

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elk Grove Charter School

CDS Code: 34-673146112254

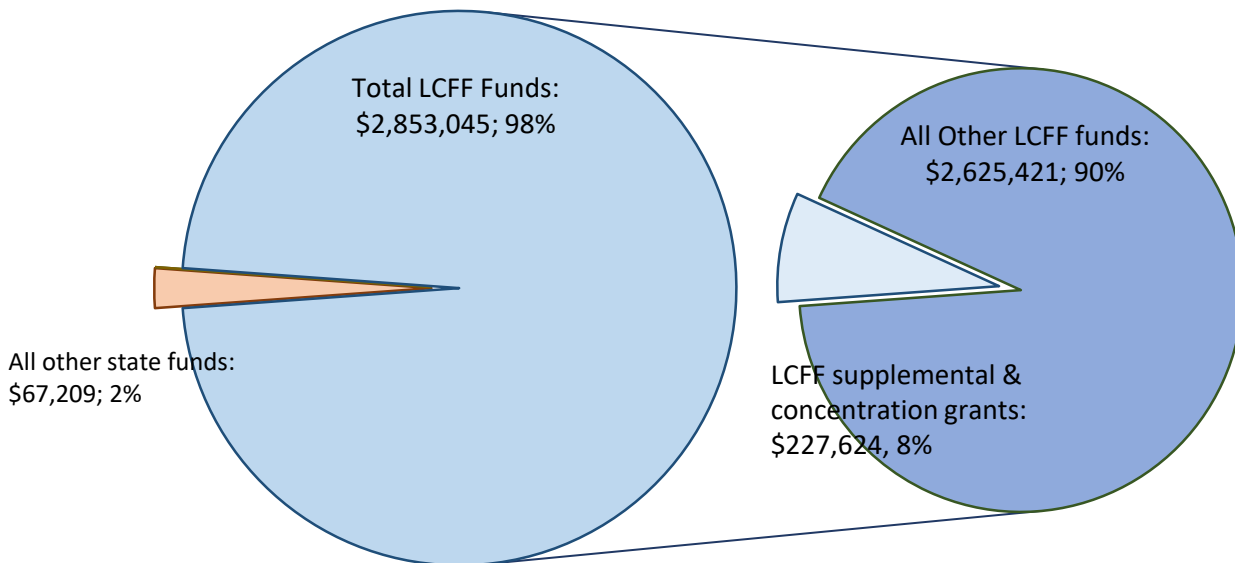
School Year: 2021 – 22

LEA contact information: Marc LaVine, Principal mlavine@egusd.net (916) 714-1653

Charter Schools receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

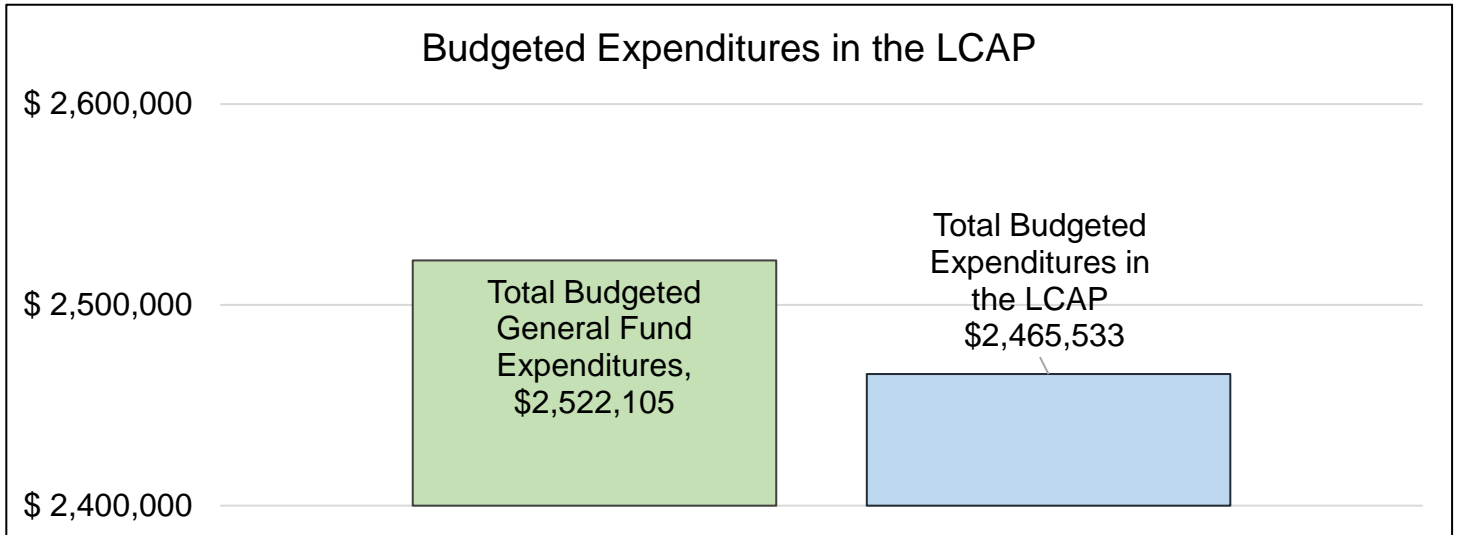


This chart shows the total general purpose revenue Elk Grove Charter expects to receive in the coming year from all sources.

The total revenue projected for Elk Grove Charter School is \$2,920,254, of which \$2,853,045 is Local Control Funding Formula (LCFF), and \$67,209 is other state funds. Of the \$2,853,045 in LCFF Funds, \$227,624 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives Charter Schools more flexibility in deciding how to use state funds. In exchange, charter schools must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Elk Grove Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

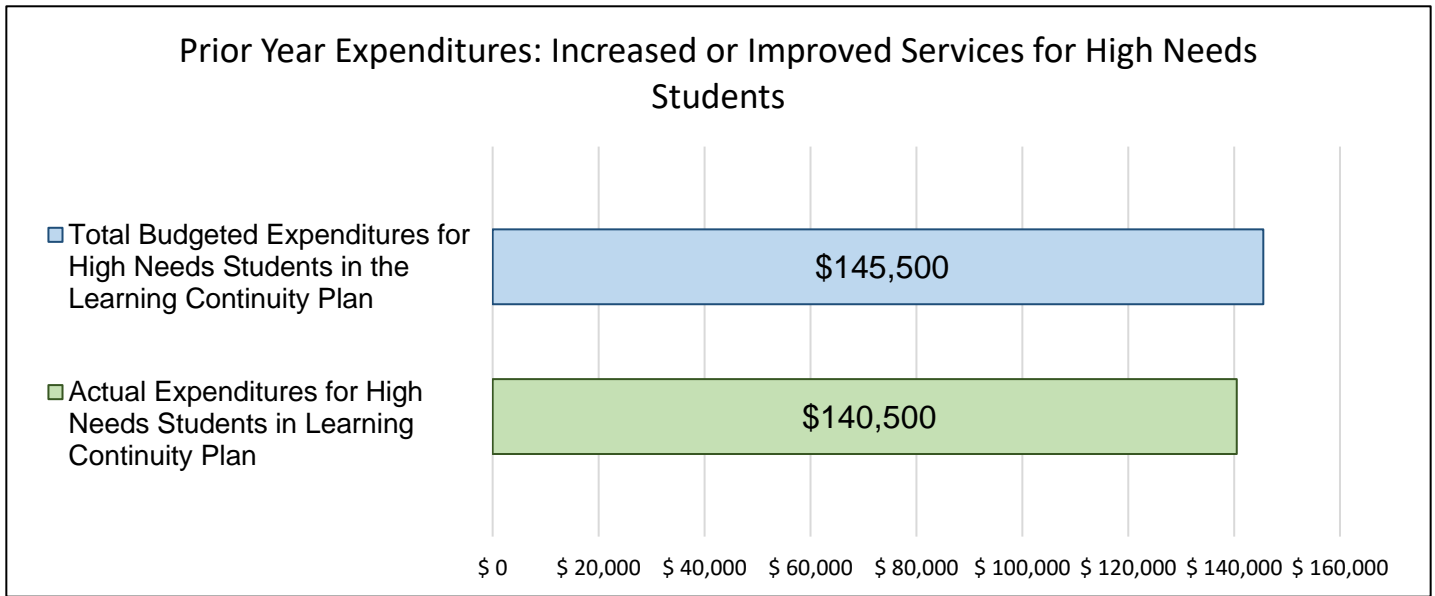
Elk Grove Charter School plans to spend \$2,522,105 for the 2021 – 22 school year. Of that amount, \$2,465,533 is tied to actions/services in the LCAP and \$56,572 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: Elk Grove Unified School District's oversight of Elk Grove Charter School is 3% or \$56,572 which is not attributed to direct instruction or used support to targeted subgroups.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Elk Grove Charter School is projecting it will receive \$227,624 based on the enrollment of foster youth, English learner, and low-income students. Elk Grove Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Elk Grove Charter School plans to spend \$323,500 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Elk Grove Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Elk Grove Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Elk Grove Charter School's Learning Continuity Plan budgeted \$145,500 for planned actions to increase or improve services for high needs students. Elk Grove Unified School District actually spent \$140,500 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$5,000 had the following impact on Elk Grove Charter School's ability to increase or improve services for high needs students: Stipends for ISP course development and conversion of current textbook based ISP courses to digital delivery platform was not expended due to the increased workload of developing distance and concurrent learning.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elk Grove Charter School	Marc LaVine/Principal	<a href="mailto:mlavine@egusd.net">mlavine@egusd.net</a> 916-714-1653

