

# 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
Agnes J. Johnson Charter School	Gabrielle Colón, Executive Director	<a href="mailto:admin@ajjcharter.com">admin@ajjcharter.com</a> 707-949-2347

## Plan Summary [2021-22]

### General Information

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

Southern Humboldt Charter Schools, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, operates Agnes J. Johnson Charter School (“AJJCS”), which is currently authorized by the Humboldt County Board of Education. AJJCS currently serves 108 students in grades TK-9 who benefit from small class sizes, an inclusive community, and a focus on rural agricultural preservation, mindfulness, and civic responsibility. Parents choose AJJCS because it is the closest school where they live offering a span (TK-12) school, adding one grade level per year in the out years. AJJCS is committed to being transparent and remaining accountable to its stakeholders.

Mission: Agnes J. Johnson Charter School educates students in grades TK-12 in Southern Humboldt County in an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility.

Vision: Agnes J. Johnson Charter School will develop productive, self-sufficient citizens capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world.

AJJCS will empower students to achieve their highest potential and become active citizens who work toward building a strong community in an agriculturally rich and nurturing school environment. AJJCS will develop its curriculum around themes and activities that support action in our school and local community. For example, teachers will facilitate project-based learning opportunities that solve local issues. For example, the teachers could choose to develop a school-wide or grade level unit to understand the theme of farm to table. In collaboration with students, teachers would plan standards-based units related to that theme. Students will develop actions to understand the common sense and practical application of farm to table which will instill self-sufficiency.

The educational program of AJJCS will support the mission of the school by developing the following:

- An inclusive community supported by families and educators
- Instructional Strategies:
  - o Multiple Modalities
  - o Experiential Learning

- o Practical Applications or Project-Based Learning
- o Independent Study Option for Grades 9-12
- o Mindfulness
- Academic excellence based on State Standards
- Rural Agricultural Preservation
- Civic Responsibility

AJJCS is filling a community need and meeting the interests of the community. AJJCS has small class sizes with an average student to teacher ratio of 25:1. AJJCS has longer school days for all students in TK-8. AJJCS provides interventions to all students who are academically low achieving during the school day through a daily Universal Access (“UA”) period. AJJCS provides deeper extension opportunities to all students who are academically high achieving. AJJCS is instituting mindfulness to create a safe setting where students are able to learn, and teachers are able to teach; these practices are highlighted for students during the mindfulness morning meeting. AJJCS provides technology with a student to device ratio of 1:1. AJJCS incorporates enrichment opportunities during the school day through broad access to courses. AJJCS rounds out the Charter School experience by offering sports to interested players. These strategies fill a community need and meet the interest for the community.

As of the 2020-21 school year, AJJCS’s enrollment by student group was as follows: 55% socioeconomically disadvantaged (“SED”) students, 1.2% English Learners (“ELs”), 0% Reclassified Fluent English Proficient (“RFEP”) students, 9.18% students with disabilities (“SWD”), 1.4% foster youth (“FY”), 2.1% homeless students. As of the 2020-21 school year, enrollment by race and ethnicity at AJJCS was 75.5% White, 13.26% Latinx, 7.16% two or more races, and 4.08% Native American.

More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The significant subgroups that the Charter School serves are White students, SED students, and SWD. The majority of the students at the Charter School are SED. The above strategies that AJJCS utilizes are designed to be effective in meeting the needs of all of AJJCS’s students and its subgroups. Specifically, the small class size ensures that no student’s needs are overlooked. The longer school day ensures that students have more time for instruction, interventions, and enrichment. The built-in accountability for missing or incomplete work and tutoring continuously works to close the achievement gap. The social-emotional support for students through AJJCS’s focus on mindfulness ensures that the whole child is supported, especially as to mental health and personal well-being. The widespread use of technology and the device-to-student ratio of 1:1 closes the digital divide and gives every student the opportunity to become proficient in digital skills that are critical in the 21st century.

## Reflections: Successes

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

Since AJJCS began operation in the Fall of 2020, AJJCS took the optional CAASPP in Spring 2021, there is no information on the Dashboard.

