <ul style="list-style-type: none"> • Provide access to student grades and daily assignments. • Increase parent opportunities for input • Increase technological communication to parents | \$ 70,803 | [N] |
| 8 | Mental Health | Support emotional well-being of all students <ul style="list-style-type: none"> • Provide access to counseling and mental health services (counselor, therapist, and school psychologist). • Develop assets and resiliency traits in students | \$ 123,418 | [N] |
| 9 | Reduce Class Sizes | Reduce Class Sizes <ul style="list-style-type: none"> • Hire additional classroom teacher | \$ 229,828 | [Y] |
| 10 | 21st Century Learning Skills | 21st Century Learning Skills <ul style="list-style-type: none"> • Maintain a 1:1 technology environment and develop abilities in staff and students to be proficient users. | \$ 166,527 | [Y] |
| 11 | Primary Language Support | Student Support in Primary Language <ul style="list-style-type: none"> • Bilingual Paraeducator | \$ 56,966 | [Y] |
| 12 | Communication with Foster Youth Guardians | Improve our communication with Foster Youth guardians about student progress, goals, and diploma requirements <ul style="list-style-type: none"> • Identify FY students, gather all information and meet with student and guardian to discuss educational rights and options | \$ 34,513 | [Y] |
| 13 | Redesignation | Empower students with the knowledge to complete redesignation requirements <ul style="list-style-type: none"> • Implement process for EL students to gain knowledge into their classification status and requirements for redesignation. | \$ 38,338 | [Y] |

Goal Analysis 2021-2022

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

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

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 | Prepare all students for college and careers |

An explanation of why the LEA has developed this goal.

Students need knowledge, exposure, and training experiences to colleges and careers to make positive choices and connect learning to life goals.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Number of enrollments in CTE/Vocational Ed. | 100% of enrolled students participated in career day activities. 0% of enrolled students completed a four-week internship. 100% of students completed an | N/A | N/A | N/A | 100% of enrolled students will participate in career day activities. 25% of enrolled students will successfully complete a four-week internship. |

| | | | | | |
|--|--|-----|-----|-----|---|
| | <p>apptitude survey and a college/career search.</p> <p>100% of students became knowledgeable in FAFSA.</p> <p>100% of students participated in a Career Day.</p> <p>100% of students completed a job application, a resume, and participated in a mock interview.</p> | | | | <p>100% of students will complete an aptitude survey and a college/career search.</p> <p>100% of students will become knowledgeable in FAFSA.</p> <p>100% of students will participate in a Career Day.</p> <p>100% of students will complete a job application, a resume, and participate in a mock interview.</p> |
| Completion of Career Planning and Dual Enrollment course | 100% of students completing our program completed Career Planning and Dual Enrollment course. | N/A | N/A | N/A | 100% of students will complete Career Planning and Dual Enrollment course. |
| MAP Completion | 100% of students developed a plan with their parents stating educational and career goals. | N/A | N/A | N/A | 100% of students will develop a plan with their parents stating educational and career goals. |
| Number of certifications | 96% of students earned at least one employability certification. | N/A | N/A | N/A | 100% of students will earn at least one employability certification. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|---|--------------------------------------|--|------------|-----|
| 1 | Post-secondary Education and Careers | Provide instruction, activities, and opportunities connecting post-secondary education to careers. <ul style="list-style-type: none"> • Enroll all students in Career Planning • Provide employability certifications for all students • Provide enrichment activities to include field trips, guest speakers, community collaborations, and extracurricular activities | \$ 509,580 | [Y] |
| 2 | Placement | Ensure all students have current TABE assessments, updated transcripts, and are in appropriate courses. <ul style="list-style-type: none"> • Assess each student, perform credit analysis and identify initial goals • Develop individualized learning plans with each student | \$ 80,123 | [N] |
| 3 | Course Offerings | Provide a range of courses needed for a high school diploma. <ul style="list-style-type: none"> • Implement distance learning courses. • Offer blended instruction to students | \$ 69,088 | [N] |
| 4 | CTE | Provide Career Technical Education. <ul style="list-style-type: none"> • Provide Career Technical Education classes • Implement job internships in the community • Pursue construction of new CTE buildings | \$ 46,042 | [N] |

Goal Analysis 2021-2022

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

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

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 | Support all students to successfully transition in the post residential phase |

An explanation of why the LEA has developed this goal.