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

**All students will receive High Quality instruction and curriculum**

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: Basic services, Academic standards

### Annual Measurable Outcomes

Expected	Actual
Credits by grade level: 10% Increase	10 <sup>th</sup> grade: 23/37 (62.2%) = 7.2% Decrease 11 <sup>th</sup> grade: 45/72 (62.5%) = 5.2% Decrease 12 <sup>th</sup> grade: 75/11 (75%) = 18.7% Increase

EL Redesignation: 50% Increase	0 students redesignated
SBAC: 10% Increase	SBAC was cancelled due to COVID-19 Pandemic
a-g grades and non-a-g grades: 10% Increase	a-g grades: 81.25% = 2.15% Decrease non a-g grades: 74.91% = 1.09% Decrease
Graduation rate: 5% Increase	Class of 2019: 93.5% = 19.9% Increase Hispanic student rate: 94.6% = 27.9% Increase

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<b>Develop Literacy Program and Curriculum</b> <ul style="list-style-type: none"> <li>Release time for up to 5-person Literacy Focus Group to research and develop schoolwide literacy curriculum including purchase curriculum and materials</li> <li>Develop schoolwide literacy Performance tasks and data collection mechanism</li> </ul>	\$15,000	\$24,671
<b>Refine and Enrich Instruction and Curriculum:</b> <ul style="list-style-type: none"> <li>Determine essential standards/skills across all content areas</li> <li>Determine critical components of the Framework of High Quality Instruction (FHQI) to incorporate into ISP and direct-instruction model of learning.</li> <li>Compensate teachers to develop college and career ready courses</li> <li>Compensate teachers to develop/purchase and implement alternative course offerings including curriculum and supplemental materials</li> <li>Provide teacher training per each newly developed course.</li> <li>Develop course analysis process to determine most credit deficient courses by grade level and sub-group with a focus on barriers to Hispanic</li> </ul>	\$25,000	\$ 43,502

<p>student deficiency data trends as it relates to graduation rate and college and career readiness.</p>		
<p><b>Develop and Implement Math Intervention Program:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and Revise scope and sequence of EGCS math course requirements and develop mechanism to accelerate deficient student's skills</li> <li>• Create and implement additional math courses and workshop offerings focusing on acceleration options.</li> <li>• Develop and implement diagnostic and intervention program by grade level and address deficiencies by Hispanic sub-group in order to address low graduation rate and college and career readiness target through data collection and analysis.</li> <li>• Maintain math workshops and labs in the school's master schedule</li> </ul> <p>Research and purchase math intervention curriculum and supplemental materials including on-line learning tools (Edgenuity)</p>	<p>\$25,000</p>	<p>\$ 2,388</p>
<p><b>Improve Programs to Improve English Learner Performance:</b></p> <ul style="list-style-type: none"> <li>• Provide English workshop for all identified English Learners</li> <li>• Provide release time for data tracking and analysis of EL students and to determine if there is a link between EL status and other subgroups such as Hispanic</li> <li>• Provide training of staff through trainer-of-trainer model on EL process, procedures, and best practices: Utilize four staff meetings for 25 staff members for training.</li> <li>• Send team of 5 teachers/staff to attend EL specific conference.</li> <li>• Purchase supplemental curriculum and materials for identified English Learners and provide teacher training</li> <li>• Develop additional EL courses to implement in direct-instruction and independent study</li> </ul>	<p>\$7,630</p>	<p>\$ 5,722</p>
<p><b>Maintain Staffing Levels:</b></p>	<p>\$2,025,979</p>	<p>\$ 2,010,913</p>

<ul style="list-style-type: none"> <li>• Maintain current teacher to student ratio</li> <li>• Develop alternative staffing models</li> <li>• Increase supervisory oversight</li> </ul>		
<p><b>Summer School:</b></p> <ul style="list-style-type: none"> <li>• 4-week summer school program with both ISP and workshop courses for credit recovery and grade correction. Targeted promotion to Hispanic and at-risk subgroups.</li> <li>• Data collection and promotion to lowest performing grade levels and subgroups including Hispanic population.</li> </ul>	\$35,000	\$ 13,165

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

At the end of the 2019-20 school year, budgeted funds that were planned for the above actions and services were diverted to give teachers time to convert traditional ISP/direct-instruction course materials to a virtual/distance environment using Google Classroom. In addition, teachers were given additional time to build their knowledge capacity in the use of technology tools including: zoom, textbook publisher's on-line portals and peripheral equipment. In addition, funds were used for teachers to create assessments that could be delivered through virtual means.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall success of the actions and services developed in this goal can be seen in the school's overall graduation rate increase. EGCS's graduation rate increased over the past 3 years, with the largest increase in the class of 2019 (20% increase). The school's Hispanic subgroup of students realized even a larger increase with a 27% increase. This can be attributed to increased focus on transcript evaluations at the administration and counseling levels, greater teacher training and focus on course grade correction and better understanding and communication of student options after high school. In addition, the school's summer school offering provides students in grades 9-12 to earn deficient credits and for 12<sup>th</sup> graders to complete any remaining credits prior to the start of the new school year so they can graduate with an age appropriate diploma date. Also, Hispanic students were targeted for summer school and credit acceleration opportunities to address potential deficiencies from previous school years and schools.

As well, the school saw great success in administering quarterly literacy formative assessments and content area teachers working together to create, score, and communicate student results with the staff and students. During this LCAP cycle, additional curriculum and courses were created and implemented into the school's course catalog. Created courses included: college prep, alternative education, and CTE courses. Within the

school's math program, teachers had greater access to district support through curriculum coaches and developed a new course sequence for students who are at, above and below grade level.

Challenges for this strategic goal are visible through the overall decrease in credits and grades earned by students in grades 9-11 in a-g and non-a-g courses. As well, no EL students were redesignated as the school's EL workshop proved to be ineffective due to low attendance rates and the varying levels of English proficiency between identified EL students. However, the redesignation process was interrupted by the elimination of state testing and the challenges unique to English Learners who had to transition to a distance learning environment due to health restrictions. Other challenges included, the cancelation and restrictions associated with conferences. Teachers initially struggled to navigate virtual meetings needed for collaboration. The school's literacy project and math diagnostic were not completed due to the timing and spacing of tasks that were impacted by the pandemic at the end of the school year. These tasks were being assigned to teacher/staff PLC groups and were slated to be completed during the 4<sup>th</sup> quarter of 2020 and the school closure and shift to distance learning required these tasks to be pushed back. Overall, the following actions were started but not finalized during the 2019-20 school year due to the pandemic: Literacy performance tasks, math diagnostic program, EL conference and EL curriculum purchase/development.

## Goal 2

**All students will benefit from the adjustment of instruction based on formative, interim, and common assessments that promote authentic, timely feedback of student performance and by programs improved through continuous evaluation**

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,8

Local Priorities: Basic services, Academic standards

### Annual Measurable Outcomes

Expected	Actual
SBAC: 5% Increase	SBAC was cancelled due to the COVID-19 pandemic
Performance Tasks: Baseline Data Collection	Creation of course performance tasks was eliminated due to the pandemic and the need to transition to distance learning.