The successes that AJJCS has experienced are administering Renaissance STAR assessments in every grade level in the Reading and Math, providing daily interventions to low achieving students, hosting parent meetings, maintaining consistent and supportive communication with families, and engaging students in the school community even for the children whose parents chose distance learning.

## 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.

AJJCS has identified areas that need significant improvement based on a review of formative assessments. AJJCS is committed to developing a broad goal to improve the academic achievement of all students. The steps that will be taken to address these areas of achievement in the goals, actions, and services.

Increase ELA Performance overall and for numerically significant subgroups. CAASPP ELA and final Renaissance STAR will be used to determine all students' achievement in ELA.

Increase math performance overall and for numerically significant subgroups. CAASPP Math and final Renaissance STAR will be used to determine all students' achievement in math.

Maintain Suspension Rate at less than 2%. Support Social Emotional Learning, ("SEL"), Diversity, Equity, and Inclusion ("DEI") and alternatives to suspension will be used to monitor student behavior. In 2020-21, 0% of AJJCS students were suspended compared to 3.5% of students statewide.

Increase Average Daily Attendance (ADA) rate to 93% or higher. Decrease Chronic Absenteeism Rate to 10% or lower. In 2020-21, AJJCS had an average daily attendance rate of 87.21%, and a chronic absenteeism rate of 28.57%.

In addition, AJJCS recognizes the importance of social emotional well-being of students and an active partnership with parents/guardians, staff, teachers, and community members. The goals reflect AJJCS's commitment to student mental health and an active school community.

## LCAP Highlights

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for AJJCS which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 1) AJJCS will improve the Distance from Standard ("DFS") for all students by a 40 point growth as measured by the SBAC and reported on CA School Dashboard by June 2022. AJJCS will improve grade level achievement for 80% of students in reading and math as measured by Renaissance STAR from Fall 2021 to Fall 2022; 2) AJJCS will support the social emotional well-being of all students through enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing mindfulness, gardening, and civic responsibility; and, 3) AJJCS parents/guardians,

teachers, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council. The School Site Council will meet six times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The School Site Council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff, and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of AJJCS based on student achievement data to include SBAC, ELPAC, Renaissance STAR, Fountas & Pinnell, cumulative assessments, and attendance and student demographic data to include the significant subgroups of socioeconomically disadvantaged, students with disabilities, and white students. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. The LCAP 2021-24 was developed with input from key stakeholders including parents/guardians, staff, teachers, administrators, and community members. The stakeholders agreed that AJJCS develop three new goals in order to address the specific areas where growth is needed. In light of the feedback received from the Charter Renewal Petition, collaborative work with HCOE, and the action plan developed and approved by the AJJCS Board, the LCAP goals were developed. The goals also address the eight State priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of State Standards, and 8) Course Access.

## **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.

AJJCS is not eligible for CSI.

## Support for Identified Schools

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

AJJCS is not eligible for CSI.

## Monitoring and Evaluating Effectiveness

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

AJJCS is not eligible for CSI.

## Stakeholder Engagement

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

The process of how AJJCS engaged stakeholders for input before finalizing the LCAP included the following:

Posted the LCAP on the website with a link to a feedback email.

Administrative team reviewed and responded to the feedback emails.

Reviewed the goals and actions with teachers and staff.

Reviewed the goals and actions with parents/guardians at School Site Council meetings.

Emailed the LCAP and the Annual Update to all stakeholders with a link to a feedback email.

Reviewed the goals and actions with students at Student Council meetings.

Reviewed the goals and actions with the Board at Board meetings.

Consultation with EDCOE Charter SELPA.

Following the stakeholder meetings, the administrative team analyzed the feedback in order to include salient points in the LCAP. The most important areas of priority were academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

The public hearing was held on: 5/19/21

The LCAP was approved on: 6/23/21. The Revised LCAP was approved on: 9/15/21.

A summary of the feedback provided by specific stakeholder groups.

Parents/Guardians/Caregivers

What do you like most about the Charter School?

1. Student Attendance, Small Class Size (State Priority 2) 70.8%
2. Positive School Climate, Activities and Events (State Priority 6) 52.1%
3. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7, 8) 43.8%
4. Academic Program (State Priority 4) 39.6%

What areas can the Charter School Improve?

