

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
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Plan Summary [2021-22]

General Information

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

Impact Academy of Arts and Technology is a public charter school that is part of the network of schools known as Envision Education.

Mission: Our mission is to transform the lives of students – especially those who will be first in their families to attend college – by preparing them for success in college, career, and life.

Our middle school serves about 367 students and their families, and our high school serves about 461 students and their families, for a total of about 828 students. Impact Academy serves a diverse student population that is 65% **Socioeconomically Disadvantaged**, 8.3% Special Education, and 13.5% English Language Learner (EL). We have 130 Asian students, 35 Hawaiian/Pacific Islander students, 43 Black students, 33 White students, 545 Latinx students, and 41 students who reported more than one race. Student primary languages include Spanish (436 families) English (303 families) and Hindi (30 families). 94% of our students reside in Hayward, with the other 6% living in other cities here in Alameda County.

Impact Academy (IA) is a public charter school located in south Hayward that serves students in grades 6-12. We began expansion to middle grades in the 2016-2017 school year. In 2018-2019 we reached our full size. IA opened in August 2007 and now serves 835 students. Based on research, best practices, and the lessons learned from over many years of experience with charter high schools, our small school design is specifically geared to enable diverse and traditionally underserved students to succeed in an academically challenging environment through project-based learning and our Presentations of Learning.

Reflections: Successes

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

- 1) Excellent A-G graduation rate. 99% of students graduate with an A-G diploma, compared with 85.9% across the state. We were named the #1 high school in the Bay Area for supporting Latinx students in graduating with the coursework needed to be successful in college. For the class of 2020, 89% of seniors were accepted into four-year universities. We intend to continue this success under the leadership of our new Director of College and Career Pathways. Under their guidance, we hope to ensure that our college acceptance rates remain high for every cohort and that our students with IEPs see similar success in four-year college access.
- 2) Dramatically decreasing the suspension rates of IEP students in the high school through personalized mentorship, integration of restorative practices, and relationship building. As a result of this focus our suspension rate declined from 10.4% in 2016 to 3.8% in 2019 and is below the state average for the grade levels we serve.
- 3) Supporting students in preparing to be college-level readers. In both our Middle Grades and High School, students outperform the surrounding district and the state on SBAC exams. We will continue to build on this success by ensuring that our significant subgroups, in particular our ELLs and students with IEPs, are successful at similar rates.

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.

- 1) **Increasing the number of students ready for college level work.** This includes, in particular, supporting all students in meeting standards on the Math SBAC, increasing SBAC outcomes for students with IEPs, increasing the number of ELs making progress towards ELPAC proficiency, and increasing the number of students who are meeting college-readiness standards.
- 2) **Develop a community-centered and antiracist culture that works in collaboration with families to best serve our students toward post-secondary, college and career readiness upon high school graduation.** We identified a need to redesign how we engage with families to support student outcomes.
- 3) **Ensure a physically and emotionally safe learning environment.** This includes continued growth in addressing chronic absenteeism, especially for African American students and students with IEPs. We also need to focus on closing the gap in suspension rates for our African American students. Finally, we hope to see continued growth in student Sense of Belonging survey data.

- 4) **Increase services and supports for all subgroups but most specifically for English Learners, students with IEPs and 504s, and students who qualify for free and reduced lunch services. Additionally, our organization has established a pro-Black vision that centers the student outcomes and experiences of our Black students, so we also want to increase and improve our systems in support of Black students.** Through this work, we hope to see better outcomes for these subgroups in their sense of belonging data.