### Actions / Services



Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b>Create and Implement Schoolwide Assessment Program:</b></p> <ul style="list-style-type: none"> <li>• Create and implement assessment roadmap for EGCS formative/summative/ cumulative assessments</li> <li>• Purchase/develop mechanism to capture course specific performance data</li> <li>• Purchase/develop schoolwide formative assessment program</li> <li>• PLC release time and weekly PLC meetings during the instructional day for all teachers to develop formative assessments and to analyze content specific data</li> <li>• Administer quarterly SBAC practice assessments and analyze data to make curriculum changes based on quarterly SBAC practice assessments in ELA/math courses</li> <li>• Teacher release time for professional development and peer observations as it relates to the assessment process.</li> <li>• Develop SBAC and Performance Task Data tracking and analysis program for PLCs to analyze performance by sub-groups including Hispanic students and make program recommendations to address needs.</li> <li>• Conduct needs assessment to build teacher capacity and provide teacher training specific to SBAC administration and content, conference attendance, and on- and off-site training events.</li> </ul>	\$25,500	\$ 197

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the expended outcomes in this goal were canceled for the 2019-20 school year due to COVID-19. However, prior to the school closure the actions and services were worked on by several groups at the school level. Once the school was shut down and then reopened, many of the actions and services were suspended/diverted in order for teachers/staff to address the needs created by the COVID pandemic. More specifically, funds and teacher time (in/out of regular work hours) were diverted to technology training and curriculum/lesson conversion to a digital format for distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in this strategic goal included an established format for benchmark assessments and schoolwide math assessments. This included establishing a need for greater data collection and best practices on how to use data in both direct- and independent-study. Teachers were given release time to work in professional learning communities within their content areas to establish norms, collaboration, and the identification of areas of greatest need and potential. The math PLC established new math course sequence to better support student progress, and the need for additional math courses to address the needs of all students including those below, at, and above grade level.

Challenges for this strategic goal included the cancelation of the SBAC assessment due to the COVID-19 pandemic and the difficulty in implementing SBAC practice assessments into the school's direct/independent study delivery model. In addition, developing relevant data points in an asynchronous learning environment where the students' transcript drives instruction. As well, the small size of the school's PLC groups and departments is a challenge when developing an assessment program. With small departments it is difficult (if not impossible) for teachers to collaborate and compare data across teachers and courses. Despite the challenges, EGCS is committed to continue with the development of an assessment program that not only administers a variety of assessments, but gives teachers both in the traditional classroom environment and the school's independent study environment a clear direction and procedure on how to better implement the data into the school's instruction delivery model.

### Goal 3

**All students will realize their greatest potential in a culturally responsive, physically and emotionally safe environment.**

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities: Basic services, Parent engagement, Local climate

### Annual Measurable Outcomes

Expected	Actual
Truancy Rate: 4% Increase	93.65% = 2.65% Increase
Suspensions: 50% Decrease	10 incidents = 66% Increase
Persistence: 10% Increase	137/200 (68.5%) = 4.2% Increase

12 <sup>th</sup> -grade college and career plans: 5% increase	55 Plans (no data from previous year)
College Entrance Exams: 10% increase	52 total exams in 2018-19 and 100 in 2019-20 = 92% Increase

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b>Improve and implement truancy prevention program:</b></p> <ul style="list-style-type: none"> <li>Continue to implement and improve the T.I.P. program</li> <li>Truancy data collection and disaggregation by sub-group (Hispanic focus to determine readiness)</li> <li>Student rewards and ceremonies for perfect attendance</li> <li>Conduct teacher needs assessment and provide release time for training opportunities both on/off site</li> <li>Implement Monthly grade level meetings into the school's master schedule to analyze truancy data and implement student interventions</li> <li>T.I.P coordinator stipend/timesheet hours</li> </ul>	\$8,000	\$5,352
<p><b>Improve and implement discipline prevention program:</b></p> <ul style="list-style-type: none"> <li>Analyze PBIS program and develop/implement improvements to reach next PBIS tier</li> <li>Research, develop, purchase, and implement character education program</li> <li>Conduct needs assessment of restorative practices and determine capacity of staff.</li> <li>Provide release time for team to attend Restorative Justice Conference (team of 5 staff members)</li> <li>Develop discipline data collection mechanism and procedure to determine impact on all sub-groups (Include impact on Hispanic students graduation rate and college/career readiness)</li> </ul>	\$16,000	\$ 1,076

<p><b>Expand college and career readiness program:</b></p> <ul style="list-style-type: none"> <li>• Provide release time (2 days) for work team (5 members) to analyze grade level projects and develop/implement updates adopt additional college and career focused courses</li> <li>• 4 field trips to local universities and colleges – promotion campaign to Hispanic students and subgroups with low college going rate</li> <li>• Promotion campaign for college entrance exams</li> <li>• Teacher professional development on college entrance exams importance and impact on student/schoolwide achievement</li> <li>• Purchase college entrance exams to administer on campus (ex. PSAT/NMSQT, SAT/ACT, etc...)</li> <li>• Develop college entrance exam preparedness curriculum and support program</li> </ul>	<p>\$35,000</p>	<p>\$ 8,535</p>
---	-----------------	-----------------

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds not implemented for these actions and services were diverted to teacher preparation for the transition to on-line and distance learning. Teachers converted traditional course documents, lessons, and assessments to a digital format and teachers were given additional time and training on technological equipment and applications needed for distance/virtual learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For the first ¼ of the school year, the school employed a parent liaison who worked with administration and office staff to track student attendance, contact parents, discuss attendance with students through the school's TIP program, and conduct monthly parent engagement nights. In addition, this position worked with administration to implement the school's PBIS program through the weekly Falcon Feather drawings and recognitions. Revisions to the school's PBIS and college and career programs was another success prior to the school closure. The school's PBIS and college and Career content are delivered through the school's advocacy classes and the modules were updated and refined by a small group of teachers. As stated in one of the overlapping actions and services, EGCS also made great progress on developing more courses to add to the school's course catalog. PLCs and individual teachers worked with administration to identify courses that met a wide variety of student needs and interests including college prep, electives, and CTE courses.

A challenge at EGCS is addressing the mindset of students, parents/guardians and teachers regarding students' post-secondary pathways. Many students don't think college is an option and opt not to attempt (or even apply) to a 4-year university. Often students and families comment that going to school is too expensive, or they don't know they can qualify because of poor grades early in their high school career. Teachers also play a part in not fully understanding the variety of post-education options for students. As well, they often misjudge a student's path based on prior performance rather than working with the student and family to correct poor performance from the past. EGCS also has had roadblocks in developing and implementing college career courses and workshops due to the school's delivery model, limited facility, and limited teacher capacity. Attendance and discipline can be difficult to analyze due to the low number of incidents and varied attendance methods in a hybrid program. The following actions and services were suspended due to COVID-19: Attendance program was suspended partway through the school year, Restorative practice conference, Spring College field trips.

## Goal 4

**All students will benefit from programs and services designed to inform and involve parents, families, and community partners.**

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities: Parent engagement, Local climate

### Annual Measurable Outcomes

Expected	Actual
Advisory Council Attendance: 10% increase	6 attendees per meeting = Maintained average
Schoolwide Activities: 8 School Activities	16/20 = 25% Increase
CTE, Advanced Ed., Community Service Enrollment: 10% increase	Total CTE, Advanced Ed, Community Service 88/105 = 19% Increase
Formal Partnerships: Maintain baseline partnerships	Maintained 2 formal partnerships
Activities Attendance: 5% increase	668/625 est. = 6% decrease