1. Facilities/Textbooks/Technology/Teachers (State Priority 1) 47.9%
2. Academic Program (State Priority 4) 35.4%
3. Communication about Student Progress and School Events (State Priority 4, 5) 31.3%
4. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7, 8) 20.8%  
AND High Student Achievement 20.8%

What goal is your highest priority?

1. Academic Program (State Priority 4) 66.7%
3. Positive School Climate, Activities and Events (State Priority 6) 31.3%
4. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7,8) 22.9%

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

Based on the stakeholder feedback received, the goals and actions were developed to address academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

AJJCS reflected on the input and was grateful for the opportunity to collaborate on the LCAP and the process of developing the LCAP so that the Charter School can home in on the goals and actions that are the most important for the students as measured by the stakeholders.

# Goals and Actions

## Goal 1

Goal #	Description
1	AJJCS will improve the Distance from Standard (“DFS”) for all students by a 40 point growth as measured by the SBAC and reported on CA School Dashboard by June 2022. AJJCS will improve grade level achievement for all of students in reading and math as measured by Renaissance STAR from Fall 2021 to Fall 2022 with a target of 80% at or above grade level.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and examination of data, AJJCS developed Goal 1 to increase student achievement in ELA and Math on the SBAC and Renaissance STAR, implementing an infrastructure for ongoing analysis of formative and summative assessment data in order to measure program efficacy; ensure maximization of physical, human, and financial resources; and to provide research-based intervention programs to ensure student academic achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	<p>SBAC ELA OUTCOMES</p> <p>2021 – Baseline TBD</p> <p>SBAC Assessment Results are currently Not Reportable because 2021 scores are embargoed. Significant subgroups will not be reportable if they do not meet the public reporting threshold.</p>				<p>SBAC ELA OUTCOMES</p> <p>2024</p> <p>SBAC Assessment Results +45</p>
SBAC MATH	<p>SBAC MATH OUTCOMES</p> <p>2021 – Baseline TBD</p> <p>SBAC Assessment Results are currently Not Reportable because 2021 scores are embargoed. Significant subgroups will not be reportable if they do not meet the public reporting threshold.</p>				<p>SBAC MATH OUTCOMES</p> <p>2024</p> <p>SBAC Assessment Results +45</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST	<p>CAST SCIENCE OUTCOMES 2021 – Baseline TBD</p> <p>CAST Assessment Results are currently Not Reportable because 2021 scores are embargoed. Significant subgroups will not be reportable if they do not meet the public reporting threshold.</p>				<p>CAST SCIENCE OUTCOMES 2024</p> <p>CAST Assessment Results to meet or exceed CA at 29.93%</p>

Metric	Baseline				Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24				
Renaissance Scores	Renaissance STAR ELA Spring 2021							Renaissance STAR ELA Spring 2024				
		% Intensive	% Strategic	% On Watch	% At or Above				% Intensive	% Strategic	% On Watch	% At or Above
	EL K	22%	33%	22%	22%			EL K	0%	0%	20%	80%
	EL 1	25%	42%	17%	17%			EL 1	0%	0%	0%	100%
	SE 1	40%	20%	40%	0%			SE 1	0%	0%	20%	80%
	2	31%	0%	15%	54%			2	0%	0%	20%	80%
	3	29%	14%	19%	29%			3	0%	0%	20%	80%
	4	9%	9%	0%	82%			4	0%	0%	20%	80%
	5	9%	9%	9%	73%			5	0%	0%	20%	80%
	6	14%	0%	29%	57%			6	0%	0%	20%	80%
	7	33%	33%	0%	33%			7	0%	0%	20%	80%
	8	29%	0%	43%	29%			8	0%	0%	20%	80%
	9							9	0%	0%	20%	80%
	10							10	0%	0%	20%	80%
11							11	0%	0%	20%	80%	