LCAP Highlights

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

This year we are focusing on three main goals:

- 1) Increasing the number of students ready for college level work. We believe that we are not an exemplary school until 100% of our students can experience success in college if they choose. Our main drivers for this work include: aligning around common curriculum and high quality assessments, creating a network-wide system for coaching and evaluation, and refining our graduate profile and assessment model to ensure that students are prepared and empowered to be leaders after graduation.
- 2) Develop a community-centered and antiracist culture that works in collaboration with families to best serve our students toward post-secondary, college and career readiness upon high school graduation. We will accomplish this by developing curricula aligned with anti-racist practices, and developing a Design Team for our Family Engagement Initiative. We know that to be truly community-centered, we need to ensure that our students have access to rigorous curricula that reflect their background and learning styles and we need to strengthen our partnerships with our families so that we can be constantly learning from them.
- 3) Ensure a physically and emotionally safe learning environment. We'll share how we intend to build off of our successes with instituting restorative practices and strengthen our advisory program by adopting an SEL framework. We are prioritizing this goal because, especially in returning to campus after the Covid-19 pandemic, it will be crucial for students to feel safe as a pre-requisite to learning.
- 4) Increase services and supports for all subgroups but most specifically for English Learners, students with IEPs and 504s, and students who qualify for free and reduced lunch services. Additionally, our organization has established a pro-Black vision that centers the student outcomes and experiences of our Black students, so we also want to increase and improve our systems in support of Black students.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

In completing this LCAP, Envision Education and Impact Academy engaged multiple stakeholder groups. It was an iterative process that went through the following teams:

- Envision Senior Leadership Team which included the senior executive team
- Educational Leadership Team which included school principals and network directors
- Teacher Committee, which included teachers, college counselor, and learning specialist teammates
- Family and Students

The process started with cross network family, student, and staff surveying around their experience and aspirations for the school and network. Then the different teammates analyzed and narrowed the focus down to the major goals and initiatives described in this year’s LCAP. The Principal shared the draft LCAP template with leadership team at the site and identified specific site goals and activities for the subgroups at site.

Impact Academy engaged parents in a review of the plan at a monthly parent meeting in May. Written feedback from parents was collected. Based on parent, teacher, and principal feedback, site leadership teams finalized site LCAP plans and re-submitted them to the Support Office LCAP leadership team for review and for preparation for a June Board presentation.

Time-line for Envision Education’s LCAP Process:

- March - SO Lead Team prepares Envision’s LCAP template
- April - Board and Principals review Envision’s LCAP Template.
- May - LCAP Community Meetings at sites. SO support to sites.
- June - Site teams finalize LCAPs. Board reviews and approves each site’s LCAP
- July - SO submits Envision’s LCAP to our Authorizers

A summary of the feedback provided by specific stakeholder groups.

This year we had multiple feedback loops with teachers, students, and families. The surveys ranged from asking about current experience, past experience, and future hopes around the school program. We also engaged families in monthly family/admin meetings in the evenings. Additionally, we invited multiple student panels to target questions that arose from the surveys. The teacher committee met every week during semester 1 and every other week semester 2 to narrow our focus for the next 3-5 years. Along the way, principals and network directors reviewed data from the multiple stakeholder design meetings and concluded its findings to design the LCAP framework within this document.

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

In particular, students predominantly influenced aspects of the LCAP that involved cultural, social, and instructional programming that centers a desire to elevate Ethnic Studies programming. Families centered communication, wellbeing programming, and rigorous academic programming. Educators tended to influence more of the instructional and SEL programming aspects. Additionally, educators tended to center the larger vision and mission of our school programming.

Goals and Actions

Goal

Goal #	Description
1	Increase the number of students ready for college level coursework.

An explanation of why the LEA has developed this goal.

At Envision Schools, graduating means much more than earning a diploma—it means going to college and being prepared to meet college challenges. 75% of Envision’s students will be the first in their families to go to college.

All of our students meet the requirements (A-G coursework) for admission to California’s public university systems—a standard unheard of in most California public schools. Teacher-advisors help students navigate the college admissions process and support students’ readiness for college. Students visit a different college every year at Envision and all 12th grade students apply for 2 and 4-year colleges prior to graduation.