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b>Expand parent and student involvement program:</b></p> <ul style="list-style-type: none"> <li>• Employ .8 FTE Parent liaison</li> <li>• Monthly parent engagement meetings</li> <li>• Increase field trips across all content areas with at least 1 field trip per workshop class and 1 grade level field trip per year</li> <li>• Maintain student leadership elective course in the master schedule</li> <li>• Stipend/timesheet teachers to develop CTE curriculum</li> <li>• Develop and implement CTE, Advanced Education, Community Service promotion campaign</li> <li>• Annual community service award and recognition event</li> <li>• Branding/marketing campaign to increase community awareness of EGCS and target program</li> <li>• Contract Outreach Specialist to inform community of school programs and services to promote EGCS to target population and increase enrollment</li> </ul>	\$85,000	\$ 20,047
<p><b>Increase formal community partnerships:</b></p> <ul style="list-style-type: none"> <li>• Conduct focus group meetings with representative stakeholders from the school and community to determine additional partnerships and analyze/maintain current partnerships</li> <li>• Develop preferred community service partners</li> <li>• Develop partnership with local community college to create courses for: dual, articulated, and advanced education courses</li> <li>• Stipend/timesheet community service coordinator</li> </ul>	\$26,874	\$ 18,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds that were not expended for actions and services were diverted to increased teacher prep time and training in preparation for the facilitation of distance learning caused by the COVID-19 pandemic. Branding and marketing were shifted to the next school year and the outreach

specialist that was originally planned was shifted to a before school program designed to attract students to EGCS's flexible format and provide students with a physical and social outlet outside of the school's hybrid independent study program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest successes in this strategic goal can be seen in the school's before school program and community outreach, leadership elective class, and the development of the school's first CTE pathway course. The before school program gave the school a platform to communicate the school's benefits to one of the school's targeted student group. This not only increased enrollment, but helped EGCS guide community understanding of the program. Along with increased visibility and enrollment, EGCS implemented a student leadership course based on requests from the community and identified a CTE pathway and developed and implemented the first CTE course in the pathway. As the school worked with stakeholders, they identified the Sports Entertainment Marketing field as an area of interest. The school developed and implemented the EGUSD board approved General Business course as one of the three pathway courses. Administration and staff continued to work with district personnel to refine and develop the remaining pathway courses in preparation to provide students with the full pathway. EGCS continued to maintain its partnership with the Sacramento Republic Football Club as their official academic partner and increased SRFC academy student enrollment. The school continued to identify areas of need and the potential to develop a stronger integrated partnership in the future and build more capacity for increased enrollment.

COVID -19 was the biggest challenge and had the biggest impact on this strategic goal. Health regulations not only effected the school, but also the school's partners as local community groups were required to halt services. This put families and students in flux as they tried to participate in both academic and extracurricular activities. The school had fewer overall participants in school events because all events were cancelled at the end of the school year. Because of the distancing required of the school, the social-emotional engagement of students and staff decreased dramatically. As well, many tasks in this strategic goal were either completed at the beginning of the school year (ex. Before school program and community information meetings) or were slated to be completed during the 4<sup>th</sup> quarter of the school year in preparation for the 2020-21 school year. Actions and services planned for later in the school year were halted due to the pandemic and the shift to 100% distance learning environment.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Employ credentialed teachers to facilitate support workshops and open support labs in ELA/Math/Science	\$ 8,000.00	\$ 8,000.00	N
Purchase adopted curriculum in science and social science that includes both print and an on-line platform	\$ 60,000.00	\$ 60,000.00	N
Provide teachers with compensation (stipends/timesheet) to develop schoolwide assessments across curricular areas and purchase assessment programs that provide formative and summative assessments (ex. PSAT, NMSQT, NWEA, Achieve 3000)	\$ 4,500.00	\$ 4,500.00	N
Provide teachers with release time for teacher professional development and materials on instructional best practices focusing on questioning, checking for understand, and assessment.	\$ 2,500.00	\$ 2,500.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Not applicable

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.



In-person instruction was not offered until later in the school year, but the successes the school realized stemmed from increased capacity of teachers to use additional teaching tools as part of their instruction. For examples, all teachers at EGCS began using Google classroom during the school year and many have been Google Certified. The use of additional teaching tools and platforms improved in-person instruction as students returned to classes. In addition, teachers reported that access to training was more readily available and easier to implement. Also, the adoption, purchase, training, and implementation of new curriculum in social science and science courses was a success.

Teachers commented that students who chose to attend in-person were easier to engage with and support from their distance learning classmates. Teachers worked together to identify intervention protocols for struggling students and to provide early morning ELA/math support labs. Teachers were able to work in small departments to address schoolwide and student needs. Furthermore, EGCS was able to implement a new EGUSD approved assessment tool for both formative and summative assessments (Illuminate). EGCS teachers received district training and one of EGCS's staff members was the school's Trainer-of-Trainer and received a stipend to work in this capacity.

As for challenges, there was low student interest and attendance for in-person learning. Less than 16% of EGCS students participated in "in-person" learning once it was available. Many families and students stated that they preferred to remain in the school's distance learning environment due to the timing and format of the school's in-person format. The majority of families informed the school that they would prefer to remain in distance learning until the next school year and a return to full in-person learning. Teachers also commented on the difficulty of engaging students who were in-person as they were split working with students both physically in class and on-line. Lastly, several students who initially chose to return to school for in-person instruction, eventually chose to return to in-person based on the low numbers in classrooms. For some students and teachers, it was awkward in class as often they would have only 1 student physically in the class.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide release time and stipends for teacher professional development (technology, certification, distance learning best practices)	\$ 2,500.00	\$ 2,500.00	N
Purchase Technology devices, peripherals, software and services	\$ 20,000.00	\$ 20,000.00	N
Provide stipends for ISP course development and conversion of current textbook based ISP courses to digital delivery platform	\$ 5,000.00	\$ 0.00	N
Purchase virtual labs software/service for science classes	\$ 1,500.00	\$ 1,500.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to the increased workload of developing distance and concurrent learning, teacher stipends were converted to additional timesheet hours. Teachers were able to work with administration and coworkers on determining the appropriate workload for identified projects.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The adoption of Google Classroom and the use of technology in the classroom was the biggest success of the 2020-21 school year. Almost 100% of EGCS classes (workshop and ISP) were converted to Google Classroom for easier distance learning delivery and teachers expanded their capacity in the use of technology including 3<sup>rd</sup> party platforms, applications, and peripheral equipment. Also, EGCS purchased and implemented a fully on-line curriculum through a 3<sup>rd</sup> party vendor (Edgenuity) that allows students greater flexibility in credit recovery and courses that EGCS does not have the capacity to offer on campus. Lastly, EGCS teachers commented on the increased professional learning opportunities available to them through the district's on-line platform that created much needed flexibility in how to enroll and complete PL courses within their crowded and limited schedules.

The school's small staff size means teachers/staff have multiple job/adjunct responsibilities. The digital divide between teachers, students, parents, and 3<sup>rd</sup> party technology don't always integrate fluidly. Student and staff access to technology services is often a struggle. Students frequently need passwords reset and staff comment that the multiple locations to store information (hard drives, school network, Google Classroom, etc...) can make recovery difficult.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer school program for credit recovery and enrichment for students who may have had impacted schedules or scheduling conflicts.	\$ 20,000.00	\$ 20,000.00	N

EGCS will offer seniors who are not able to complete graduation requirements during the school year or during summer school with the opportunity to enroll in the school's extended year program. Students are able to extend summer school during June and July in order to complete graduation requirements.	\$ 2,000.00	\$ 2,000.00	N
Implementation of morning ELA/Math/Science open labs into the school's master schedule and staff with credentialed teacher. (Duplicate action from in-person instruction).	\$ 8,000.00	\$ 8,000.00	N
Develop and integrate an on-line credit recovery learning platform as an educational option for EGCS students. EGCS will contract with Edgenuity, a 3 <sup>rd</sup> party curriculum provider, to purchase access to curriculum and delivery platform. Edgenuity courses will be adapted to EGCS's delivery protocols and teachers will receive training on the program.	\$7,500.00	\$7,500.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Not Applicable

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

One of EGCS's greatest successes has always been its ability to facilitate credit recovery programs. During the 20-21 school year, EGCS increased its capacity to facilitate credit recovery and offer additional courses even more. EGCS adopted and purchased Edgenuity, an online curriculum provider, and implemented its courses into the schools course catalog. As well, EGCS is offering a 5-week summer school for both credit recovery and learning recovery. Students in all grades will be able to take courses that they are credit deficient in or take foundation courses to assist them in the future. As well, seniors who were not able to complete all the required classes by the end of the school year will be able to finish during summer school and still receive a 2021 diploma. Currently, 8 seniors are enrolled in summer school and should be able to complete their graduation requirements during the 5-week program. Other successes include: increased teacher/student outreach and contact through both in-person and distance means, addition math courses and supports, and intervention systems including assigned math/ELA support classes.