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Renaissance STAR Math Scores	Renaissance STAR Math Spring 2021 <table border="1"> <thead> <tr> <th></th> <th>% Intensive</th> <th>% Strategic</th> <th>% On Watch</th> <th>% At or Above</th> </tr> </thead> <tbody> <tr><td>EL K</td><td>TBD</td><td>TBD</td><td>TBD</td><td>TBD</td></tr> <tr><td>EL 1</td><td>TBD</td><td>TBD</td><td>TBD</td><td>TBD</td></tr> <tr><td>SE 1</td><td>TBD</td><td>TBD</td><td>TBD</td><td>TBD</td></tr> <tr><td>2</td><td>25%</td><td>8%</td><td>17%</td><td>50%</td></tr> <tr><td>3</td><td>33%</td><td>17%</td><td>0%</td><td>50%</td></tr> <tr><td>4</td><td>8%</td><td>31%</td><td>8%</td><td>54%</td></tr> <tr><td>5</td><td>10%</td><td>0%</td><td>30%</td><td>60%</td></tr> <tr><td>6</td><td>33%</td><td>11%</td><td>11%</td><td>44%</td></tr> <tr><td>7</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td></tr> <tr><td>8</td><td>13%</td><td>0%</td><td>38%</td><td>50%</td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		% Intensive	% Strategic	% On Watch	% At or Above	EL K	TBD	TBD	TBD	TBD	EL 1	TBD	TBD	TBD	TBD	SE 1	TBD	TBD	TBD	TBD	2	25%	8%	17%	50%	3	33%	17%	0%	50%	4	8%	31%	8%	54%	5	10%	0%	30%	60%	6	33%	11%	11%	44%	7	50%	50%	0%	0%	8	13%	0%	38%	50%	9					10					11								Renaissance STAR Math Spring 2021 <table border="1"> <thead> <tr> <th></th> <th>% Intensive</th> <th>% Strategic</th> <th>% On Watch</th> <th>% At or Above</th> </tr> </thead> <tbody> <tr><td>EL K</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>EL 1</td><td>0%</td><td>0%</td><td>0%</td><td>100%</td></tr> <tr><td>SE 1</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>2</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>3</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>4</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>5</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>6</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>7</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>8</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>9</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>10</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> <tr><td>11</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td></tr> </tbody> </table>		% Intensive	% Strategic	% On Watch	% At or Above	EL K	0%	0%	20%	80%	EL 1	0%	0%	0%	100%	SE 1	0%	0%	20%	80%	2	0%	0%	20%	80%	3	0%	0%	20%	80%	4	0%	0%	20%	80%	5	0%	0%	20%	80%	6	0%	0%	20%	80%	7	0%	0%	20%	80%	8	0%	0%	20%	80%	9	0%	0%	20%	80%	10	0%	0%	20%	80%	11	0%	0%	20%	80%
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EL Reclassification Rate	2019-20 CA Dashboard Significant subgroups will not be reportable if they do not meet the public reporting threshold.				2023-24 CA Dashboard Significant subgroups will not be reportable if they do not meet the public reporting threshold.																																																																																																																																												

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Progress toward Proficiency	English Proficiency – EL students will make one year’s of progress for every year enrolled.				English Proficiency – EL students will make one year’s of progress for every year enrolled.
Programs and Services for EL to include access to State Standards and ELD Standards	EL Student Schedule, Materials Inventory, and ELD Report Card of ELD provided by appropriately credentialed teachers to increase academic content knowledge and EL proficiency.  Baseline in 2021-22				EL Student Schedule, Materials Inventory, and ELD Report Card of ELD provided by appropriately credentialed teachers to increase academic content knowledge and EL proficiency.  100% 2023-24 Student Schedule, Materials Inventory, ELD Report Card
Access to Standards Aligned Instructional Materials	100% 2021-22 Textbook Inventory				100% 2023-24 Textbook Inventory
Implementation to Standards Aligned Instructional Materials	Baseline in 2021-22 Survey Completed by Teachers Observation by Director of Instruction				100% 2021-22 Survey Completed by Teachers Observation by Director of Instruction
Early Assessment Program	EAP/SBAC Results  2024 - Baseline				EAP/SBAC Results 80%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Curriculum Fidelity	Ensure fidelity to the core content programs to fully implement the high-quality curriculum. Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs. Provide timely feedback and support to teaching staff.	\$ 22,832	N