Below is our current network-wide data for college preparation:

- 99% of Envision Graduates are Accepted into 2- or 4-Year College
- 79% of Envision Graduates are Accepted to a 4-Year University
- 100% of Envision Graduates Meet A-G Requirements
- 87% Persist in College from First to Second Year

While we recognize that the above numbers are worthy, we want to grow in our college preparation. Our families enroll their students into Envision for multiple reasons, but college preparation is one of the most popular reasons for families. In our partnerships with families and students, we’ve recognized that academic rigor still remains a growth area, as evidenced by our EAP results, SBAC results, AP results, and our student exhibition presentations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Results	58 Students (53.7%) met ERW Benchmark	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	81% of students meet ERW Benchmark
Presentations of Learning Success	In March of 2021, 93% of students passed their PoLs.	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	By June of 2024, 100% of students will pass their PoLs.

Credentialed Teachers	31	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	42 (20 in the MG and 22 in the HS)
<i>SBAC ELA</i>	2019 SBAC DFS NA Due to COVID-19	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Will insert Actual Outcome in 2024	To be completed following 2021 SBAC results
<i>SBAC Math</i>	2019 SBAC DFS NA Due to COVID-19	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	To be completed following 2021 SBAC results
% of EL students making progress toward ELPAC proficiency	57.3%	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	75% of EL students making progress
ELs + Redesignated within 4 years	17% (IAHS) 30% (IAMG)	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	50%
High School Graduation Rate as a Percentage	99.1%	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	100%
CA School Dashboard: College and Career Readiness as a percentage	57% prepared	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	70% prepared
Implementation of academic content and performance standards	100% of classrooms will use standards aligned curriculum and materials	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	100% of classrooms will use standards aligned curriculum and materials

% of pupils who successfully completed A-G	100%	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	100%
% of students who passed AP exam with score of 3 or higher	118 students were tested and 68 students received a score of three or higher. 57.6%	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	75% of students will score a 3 or higher on an AP exam

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher coaching and evaluation system	Envision will design and implement a coaching and evaluation system so that all credentialed teachers receive high quality coaching during the school year by school and/or network instructional leaders	\$235,562	No
2	Grading practices	Envision will design a grading system that aligns to competency based education.	\$5,000	No
3	Secondary school model that aligns post-secondary and A-G goals	Envision will align course scope and sequences to A-G, college pathway, and career pathway vision.	\$5,000	No
4	6-12 course curriculum maps	Envision will develop a 6-12 grade course curriculum map for all content areas	\$110,562	No
5	College and Career programming	Envision will hire a Director of Post Secondary Success and College pathways to improve it's systematic approach to college counseling programming and workplace learning programming	\$44,056	No
6	Redefine Envision's Graduate Profile	Envision will redesign its student graduate profile to better align to college preparatory, culturally responsive, and 21st century skills	\$10,000	No

7	Comprehensive balance assessment	Envision will redefine it's comprehensive assessment model to include internal assessment in both college readiness and culturally responsive indicators	\$10,000	No
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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
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2	Develop a community-centered and antiracist culture that works in collaboration with families to best serve our students toward post-secondary, college and career readiness upon high school graduation
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An explanation of why the LEA has developed this goal.

Throughout the next few years, there will be tangible work tied to unit design, professional development centering antiracist/pro-Black/anti-ableist learning, critically conscious SEL programming, and authentic community partnership with our families. We've worked to learn how we've fallen short in our collaboration with our families over the last few years. Although our family survey results show that they feel their student(s) feel supported by our Envision schooling program, we still strive to grow in our true partnership with our communities and families. We developed this goal because our intentional stance on anti-racist programming means greater partnership with families and they communities they reside in.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts we make to seek parent input on making decisions	We currently have a Leadership Committee consisting of 1 parent from each grade level (as well as students, staff, and admin) that meets 1 time each month to vote on and give input on proposals to change a policy at the school.	Phase 1 of new “Educator-Family Partnership Plan”: with a focus on Parent and Family Power, Culturally Sustaining Schools, and Building Community and Social Capital.	Phase 2 of new “Educator-Family Partnership Plan”: with a focus on Parent and Family Power, Culturally Sustaining Schools, and Building Community and Social Capital.	Phase 3 of new “Educator-Family Partnership Plan”: with a focus on Parent and Family Power, Culturally Sustaining Schools, and Building Community and Social Capital.	Establish a network parent leadership team. 10% growth in parents reporting feeling respected and valued as partners in their students’ education. 2 ongoing opportunities per year for parents to learn and connect with each other.