Challenges for this school year included the time/energy required by students, teachers, and parents/guardians to adapt to a distance learning delivery model. Most long-time EGCS students and families are already familiar with the skills needed to be successful in ISP, but being 100% distance learning posed other challenges. Teachers had to learn new technology to not only meet with students, but to also engage, deliver lessons, assess, and motivate them. As well, fewer students than expected and who were recommended by teachers enrolled in summer school. EGCS stakeholders, informed us that they needed a break for school and distance learning and are looking forward to the next school year and the school's return to its hybrid model. Teachers also report that student progress in on-line Edgenuity classes was not as strong as hoped and many students began classes, but did not keep up with the pacing established by the program.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes: Teacher referral process to counselor was easy- made via email or drop-ins and being that we are a small site; counselor, admin, teachers were able to stay looped in and monitor students together. EGCS also had several supports for students available through MHT referrals, SAFE referrals, Care Solace referrals, GSPs, and other resources. EGCS created and developed a Community Wellness webpage to add to our school website for additional student/family supports for self-care, coping, and community resources. Students, families, and teachers are all able to contact the school counselor via Synergy messaging, direct email, phone-call, or Google Voice texts. EGCS's counselor presented at staff meetings and interfaced with staff in order to better meet the needs of the school's community. More so than in prior year, the school's counselor and teachers commented that Text messaging was used more frequently as a student preference for on-going support. Supports included weekly check ins, reminders, schedule changes, and content support.

Even though connectivity was listed as a success in the previous section, it was also a challenge as new skills, programs, and mechanisms had to be developed and learned. Some of the neediest families and students were not readily reachable and without having students on campus there was no easy way to interact and intervene when issues were identified. Teacher and staff commented that even though they were more connected overall, they felt more disconnected with a small percentage of students and felt powerless to engage with them. In addition, staff time was occupied with documentation and tracking multiple attempts to communicate. For some of the most difficult students to reach, EGCS staff began making porch visits. This was a challenge as they occurred outside of the traditional work day and required staff to go into unfamiliar neighborhoods to reach students. Lastly, the digital divide created by video conferencing was a challenge all year long. Many students struggled with connectivity requirements or with understanding the technology controls. As well, most students were reluctant to turn on their video which made it difficult for teachers to assess engagement and connection with the class lessons and activities. Teacher and students both commented that the "black boxes" of the zoom screen contributed to feelings of isolation from their class and peers.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes: Throughout the school year, EGCS staff were better equipped to communicate with its community through a variety of media. As commented previously, the school's increased capacity in communication and outreach was amazing. Teachers were able to meet with students and classes in ways previously unheard of. EGCS was able to continue with its PBIS student recognition program with weekly Falcon Feather teacher nominations. Winners were announced during the principal's weekly announcements and recognition given through the school's award ceremony. The use of multiple communication tools including text, Google Voice, Google Translate and Talking Points, allowed greater communication and engagement schoolwide. The school continued with outreach efforts with the quarterly Luncheon program where students and families were able to meet and hear from professionals and industry experts. The school continued to interact with families with regular drive-thru events for textbook, technology, and paperwork signing events. Administration recorded weekly announcements that were presented in workshops, ISP and sent via Synergy Mail to all EGCS stakeholders. EGCS also increased its club offerings this school year with a new Anime club and Principal's Student Advisory Council.

Challenges for this school year included difficulties in assessing student progress and engagement in ISP/Workshop classes. Most students were reluctant to turn on their video cameras during weekly ISP and daily workshop classes. Teachers were often teaching to rows of black boxes on their monitor. Teachers had to learn new ways to engage and formatively assess during classes. In addition, formal assessments were difficult to administer and analyze as accurate representations of student knowledge. Teachers were required to learn no assessment software and had to rewrite assessments in order for them to be delivered through distance-learning. Parent, student and teacher mindset was another challenge as aligning expectations was not always easy. Often, stakeholders have varying expectations and being able to meet to communicate and establish baseline expectations was difficult. In the past, all parents/guardians were required to attend the first ISP meeting, but with distance learning many parents/guardians were not present for the initial meetings and therefore were not able to receive information from the teacher regarding school/teacher expectations. In addition, EGCS held multiple parent engagement nights, Advisory Council, back-to-school nights, and information nights with very low participation. When EGCS began to prepare for a return to in-person instruction, multiple information nights were held with low input and those parents who were engaged often commented that they were already looking forward to the next school year and a return to EGCS's "normal" program.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Throughout the 2020-21 school year, EGCS students had access to EGUSD prepared meals through designated distribution sites. Meals were provided to all students free of charge and include both lunch and breakfast. Many EGCS students participated in meal distribution and commented how retrieving meals was part of their daily routine. Once schools were permitted to return to in-person instruction, EGUSD delivered daily meals to the school from the district's central kitchen. An additional refrigeration was installed and meals arrived every morning. Meals were available to all students on campus and those who opted to remain in the school's distance-learning model continued to have access to meals from designated distribution sites.

Challenges in this area mainly centered on low numbers of participants and the difficulty in planning for who would want meals each day. EGCS staff communicated with students/families each week to obtain their meal “order” and would then coordinate with EGUSD Nutritional Services. Some families commented on the “inconvenience” of going to the meal distribution centers to acquire meals.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Wellbeing	EGCS students will benefit from lessons and content focused on social-emotional well-being and character education. EGCS will purchase content that is developed by experts in these fields.	\$ 2,000.00	\$ 2,000.00	N
Mental Health and Social Wellbeing	EGCS will provide stipends for teachers and staff to convert purchased SEL materials to the school's on-line platform.	\$ 2,000.00	\$ 2,000.00	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Not Applicable

**Overall Analysis** An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The analysis of the 2020-21 LCP has informed the development of the 2021-24 LCAP in the following ways and actions: EGCS will continue to explore ways for students and families to have flexible learning environment options that include both in-person and distance learning. In addition, EGCS will explore additional technologies and tools to facilitate the school’s flexible and hybrid learning model and purchase software and services from 3<sup>rd</sup> party vendors. Communication and assessment will need to be addressed as the school delivers quality programs and prepares for the long-term impact of the pandemic. Lastly, EGCS will continue to develop more course offerings for students as the analysis of the previous plan shows that students need options as their post-graduate plans may change abruptly. Having additional courses and pathways to support EGCS students’ direction after graduation will increase their likelihood of success. Additional course offerings will be developed for delivery through a variety of learning environments including direct- and independent-study instruction and on-line courses.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss of students will be addressed through greater access to content experts especially in core academic courses. EGCS will work to provide all students summer school opportunities and credit-recovery options through the school’s ISP program or through the school’s Edgenuity on-line platform. As new courses are developed and implemented into the school’s master schedule and course catalog, EGCS will work to meet the needs of students who are below, at, and above grade level. Courses will focus on both recovery, acceleration, and support.

Assessment tools will be used to capture performance data that has been lost through the pandemic or is not statistically significant for small school sites. EGCS will develop diagnostic assessments and protocols/programs that are focused on meeting the needs of students based on the data. As well, EGCS will work toward building a schoolwide assessment roadmap that clarifies and directs all stakeholders in the administration and use of assessment information.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Not Applicable



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The overall analysis of both the 2019-20 and 2020-21 LCAP/LCP have directed EGCS into several key areas for inclusion in the 2021-24 LCAP. Data from these school years, shows a decrease in grade/credit accrual and attendance tracking reveals discrepancy between student attendance and performance. Teachers report that student engagement, participation, and connectedness with the school were key areas of deficiency. As well the lack of state standardized testing data and the overall perception of the validity of state testing data in a school program the size of EGCS raises concerns. In addition, the impact the pandemic and full distance learning had on the school's assessment program created doubts on the validity of course summative and formative assessments as measures of student progress and knowledge. The analysis of both the LCAP and LCP have driven the actions/services aligned to the schools four strategic goals.

In addition, concerns about the level and need for learning recovery have developed plans to identify students in need and provide them with experts in the field and programs that will support them on their pathway.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# First Year of 2021-24 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
Elk Grove Charter School	Marc LaVine - Principal	<a href="mailto:mlavine@egusd.net">mlavine@egusd.net</a> 916-714-1653

## Plan Summary for the 2021-22 LCAP

### General Information

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

Elk Grove Charter School (EGCS) was authorized in 1999 by Elk Grove Unified School District (EGUSD) as an alternative to EGUSD’s comprehensive and continuation programs. EGCS combines the personal connections, credit recovery, and flexible schedule of an independent study model with the support of a traditional classroom for a hybrid delivery model.

EGCS accepts all students who live within EGUSD and adjacent school districts and counties. The most often cited reasons for enrollment are credit acceleration, flexible schedule, and the need for a new or smaller environment. Students who typically succeed at the highest levels at EGCS are able to work independently, have high levels of literacy, and have complex problem-solving skills. EGCS’s delivery model provides targeted solutions for looking for an alternative to the traditional school model. Often these students have commitments and schedules that impair them from being successful in a school with a traditional school day. EGCS students are able to complete college preparatory courses that allow them to matriculate to a 2- or 4-year post-secondary institution. In addition, EGCS students are able to complete the required NCAA courses to compete collegiately.