Action #	Title	Description	Total Funds	Contributing
2	1.2 Core Curriculum	Purchase replacement, consumables, and attrition core curriculum materials for all students. Ensure ELA and Math K-8 and Science and Social Science for 6-8.	\$ 10,000	N
3	1.3 Strategic Intervention	Provide 2 Retired Teachers to provide strategic reading and math intervention strategic learners and to provide reading and math intervention to students on the cusp of proficiency for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 10,000	Y
4	1.4 Data Informed Instruction	Use data to inform instruction, increase teacher/staff /administration capacity to access, disaggregate, analyze; establish routine/systems/protocols; train educational staff and administration to access data and develop data literacy focusing on Renaissance STAR, SBAC, and other local assessments and utilize to inform instruction.	\$ 2500	N
5	1.5 Administer Renaissance STAR Assessments in ELA, MATH	Administer and report local assessments including Renaissance STAR in ELA and MATH four (4) times per year prior to each quarter progress report or semester grade aligned to the assessment schedule.	\$2,500	N
6	1.6 Adjust Master Schedule	Adjust master schedules to allow for additional time to mitigate learning loss by focusing on ELA and Math Instruction, intervention, enrichment, and focus on base program for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 0 No Costs	Y
7	1.7 Professional Learning Communities	Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of SED students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.	\$ 1,000	Y
8	1.8 Curriculum PD	Ensure a trainer/consultant provides professional development to teachers and administrators on Core Curriculum to ensure they know how to use the curriculum to address the needs of all students, especially to meet the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 0 part of curriculum costs	N

Action #	Title	Description	Total Funds	Contributing
9	1.9 Differentiation PD	Ensure a trainer/consultant provides coaching on scaffolding, and differentiation using the core curriculum for teachers, staff, and administrators to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 9,133	Y
10	1.10 Data Presentation	Executive Director will prepare and present data to stakeholders: quarterly to AJJCS Board and SSC.	\$ 0	N
11	1.11 Administrative PD	Executive Director will attend the Charter School Development Center Intensive Leadership Training.	\$ 2500	N
12	1.12 Teacher Training/Coaching	Director of Instruction will train and support all teachers to include the Instructional Specialist, in instructional pedagogy with calibration walks, data, and curriculum. Teachers will receive specific training on Student Success Team preparation and intervention follow through. Teachers will receive specific training on how to differentiate for SWD, how to utilize accommodations and modifications, and how to prepare for IEP meetings to ensure compliance.	\$ 9,133	N
13	1.13 Procedures and Protocols	AJJCS administration will immediately: create protocols/tools/checklists to ensure staff understand what is expected of them; create ways to communicate with staff (principal newsletter, staff meetings, when that communication will happen, how, how often, who); determine our evaluation cycles- who, when how often, and the format for evaluating educational staff; screen and evaluate Instructional Assistants, review and update the AJJCS schedule (assessment calendar including data checkpoints and accountability check-in, master calendar).	\$ 10,000	N

Action #	Title	Description	Total Funds	Contributing
14	1.14 Staffing	AJJCS planned Staffing for FY2122: Teachers (5) RSP Teacher (1) Instructional Aides (3) Intervention Specialist (1) SPED 1:1 Aide (1) Bus Driver (1) Enrichment Instructors (2) Executive Director (1) Director of Instruction (1) Secretary (1) Cafeteria Coordinator (1) Custodian (1)	\$569,493 (net of salary costs included elsewhere)	N
15	1.15 High-Quality Teachers	Provide small class size with an average of 22:1 for the 2021-22 school year specially to support Foster Youth, Homeless Youth, English Learners, and SED students. Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds/on or above grade level on formative, summative, and State assessments.	\$ 62,995	Y
16	1.16 Instructional Aides	Provide Instructional Aides to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to allow teachers to focus on academic skills and to prevent/mitigate learning loss of low achieving students so the students score meet or exceeds on formative, summative, and State assessments. Instructional Aides will also attend the Para Academy provided by the SELPA. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 75,130	Y