Unit plans reflect anti-racist framework	We currently assess unit plans using a UbD Stage 1, 2, 3 rubric, without a metric for inclusion of anti-racist framework.	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Evidence in all Unit plans alignment to anti-racist framework.
Performance assessment results and Graduate Profile reflect anti-racist values	Under construction	Under construction	Under construction	Under construction	Under construction.
Academic data cycles for ELA, Social Studies, and STEM for summative assessments	All 9th, 10th, 12th graders in these courses took 2 summative assessments (S1 and S2), accompanied by data review and planning in S1. All 6th, 7th, 8th, and 11th graders in these courses took 1 summative assessment (S1), accompanied by data review and planning in S1.	All grades 6-12 take 2 summative assessments (S1 and S2), accompanied by data review and planning in S1 and S2.	All grades 6-12 take 2 summative assessments (S1 and S2), accompanied by data review and planning in S1 and S2. Summatives include instructional rounds to accompany student achievement data and inform next steps.	All grades 6-12 take 2 summative assessments (S1 and S2), accompanied by data review and planning in S1 and S2. Summatives include instructional rounds to accompany student achievement data and inform next steps.	ELA, Social Studies, and STEM courses engage in 2 data step-backs per year with directors and site leaders.
Student Sense of Belonging	59% Sense of Belonging Grades 6th-8th on Panorama Survey 55% Sense of Belonging Grades	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	80% Grades 6-8th 75% Grades 9th-12th

	9th-12th on Panorama Survey				
Student Suspension Rates as a Percentage	All: 4.3% African American: 10.6% Latinx: 4.9% SPED: Dashboard doesn't have this info English Learners: Dashboard doesn't have this info	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	All: 2% African American: 2% English Learners: 2 Latinx: 2% SPED: 2%
Chronic Absenteeism Rate as a Percentage	Use 19-20 Chronic Absenteeism Rates IAMG: 3.5% IAHS: 12.6%	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	IAMG: 3% IAHS: 5%
School Attendance Rate	92.8% IAHS 96% IAMG African American: 93% Latinx: 93% SPED: ? English Learners: ?	94% IAHS 96% IAMG African American: 94% Latinx: 94% SPED: ? English Learners: ?	95% IAHS 97% IAMG African American: 95% Latinx: 95% SPED: ? English Learners: ?	96% IAHS 98% IAMG African American: 96% Latinx: 96% SPED: ? English Learners: ?	97% IAHS/IAMG African American: 97% Latinx: 97% SPED: 97% English Learners: 97%
Middle and High School Drop Out Rate	0%	0%	0%	0%	0% drop out rate

Pupil Expulsion Rates	0%	0%	0%	0%	0% drop out rate
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Continuous improvement progress monitoring	Envision will improve its data systems and progress monitoring for attendance, suspensions, student surveys, family surveys, attendance, and student achievement	\$40,000	NoNoNo
2	Unit development aligned to anti-racist framework	Develop our units at Envision using a shared framework for quality control. Additionally, we will develop an anti-racist framework as a guiding document for educators.	\$15,000	No
3	Performance Assessment system redevelopment	Envision is adapting its performance assessment system and defense system to map to both our graduate profile and CCSS and NGSS.	\$90,000	No
4	Create a family design team for family engagement initiative	Starting the spring of 2021, Envision is creating a design team with families to redefine our family engagement system to improve our school's partnership with families within the school system	\$15,000	Yes
5	Regular family survey system	Envision will evaluate and adapt current family survey system to augment its approach to community and family partnership	\$10,000	Yes
6	Redefine our workplace learning program with community partners	Envision will evaluate and adapt its current workplace learning program to better match the workforce trends	\$10,000	No

Goal Analysis [2021-22]

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Goals and Actions

Goal

Goal #	Description
3	Provide an emotionally and physically safe learning environment.