### Reflections: Successes

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

Over the last LCAP cycle, the greatest measurable success can be seen in EGCS’s improved graduation rate of 93.5%. This increase can be attributed to a variety of factors including the purchase of new curriculum and development of new course offerings; an increase in a-g accredited courses and the school completing all required accreditation for NCAA certification. EGCS has also increased awareness and promotion of students going to college after high school. EGCS developed and implemented new college and career readiness content into its advocacy courses and teachers and counselor have a greater focus on grade correction to improve college applications. EGCS has seen an increase in students going to both 2-year and 4-year colleges after graduation. In addition, more students are taking advantage of the school’s partnership with local community colleges to provide Advanced Education courses. EGCS increased from less than 5 students a year taking Advanced Ed. Courses to over 25 students. Teachers also comment that there are more opportunities for professional development that is relevant to their role at EGCS and the school has continued to build connections and supports with its authorizer (EGUSD) that has resulted in more inclusion and clarification of how EGUSD departments can support EGCS in its mission. Lastly, EGCS has seen incredible success in more clearly defining its student population through community outreach and stakeholder communication. In addition to creating greater clarity as to which student profile would best benefit from EGCS’s program, the school has also worked to create partnerships and outreach to promote and education the surrounding community on EGCS’s mission and vision.

# 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.

After a review of the school's program including available data, the following are the identified areas of need: EL redesignation, SBAC performance in ELA/Math, a-g completion rates increased course offerings for both intervention and acceleration, persistence rates high school college entrance exam participation, and increased school activities and participation. School stakeholders, have asked for more course offerings and increased college and career readiness education. In addition, teachers and parents/guardians have identified literacy as a primary area of need that will have broad impact across grade levels and content levels. Lastly, developing character education along with analytical and critical thinking skills will provide students with a strong foundation and assist the school in meets is primary vision of helping all students reach their full range of academic and human potential.

# LCAP Highlights

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

As an Elk Grove Unified School District authorized and "dependent" charter school, EGCS aligns its continuous improvement with the district's four broad strategic goals. However, EGCS develops its own metrics and actions and services to reach these goals and fulfill the school's mission and vision to the community. The four identified strategic goals center on the following: providing high-quality instruction and curriculum; students benefiting from the adjustment in instruction and curriculum based on a variety of assessments; students realizing their potential in a culturally responsive, physically and emotionally safe environment; and students benefiting from programs and services designed to inform and involve parents, families, and community partners. Within these strategic goals, EGCS has identified actions to increase course offerings, adopting new curriculum and addressing literacy and math intervention, meeting the needs of EL students, maintaining staffing levels and implementing summer school to address credit recovery and skills acceleration. In addition, EGCS will continue to work to implementing a schoolwide assessment program utilizing software for both formative and summative assessments. As well, the school will work to increase student and family connectedness to the school and its programs through absence and discipline prevention programs, improved school-to-home communication and engagement through activities and college and career programs. Lastly, EGCS will increase programs and services by increasing engagement through community participation in the school's advisory council, on-and-off campus activities, and community partnerships.

# 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 for the 2021-22 LCAP

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

EGCS's primary mechanism to develop and finalize the LCAP is conducted through the school's leadership team. Program progress and development is facilitated through a variety of information gathering mechanism. As a small school site, staff input is gathered through weekly all-staff meetings and content area department meetings. In addition to leadership meetings with administration, classified staff, and department chairs meet both formally and informally to gather input. Community stakeholder input is gathered primarily through surveys, information nights, student advisory groups, and the school's Advisory Council. During the 2021-21 school year, due to health restrictions, parents were able to attend information nights and Advisory Council meetings via video conferencing, and parents/guardians and students were surveyed and polled during multiple drive-through events throughout the school year. In addition, EGCS consults with EGUSD administration on the development of the actions, services and budget, and the school's final draft of the plan is presented to the school's Advisory Council for additional input and approval.

A summary of the feedback provided by specific stakeholder groups.

Throughout the 2020-21 school year, parent/guardian groups provided feedback requesting programs that create more flexibility in how the school delivers content (i.e. distance and in-person learning environments), more course options (remediating and advanced courses), college and career readiness and awareness programs, increased communication, and more school activities in future school years. Teachers and staff provided feedback regarding mechanisms to provide these options through increased teacher office hours, and intervention/supports. In addition, teachers requested more elective and college-prep offerings and clearer protocols on how students can enroll in Advanced Education courses. The school's Math/ELA departments requested a skills diagnostic program with clear "next-steps" and protocols on how to use the data for both intervention and advancement. In addition, the Math department requested a change to the school's master schedule for students in grades 7-10 in order to incorporate a math support class for all students and this idea was vetted through the school's other departments.

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

In response to feedback from the school's stakeholder groups metrics, and actions were developed within each strategic goal to meet the needs of the students and EGCS. More specifically, metrics were aligned to some of the same metrics that are being used by EGUSD in their LCAP, but others were developed at the school level. For example, credits earned by grade level is a metric developed at the school level as it is a primary indicator of student success within the school's niche program, but inclusion of EGUSD's metric on the percentage of students who take honors/advanced ed. Courses upon promotion/graduation is in line with community feedback and aligned with the greater EGUSD community at large. Within the first strategic goal, actions developed surrounding literacy development was influenced by teacher and community analysis of student performance on standardized tests and the school's independent study delivery model that requires strong literacy skills in order to be successful. As well, the schools focus on math intervention and diagnostic was influenced by low math performance on SBAC assessments, and the school's stated goal of having all students on/above grade level in math. The school's incorporation of summer school as a primary action has been identified through transcript analysis of incoming students and the need they have demonstrated for additional opportunities to earn credits or improve foundational skills.

The school's focus on assessment was developed through a lack of data and systems to collect, analyze, and act on a variety of data sources. Unfortunately, with the elimination of consistent SBAC data caused by the pandemic, EGCS determined that it needed a variety of data sources to better understand student skills and needs. As well, the development of a clear assessment roadmap will not only assist the school in better understanding the skills/needs of the its students, but will also better serve the student and parents/guardians with engaging with the school on the development and participation in programs designed to improve or accelerate skills.

As a small school site with a variety of learning environments, better understanding the impact of attendance on performance will assist the school in developing attendance improvement programs and communicate with students/guardians regarding the benefit of attendance. In addition, the focus on

college/career has been clearly communicated by parents/guardians, students, and staff. EGCS's continued focus on developing college and career pathway opportunities through increased course offerings, CTE courses and pathways, and college/career focused courses and content within the school's advocacy class will help address these identified needs.

Lastly, addressing the social-emotional programs at the school through activities, field trips, partnerships, and community outreach have been driven through stakeholder input (or the lack of input). EGCS has had difficulty in promoting the school's advisory council during the previous LCAP cycle and will develop a clearer participation program and metric to track attendance and engagement. As well, programs and events desired to address student participation in school activities was influenced by the pandemic and stakeholder input for greater opportunities for their student once the school can more safely provide activities for both enrichment and social-emotional connectedness to the school.

## Goals and Actions

### Goal

Goal #	Description
1	High-Quality Curriculum & Instruction: All students will have access to standards aligned curriculum and receive high quality classroom instruction to promote college, career, and life readiness and eliminate the achievement gap.

An explanation of why the LEA has developed this goal.