We define our program's success by what our students are doing one year after completion. Based on their age and proficiencies, their choice ranges from full-time engagement in high school, college, military, or the workforce.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------|--|----------------|----------------|----------------|---|
| Post-residential placement data | 87% of our students were engaged full time in high school, college, work or some combination 12 months after program completion. | N/A | N/A | N/A | 90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
| 1 | Program Completers | Provide individual assistance to program completers that need help enrolling and forming a connection in high school, college registration, and the workforce <ul style="list-style-type: none"> • Provide support after students have completed Grizzly but still need assistance • Develop partnerships with schools in other counties to support our students on their return • Develop partnerships with employers to hire our students • Provide Parent Workshops/trainings | \$ 137,070 | [Y] |
| 2 | Social Emotional Support | Increase student capacity to be resilient and persistent. | \$ 104,765 | [N] |

| | | | | |
|---|---------------------------|--|-----------|-----|
| | | <ul style="list-style-type: none"> ● Provide staff-wide training in social emotional learning ● Provide direct counseling services ● Provide universal instruction/training in coping skills for every student ● Develop/Implement a GrizzlyApp to support motivation and healthy choices in the Post Residential Phase. | | |
| 3 | Individual Learning Plans | Develop individual learning plans to support transition in post-residential placement <ul style="list-style-type: none"> ● Enhance College Club, additional Academic Counselor, increase coordination with National Guard to support MAPs | \$ 91,491 | [Y] |

Goal Analysis 2021-2022

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

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

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 2021-2022

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 27.98% | \$736,351 |

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.

Each of the goals and actions were specifically targeted to increase and improve services for Foster Youth (FY), Low Income (LI), and English Learners (EL) students. GCCS has identified \$736,351 specifically from our budget that is allocated specifically to help support unduplicated students and achieve goals and success indicators identified in our local plan. Some of the actions/services that have been effective from previous years that have carried over to the 2021-22 LCAP include: additional ELD teacher support, additional classified and certificated academic interventions (MindPlay and bilingual supports), expanded tutoring opportunities, additional credit recovery sections, career exploration/exposure in fields that are underrepresented, health resources after program completion, and continued additional mental health support.

Some of the success indicators and data that support these actions are as follows:

- 1) EL reclassification rates for 2019-20 were 30%.
- 2) 95% percent of LI students report feeling supported and belonging at school.
- 3) For all unduplicated counts, 98% completed the program with a career goal and an Individualized Learning Plan (ILP) to achieve the goal.
- 4) Increases in EL TABE scores Math of 1.4 grade levels and 1.5 in reading. For LI students they increased their Math scores by 1.5 grade levels and increased reading by 1.6 grade levels.
- 5) Increases in lexile of 93 for EL students in 2019, 2020, and 2021 measured by Reading Inventory Assessment.

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

The Leadership Team of GCCS explored various avenues to meet the academic, language, and social needs of students, with a particular focus on Foster Youth, Low Income, and English Learner students. To address the needs of these subgroup populations, the Grizzly Challenge Charter School is utilizing LCFF supplemental funds to improve student achievement in these targeted subgroups. Funds are used to increase or improve services through providing staff, training, resources and support.

1. Provide adequate training to school foster youth liaison to meet the needs of students upon enrollment and in preparation for program completion.
2. Fully implement new ELD materials by creating alignment between ELD standards, ELA standards, and curriculum maps.
3. Monitor and review potential EL, LI, and FY seniors who may earn a high school diploma to ensure they have access and support to graduate high school.
4. Provide professional development on Trauma Informed Care and provide Social Emotional Learning opportunities to students to learn coping skills.
5. For EL, LI, and FY we provide dual enrollment courses to increase post secondary enrollment after high school graduation.
6. Provide a wide range of exploration opportunities and extracurricular experiences in underrepresented careers to unduplicated students to broaden their range of possibilities.
7. Provide Individual Learning Plans to unduplicated pupils to reach their college and career goals.
8. Provide small group instruction to accelerate learning.
9. Provide 1:1 technology and instruction to students to prepare them for the skills and knowledge needed to be successful in post secondary education as well as the workforce.
10. Provide bilingual support for instruction in primary language.
11. Provide support to unduplicated pupils in their Post Residential phase to include counseling and intervention services.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.