An explanation of why the LEA has developed this goal.

Exposure to trauma or chronic stress has a physiological impact on the brain and can interfere with a child’s ability to learn. Schools can be designed in ways that not only mitigate the impact of chronic stress on the brain, but also increase the protective factors that build children’s resilience to future stressors. With that said, schools have also historically been places of traumatization for Black, Indigenous, and students of color. It’s important to acknowledge that and make a steady commitment to interrogate our own practice in service of our students’

humanization in schools. Trauma-informed and healing-centered schools prioritize strategies that create safety for students and adults, promote collaborative and trusting relationships with adults and peers, help to build the SEL skills students need to cope with stressors while offering choice, and offer individualized support for students with intensive needs that cultivate empowerment and agency. Trauma-informed practices center predictability, consistency, and caring relationships. We cannot expect deliberate and purposeful programming to come from a few spaces or a few people. As a school, this is a collective issue that requires us to both learn and study ourselves while also creating spaces for students that center sustainability, healing, restoration, and regeneration of humanity.

With all that said, social, emotional, and intellectual learning all interact with one another all the time. A student’s brain will have a difficult time learning if the conditions for social and emotional care are not cultivated. Thus, an emotionally and physically safe environment is the foundation for all facets of learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Sense of Belonging	53% Sense of Belonging Grades 6th-8th on Panorama Survey 55% Sense of Belonging Grades 9th-12th on Panorama Survey	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	75% Grades 6-8th 75% Grades 9th-12th
Student Suspension Rates as a Percentage	19-20 Suspension Rates from Aspire Data Portal or CDE Data Quest All: 4.3% African American: 10.6% Latinx: 4.9% SPED: Dashboard doesn’t have this info	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	All: 2% African American: 2% English Learners: 2% Latinx: 2% SPED: 2%

	ELL: Dashboard doesn't have this info				
School Facilities in Good Repair	<p>Pull baseline data from the 2019 SARC</p> <p>The Dashboard reports 0 instances where Facilities Do Not Meet the "Good Repair" Standard.</p>	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	The Dashboard reports 0 instances where Facilities Do Not Meet the "Good Repair" Standard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of a restorative practice framework	School will train staff to plan and implement a robust restorative practice framework for its core discipline system	\$275,000	Yes
2	Advisory scope and sequence that supports the wellbeing of students	Advisory lessons reflect a whole child approach to schooling, ensuring that all students have at least 1 adult on campus as an advisor and advocate	\$340,000	No
3	Implementation of a SEL curriculum	Our school will adopt, adapt, or create a SEL curriculum that aligns to our anti-racist values as an organization	\$335,000	No
4	Audit of discipline system and its connection to suspensions and expulsions	Our school will audit our discipline system to ensure we not only adhere to Ed Code, but also align to our anti-racist values and vision to ensure suspensions and expulsions are minimized at our schools.	\$110,000	No

Goal Analysis [2021-22]

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

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

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Goals and Actions

Goal

Goal #	Description
4	Increase services and supports for all subgroups but most specifically for English Learners, students with IEPs and 504s, and students who qualify for free and reduced lunch services. Additionally, our organization has established a pro-Black vision that centers the student outcomes and experiences of our Black students, so we also want to increase and improve our systems in support of Black students.

An explanation of why the LEA has developed this goal.