- State priorities 1, 2, 7 and local: Basic services, Academic standards
- The school will continue to provide 100% appropriate teacher assignment and 100% access to instructional materials and courses required for graduation.
- To ensure all students demonstrate proficiency/mastery of the State Content Standards (SCS), ongoing professional development is needed for both certificated and classified staff. All EGCS teachers have access to EGUSD supports and EGUSD Staff professional learning survey data indicates training is needed in the areas of SCS lesson design, formative assessment practices, research based ELD instructional strategies, and integrating SEL into instructional practices. EGCS teachers indicate they need continued training on independent study and distance-learning delivery and best practices.
- To ensure all students demonstrate proficiency/mastery of the SCS up to date, standards aligned materials and resources must be available to all students. EGCS continues to develop more courses to include in its course catalog. Courses must be developed and accessible through a variety of delivery models including: distance learning, independent study, and direct-instruction. In addition, courses and materials must be aligned to meet the needs of students who are at, below, and above grade level.
- Targeted programs are needed to increase achievement of all students while reducing disproportionality among student groups.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of middle/high school students who had taken an Honors/Advance Ed. course upon promotion/graduation	<b>23.75%</b> (2020-21)				50%
CAASPP ELA: % of students Meet Standard in ELA as measured by CAASPP	<b>37.81%</b> Met or exceeded standards (2018-19)				70%
CAASPP Math: % Meet Standards Math as measured by CAASPP	<b>9.91%</b> Met or Exceeded standard for Math (2018-19)				50%
CAASPP Science: % Meet Standards Science as measured by CAASPP	No data available for EGCS students				50%
Percentage of ELs reclassified	0				50%
Percentage of students meeting A-G requirements upon graduation	<b>12%</b> (2019-20)				50%
Percentage of students earning >75% in a-g classes and >85% in non-a-g classes	a-g grades: <b>81.25%</b> non a-g grades: <b>74.91%</b>				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students on-track per credit accrual per grade level	10 <sup>th</sup> grade: 23/37 <b>(62.2%)</b> 11 <sup>th</sup> grade: 45/72 <b>(62.5%)</b> 12 <sup>th</sup> grade: 75/100 <b>(75%)</b>				75/75/90%
Graduation rate	Class of 2020: <b>93.5%</b> 2020 Hispanic student rate: <b>94.6%</b>				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Refine and implement schoolwide literacy Program	Develop targeted literacy instruction and assessment program including the purchase of curriculum, teacher release time and stipends to develop content, and implement the program into the school's course/program offering.	\$ 25,000	Y
2	Refine instruction & Curriculum	Refine and increase course offerings across all content areas including a-g, electives, and CTE courses. Establish essential standards across content areas and provide training and release time for teachers on effective teaching strategies and the Framework for High-Quality Instruction including collaboration and common support time	\$ 40,000	N
3	Math Intervention	Develop math intervention program and protocols to address foundational math skills, remediation and acceleration. Provide teachers with release time for common preparation and collaboration. Develop diagnostic assessments, scope and sequence and additional math courses for both remediation and acceleration	\$ 30,000	Y
4	English Learner Program	Develop English Learner program to track, intervene and communicate progress to students, parents, and support staff. Purchase and implement integrated curriculum and supports and provide additional training and support time for students and teachers.	\$ 10,000	Y

Action #	Title	Description	Total Funds	Contributing
5	Maintain Staffing Levels	Maintain staffing levels to meet changing enrollment trends and hire appropriately credentialed teachers to deliver instruction through independent study and direct-instruction.	\$ 2,085,159	N
6	Summer School	Provide summer school course offerings for both remediation and acceleration. Deliver courses through traditional classroom direct-instruction and independent study and on-line platforms.	\$ 40,000	Y

## Goal

Goal #	Description
2	Student Assessment and Program Evaluation: All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.

An explanation of why the LEA has developed this goal.

- State: 2, 4, 8 and Local: Basic services, Academic standards
- An improved student assessment system is needed to accurately understand and address student performance on state standards through a variety of content areas. The assessment system must include a variety of assessments including, formative, interim, and summative must be administered in order to accurately understand student skills.
- EGCS needs greater alignment with EGUSD monitoring systems that are focused on the outcomes of identified groups of students that supports more frequent and improved reporting of student academic, language, social and emotional, and cultural climate, and college preparedness data.
- EGCS needs improved delivery and monitoring systems for student outcomes on course performance tasks is needed to accurately understand and address student learning needs as they relate to their ability to critically think and apply concepts they have learned in core subject areas

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data and Program Evaluation: Percentage of identified Program Implementation Continuum (PIC) measures developed and operational	<p>CTE – Baseline year, no data available</p> <p>English Learner Program: <b>Level 1 (1.9/4)</b></p> <p>Family and Community Engagement (FACE): <b>Level 1 (1.3/5)</b></p> <p>PBIS: <b>Level 3 (71.2%)</b></p>				<p>CTE – Level 2</p> <p>English Learner Program: Level 2</p> <p>Family and Community Engagement (FACE): Level 2</p> <p>PBIS: Level 4</p>
Assessment System: participation rate(s) on schoolwide formative/interim assessments	<p>ELA/Math Interim Assessment:</p> <p>MS ELA: 100%</p> <p>MS Math: 64%</p> <p>HS ELA: 55%</p> <p>HS Math: 36%</p>				100%
Performance Tasks completed per core course offering	0 performance tasks developed				2 performance tasks created per core course
Percentage of students taking college entrance exams upon promotion/graduation	<p>Middle School: 2%</p> <p>High School: 23%</p>				<p>MS: 100%</p> <p>HS: 50%</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop schoolwide program analysis and improvement model and protocols	Develop focus group of stakeholders to create and implement a program improvement model to analyze the effectiveness and make adjustments for continued success. Provide training to all staff in continuous improvement pedagogy and provide release time for PLCs and other stakeholder groups to implement the model across schoolwide programs.	\$ 10,000	N
2	Create Schoolwide Assessment Roadmap and protocols	Provide teachers with release time and stipends to create and implement a schoolwide assessment program that identifies schoolwide assessments across all content areas and grade levels.	\$ 4,500	N
3	Purchase, develop, and implement testing platform	Purchase and train teachers and staff on the functions and uses of Illuminate assessment products and develop both summative and formative assessments across content areas.	\$ 10,000	Y
4	Develop and implement course performance tasks	Provide teacher release time and focus groups to develop and implement 2 performance tasks per core course.	\$ 10,000	N

# Goal

Goal #	Description
3	Wellness: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

An explanation of why the LEA has developed this goal.

State: 5, 6, Local: Basic services, Parent Engagement, Local Climate

School data trends indicate increases in overall student attendance, graduation, and stable suspension incidents over the previous LCAP cycle. Within a small student body and so few incidents, analysis of trends are statistically insignificant. However, disparities among specific student groups exists across the district and school exist (i.e. FY, Homeless, LI, EL, Special Education, African American, Hispanic, and Native American/Alaskan Native) and as a charter school that potentially enrolls students from all EGUSD schools and surrounding areas, the school needs to be aware and prepared to meet the needs of incoming students. The following systems have been identified to support students:

- Continued development of multi-tiered systems of support (MTSS) processes and programs. Continued utilization of the PBIS framework to guide and measure development and implementation of MTSS.



- As a school of choice persistence rates can be used as a metric of overall favorability of the school's programs and climate. Addressing college and career offerings in addition to academic and social emotional options is needed to meet the needs of current and potential students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	<b>4.7%</b> (2019-20)				2%
Suspension Incidents:	<b>10</b> Incidents (2019-20)				0
Persistence Rate	<b>68.5%</b> (2019-20)				80%
School Climate: Percent Satisfied Overall <ul style="list-style-type: none"> <li>Students</li> <li>Staff</li> <li>Parents</li> </ul>	Student: <b>88%</b> Staff: <b>100%</b> Parents: <b>80%</b>				100/100/100%
Social Emotional Learning (SEL): CASEL Overall participation and favorability rates	<b>2%</b> <b>52%</b>				75/80%
Percent of seniors completing 12 <sup>th</sup> -grade college & career plans	<b>60%</b> (55 plans)				100%
Attendance rate	<b>93.65%</b>				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Truancy prevention program	Refine schoolwide Truancy Intervention Program (TIP) and provide a stipend to a TIP coordinator to analyze and report to staff on attendance trends and create rewards and recognition program that supports positive attendance and work completion.	\$ 20,000	Y

Action #	Title	Description	Total Funds	Contributing
2	Discipline prevention program	Refine schoolwide discipline prevention program and provide training to staff and administration on restorative justice, behavior intervention. Purchase character education curriculum and refine/implement content through the school's advocacy program.	\$ 4,000	N
3	College and career readiness program	Refine schoolwide college and career readiness program to include the purchase of curriculum, development of new courses, and provide training to staff.	\$ 35,000	N

## Goal

Goal #	Description
4	All students will benefit from programs and services designed to inform and involve parents, families, and community partners.

An explanation of why the LEA has developed this goal.