By centering the students who are historically most marginalized at our schools, we believe improving our systems in support of them will improve outcomes for all students. This goal exemplifies our ambition in being a pro-Black, anti-racist, and justice-centered organization.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff survey on professional development in service of subgroup focus	Do not currently have this baseline data, but we will create a survey to closeout the 2021 school year	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	>85% of staff experience professional as effective and valuable to professional growth
Student sense of belonging from survey data	<p>Envision Data Portal</p> <p>All: 53%</p> <p>African American: 47%</p> <p>English Learners: 67%</p> <p>SPED: do not have this data right now</p> <p>Socio-economically disadvantaged: 63%</p>	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	<p>All: 75%</p> <p>African American: 75%</p> <p>English Learners: 75%</p> <p>SPED: 75%</p> <p>Socio-economically disadvantaged: 75%</p>
Student GPA	Data Systems Under Construction	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	Average of 3.2

Student portfolio performance	<p>Envision Data Portal</p> <p>93% of students passed their PoLs.</p> <p>African American: 89%</p> <p>SPED: 78%</p> <p>Socio-economically disadvantaged: do not have this data right now</p> <p>English Learners: do not have this data right now</p>	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	<p>95% of students passed their PoLs.</p> <p>African American: 95%</p> <p>SPED: 95%</p> <p>Socio-economically disadvantaged: 95%</p> <p>ELL: 95%</p>
Student college acceptance	<p>Envision Data Portal</p> <p>All: 99.12%</p> <p>African American: 100%</p> <p>English Learners: 90%</p> <p>SPED: 88.89%</p> <p>Socio-economically disadvantaged: do not have this data right now</p>	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	All Acceptance Rate: 95%
Student AP course enrollment	<p>Envision Data Portal</p> <p>All: 147 students (110 seniors and 37</p>	Will insert Actual Outcome in 2021	Will insert Actual Outcome in 2022	Will insert Actual Outcome in 2023	100% of all seniors have taken at least 1 AP course in high school career

	<p>juniors) enrolled in an AP course in 2019/20</p> <p>African American: do not have this data right now</p> <p>English Learners: do not have this data right now</p> <p>SPED: do not have this data right now</p> <p>Socio-economically disadvantaged: do not have this data right now</p>				
<p>Student AP test scores</p>	<p>Envision Data Portal</p> <p>All:</p> <p>African American:</p> <p>English Learners:</p> <p>SPED:</p> <p>Socio-economically disadvantaged:</p> <p>31.9% of AP scores were passing in 19/20</p> <p>AP Score =1: 85</p> <p>AP Score = 2: 60</p> <p>AP Score =3: 29</p> <p>AP Score =4: 26</p>	<p>Will insert Actual Outcome in 2021</p>	<p>Will insert Actual Outcome in 2022</p>	<p>Will insert Actual Outcome in 2023</p>	<p>Desired 3- year outcome is 45% passing rate</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data systems	Define, plan, and create a robust data systems structure that aggregates data across all the metrics above with Tableau reports	\$100,000	Yes
2	Progress monitoring data stepbacks	Continued refinement of data stepbacks for school sites that centers the data metrics above on a quarterly basis	\$250,000	Yes
3	PLC integration	Student work analysis incorporates academic outcomes for subgroups define above	\$50,000	Yes
4	MTSS systems	Engage in professional learning to create and implement an MTSS system for student subgroups	\$150,000	Yes
5	AP course offerings	Engage students and families for the above subgroups on AP course offerings	\$81,000	No
6	College, career and post-secondary culture development	Continue to augment and refine our approach to college, career, and post-secondary programming with our families and students.	\$110,000	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
19.63%	\$1,439,519

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.

How did you ensure that in deciding to do these actions that the needs of the subgroups were considered first?

As an organization at Envision Education, our leadership team has positioned subgroups as a high priority. This is facilitated by structural decisions we've made over the years. The leaders of the LCAP process for both consistency and quality are the teammates who sit on our Org-wide Education Leadership Team. This team is composed of directors and principals. Among the team, we have our org-wide leaders

of special education and English Language development, our pro-Black steering committee lead, and a combination of school-site and org-wide leaders who are responsible for the implementation of McKinney-Vento Act within our LEA. More importantly, by disaggregating data within our defined metrics established above will allow us to be data centered and data informed. While our data structures have served us over the years, our intentional centering of EL, students with IEPs, foster youth, and socio-economically disadvantaged students moving forward allows us to more greatly center our subgroups within our LCAP. You will see that disaggregating the data for many of the metrics above positions those students at the center of our educational program.