State: 3, 5 and Local: Parent engagement, Local climate

- As a charter school, stakeholder involvement and input is germane to the charter school movement. Providing parents/guardians, students and staff with opportunities to provide input, be informed, and shape practices is needed to continually support students and attract new students to the school.
- Programs designed to promote participation and acknowledge partnerships is essential to the progress of EGCS students.
- Creating opportunities for students to be connected will promote the school's values and mission and ultimately student academic and social progress and awareness. Creating understanding of the charter school movement and how Elk Grove Charter School dovetails into EGUSD's academic offerings and the offerings within the community of Elk Grove promotes EGCS as a valid academic option with a clear mission, vision, and pathway for EGCS students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Advisory Council attendance	6				20
Percent of students attending schoolwide activities	No data as this is a newly modified metric				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students completing community service hours	No data as this is a newly modified metric				75%
Percent of students participating in school partnerships	No data as this is a newly modified metric				50%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent and student involvement program	Develop schoolwide parent and student involvement program that promotes advisory council participation, creates school activities and develops a tracking system for student involvement and attendance. Provide a stipend for an activities coordinator. Provide students with leadership opportunities through a leadership class and increase access to learning opportunities outside the school grounds through field trips.	\$ 85,000	N
2	Development and refinement of formal community/school partnerships	Maintain current partnerships and identify future partnerships through community outreach and coordination. Develop community service partnerships and implement reward/recognition system for both students and partners, provides a stipend for a community service coordinator.	\$ 26,874	N
3	Development of school branding and community outreach program	Contract with local partners, consultants, and service providers to refine the school's branding and outreach to the surrounding community.	\$ 30,000	N

## Goal Analysis

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.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP

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.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP

**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 for the 2021-22 LCAP

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.67%	\$227,624

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.

Goal #1, actions 1 (Literacy Program), 3 (Math Intervention), 4 (English Learner Program), and 6 (Summer School) will all contribute to the increased needs of these groups of students. For goal #2, action 3 (Testing Platform) will contribute and for goal #3, actions 1 (Truancy Prevention Program) and 3 (Refined College and Career Program) will contribute to the increased performance of these groups of students.

EGCS has a traditionally low enrollment rate of Foster Youth and English Learner students. Due to the transient nature of the school's population and the independent study format, an average of 4 foster youth students and an average of 15 EL students have enrolled at EGCS over the past 3 years; with only 1 foster youth student enrolled in 2020-21. Because of the low enrollment numbers, statistical analysis is unreliable and fails to protect the privacy rights of this group of students. However, EGCS coordinates with departments within EGUSD to support the needs of these students. Due to the condition of low enrollment numbers of these two groups of students and unreliable statistical data, EGCS will implement data analysis and monitoring into each designated action to determine its effectiveness at the individual student level. More specifically, for Goal #1, action 4 (English Learning Program), EGCS has redesignated two EL students to fluent English proficient over the past three years. In order to increase the number of students who are redesignated and supported each year, EGCS will refine its EL program to include improved data gathering and analysis, curriculum development, and targeted support. This will allow the school to better monitor EL students as they enroll in the school. This action will also include the improvement of curriculum to provide EL students with designated English support in both workshops and independent study courses and will provide students with targeted support specific to their English level. The school will gain greater awareness of the needs of its small EL population as they flow in-and-out of the school each school year.

As for socially economically disadvantaged students, the data shows that they perform comparable to the school in general in both graduation rate and college & career preparedness. In addition, they outperform the school in standardized testing from 2018-19 with 38% proficiency rate compared to 37% schoolwide in ELA and 15.6% proficiency rate in math compared to 9.9% schoolwide. However, the transient nature of the school with 25% of the school population not returning the following year, raises concerns about the services afforded to students in this group and their skills upon enrollment. For Goal #1, the literacy and math actions will improve provide curriculum and diagnostic testing to determine students' literacy levels in order for the school to develop interventions to improve skills. As for math, even though this group outperforms the school, 15% meets/exceeds rate is still low and needs to be addressed. The math intervention program will incorporate diagnostic testing, math support/intervention curriculum and support through additional workshops. As for action 6, EGCS will provide students with a summer school option that will assist in credit recovery and increase accrual rates for students. As for Goal #2, action 3 (testing platform), students in this category do not generate data that is statistically significant in the traditional areas;

therefore, this action will provide actionable data across all content areas that EGCS can use to develop programs and support improved student learning. For Goal #3, actions 1 (truancy program) and 3 (college & career program), EGCS students in this subgroup have a better absenteeism rate of 11.8% compared to 16% schoolwide. However, the truancy program will work to address reasons for not coming to school and not completing work as attendance is linked to work product in EGCS's program. Also, students in this group have a college going rate similar to the school at large 46% compared to 50% respectively. However, the school's college and career program will increase student awareness of post-graduate opportunities by purchasing and developing new curriculum and course and refining the school's current college/career course offerings. In addition, the school counselor and administration will work to improve transcript evaluation to determine root causes for students not meeting UC/CSU requirements and implementing training and information nights for all stakeholders. These actions will improve the overall success of students in this group and result in higher attendance and college going rates.

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

The demographics of the approximately 240 students in the Elk Grove Charter School represent a very diverse student population. The 2020-21 minimum proportionality percentage is 9.66% and estimated Supplemental funding of \$210,374. The identified students that qualify for the free and reduced meal program are 41% of the student population. Additionally, 8% of the students are English learners, with 0.7% being foster youth students. While Supplemental grant funds are provided on the number of students in the unduplicated identified group, some of these funds may be utilized to provide services to students in other identified subgroups. To exclude non-identified students from identified low achieving subgroups; such as African American, Hispanic, American Indian/Alaska Native and Special Education students from these services would be counter to the best interests of every student. Due to the transient nature of EGCS's population as a parent choice school, the school's enrollment fluctuates from year-to-year. This fluctuation can impact the number/percentage of not only all students, but also unduplicated students. The increased and improved services will occur proportionally to the amount of students at EGCS and to the identified dollar amount and percentage as indicated.

# **Local Control and Accountability Plan (LCAP) Expenditure Tables Template**

Developed by the California Department of Education, January 2020

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,465,533	\$ -	\$ -	\$ -	2,465,533	\$ 2,267,385	\$ 198,148

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Refine and implement schoolwide literacy P	ALL	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
1	2	Refine instruction & Curriculum	ALL	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
1	3	Math Intervention	ALL	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
1	4	English Learner Program	ALL	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
1	5	Maintain Staffing Levels	ALL	\$ 2,085,159	\$ -	\$ -	\$ -	\$ 2,085,159
1	6	Summer School	ALL	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
2	1	Develop schoolwide program analysis and i	ALL	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
2	2	Create Schoolwide Assessment Roadmap ;	ALL	\$ 4,500	\$ -	\$ -	\$ -	\$ 4,500
2	3	Purchase, develop, and implement testing ;	ALL	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
2	4	Develop and implement course performanc	ALL	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	1	Truancy prevention program	ALL	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
3	2	Discipline prevention program	ALL	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000
3	3	College and career readiness program	ALL	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
4	1	Parent and student involvement program	ALL	\$ 26,874	\$ -	\$ -	\$ -	\$ 26,874
4	2	Development and refinement of formal com	ALL	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000
4	3	Development of school branding and comm	ALL	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000



## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 323,500	\$ 323,500
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ 323,500	\$ 323,500

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Refine and implement schoolwide literacy P	Schoolwide	All	All	\$ 25,000	\$ 25,000
1	3	Math Intervention	Schoolwide	All	All	\$ 30,000	\$ 30,000
1	4	English Learner Program	Schoolwide	All	All	\$ 10,000	\$ 10,000
1	5	Maintain Staffing Levels	Schoolwide	All	All	\$ 2,085,159	\$ 2,085,159
1	6	Summer School	Schoolwide	All	All	\$ 40,000	\$ 40,000
2	1	Develop schoolwide program analysis and i	Schoolwide	All	All	\$ 10,000	\$ 10,000
2	2	Create Schoolwide Assessment Roadmap	Schoolwide	All	All	\$ 4,500	\$ 4,500
2	3	Purchase, develop, and implement testing f	Schoolwide	All	All	\$ 10,000	\$ 10,000
2	4	Develop and implement course performanc	Schoolwide	All	All	\$ 10,000	\$ 10,000
3	1	Truancy prevention program	Schoolwide	All	All	\$ 20,000	\$ 20,000
3	2	Discipline prevention program	Schoolwide	All	All	\$ 4,000	\$ 4,000
3	3	College and career readiness program	Schoolwide	All	All	\$ 35,000	\$ 35,000
4	1	Parent and student involvement program	Schoolwide	All	All	\$ 26,874	\$ 26,874
4	2	Development and refinement of formal com	Schoolwide	All	All	\$ 85,000	\$ 85,000
4	3	Development of school branding and comm	Schoolwide	All	All	\$ 30,000	\$ 30,000

# 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](mailto: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)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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



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

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

Complete the table as follows:

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

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

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

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.