How do you know that these actions are going to result in stronger outcomes for these subgroups?

Data-driven decision making and action is how we will ensure stronger outcomes for subgroups. While data is at the core of our program, what leads to stronger growth is how we analyze, plan, and take action on the data. This continuous data cycle will be reinforced by regular data stepback processes at teacher, school, and organizational levels.

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

Summary of additional services that will support subgroups

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.
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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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,191,562.00		\$44,056.00	\$165,562.00	\$2,401,180.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,260,180.00	\$141,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Teacher coaching and evaluation system	\$125,000.00			\$110,562.00	\$235,562.00
1	2	All Students with Disabilities	Grading practices	\$5,000.00				\$5,000.00
1	3	All Students with Disabilities	Secondary school model that aligns post-secondary and A-G goals	\$5,000.00				\$5,000.00
1	4	All Students with Disabilities	6-12 course curriculum maps	\$110,562.00				\$110,562.00
1	5	All Students with Disabilities	College and Career programming			\$44,056.00		\$44,056.00
1	6	All Students with Disabilities	Redefine Envision's Graduate Profile	\$10,000.00				\$10,000.00
1	7	All Students with Disabilities	Comprehensive balance assessment	\$10,000.00				\$10,000.00
2	1	All Students with Disabilities	Continuous improvement progress monitoring	\$40,000.00				\$40,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All Students with Disabilities	Unit development aligned to anti-racist framework	\$15,000.00				\$15,000.00
2	3	All Students with Disabilities	Performance Assessment system redevelopment	\$90,000.00				\$90,000.00
2	4	English Learners Foster Youth Low Income	Create a family design team for family engagement initiative	\$10,000.00			\$5,000.00	\$15,000.00
2	5	English Learners Foster Youth Low Income	Regular family survey system	\$10,000.00				\$10,000.00
2	6	All Students with Disabilities	Redefine our workplace learning program with community partners	\$10,000.00				\$10,000.00
3	1	English Learners Foster Youth Low Income	Implementation of a restorative practice framework	\$275,000.00				\$275,000.00
3	2	All Students with Disabilities	Advisory scope and sequence that supports the wellbeing of students	\$340,000.00				\$340,000.00
3	3	All Students with Disabilities	Implementation of a SEL curriculum	\$335,000.00				\$335,000.00
3	4	All Students with Disabilities	Audit of discipline system and its connection to suspensions and expulsions	\$110,000.00				\$110,000.00
4	1	Low Income	Data systems	\$100,000.00				\$100,000.00
4	2	Low Income	Progress monitoring data stepbacks	\$250,000.00				\$250,000.00
4	3	English Learners Foster Youth Low Income	PLC integration	\$50,000.00				\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	English Learners Foster Youth Low Income	MTSS systems	\$100,000.00			\$50,000.00	\$150,000.00
4	5	All Students with Disabilities	AP course offerings	\$81,000.00				\$81,000.00
4	6	All Students with Disabilities	College, career and post- secondary culture development	\$110,000.00				\$110,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$795,000.00	\$850,000.00
LEA-wide Total:	\$795,000.00	\$850,000.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$795,000.00	\$850,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Create a family design team for family engagement initiative	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$15,000.00
2	5	Regular family survey system	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	1	Implementation of a restorative practice framework	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	\$275,000.00
4	1	Data systems	LEA-wide Schoolwide	Low Income	All Schools	\$100,000.00	\$100,000.00
4	2	Progress monitoring data stepbacks	LEA-wide Schoolwide	Low Income	All Schools	\$250,000.00	\$250,000.00
4	3	PLC integration	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
4	4	MTSS systems	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$150,000.00

Annual Update Table Year 1 [2021-22]

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

Totals:		