Action #	Title	Description	Total Funds	Contributing
17	1.17 Administrative Attendance at Teacher PDs	The Executive Director, Director of Instruction and Office Manager will attend all Professional Development opportunities provided to staff to ensure shared understanding and implementation of strategies.	\$ 500	N
18	1.18 Weekly Administrative Team Meetings	Administration Team will meet weekly to discuss: a. school operations b. data and school performance c. walk-through results d. plan staff meeting agendas to do for the week e. benefiting communication issues and follow through, system implementation and accountability ideas f. structure agendas for admin meetings framed by the 4 PLC questions	\$ 0	N
19	1.19 Quarterly Administrative Team Meetings	Administration will meet quarterly to: a. review PD schedules-when, how, how often, content b. audit and report demographic data (maybe more frequently at the start of the school year) c. check data cycles, assessment calendars and see if changes or adjustments need to be made	\$ 0	N
20	1.20 Annual Administrative Team Meetings	Administration will meet annually at the beginning and closing of the school year to discuss: a. review and modify protocols/tools/checklists b. develop detailed planning of the school year leaving room to change when necessary c. determine data review cycles, d. create calendars (i.e., assessment calendars, master calendars, etc.) and master schedule, classroom schedules e. determine curricular needs for next school year	\$ 0	N

Action #	Title	Description	Total Funds	Contributing
21	1.21 Summer Bridge	Provide Summer Bridge for students for one week, full day, to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 9,954	Y
22	1.22 Intervention Specialist	Provide Intervention Specialist to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math to support the SWD. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Additionally, the Intervention Specialist will support academically low achieving students in the classroom. The Intervention Specialist will provide after-school tutoring to SED students.	\$ 35,830	N
23	1.23 Instructional Aides Training	Provide Professional Development on Mindfulness, Read/Write Connection, Classroom Management, Enrichment Activities with High Achievers, Questioning Strategies, Vocabulary Development, and PBL for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 1,000	Y
24	1.24 Intervention Instructional Materials	Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 11,135	Y
25	1.25 Enrichment Support with ELA/Social Science and Math/Science	Provide students with enrichment support with ELA/Social Science with Art and Math/Science with Gardening so that teachers are able to focus on one grade level of combination class PE for ELA and Math Instruction for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 36,810	Y
26	1.26 Physical Education	Teachers will follow PE Curriculum of Sparks for NO MORE THAN 100 minutes per week.	\$ 2,000	N

Action #	Title	Description	Total Funds	Contributing
27	1.27 ELD	All ELs will receive integrated ELD in core content areas. All ELs will receive designated ELD daily for 30 minutes at the appropriate level taught by an appropriately credentialed and assigned teacher.	\$ 1,500	N
28	1.28 SIOP	Provide SIOP model and forms and functions assessments for EL and provide professional development to ELD teachers.	\$ 1,000	N
29	1.29 Vocabulary and Academic Language Development PD	Provide Professional Development for Teachers and Instructional Aides on Vocabulary Development and Academic Language Development for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students. .	\$ 500	Y
30	1.30 Fidelity of ALD Strategies	Ensure fidelity to the core content programs to fully implement the ALD Strategies in the classroom. Monitor fidelity of instructional strategies as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs. Provide timely feedback and support to teaching staff for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$9,133	Y
31	1.31 Project-Based Learning PD	Provide Professional Development for Teachers, Instructional Aides, and Administrators on Project Based Learning: PBL Works/Buck Institute	\$ 7,500	N
32	1.32 Mindfulness PD	Provide Professional Development for Teachers, Instructional Aides, and Administrators on Mindful Schools-PBIS/Socio-Emotional Learning	\$ 0	N
33	1.33 Data Analysis PD	Provide Professional Development for Teachers, Instructional Aides, and Administrators on Core Collaborative-EmpowerEd Learner Series	\$ 0	N
34	1.34 Gardening in the Classroom PD	Provide Professional Development for Teachers, Instructional Aides, and Administrators on Life Skills and Gardening in Classroom.	\$ 0	N
35	1.35 Progress Monitoring	Monitor the progress of students with disabilities to ensure they are making adequate progress toward annual goals and making adequate progress in the general education program.	\$ 0	N
36	1.36 Student Success Team	Refer and monitor students in the Student Success Team process for academic, behavior, attendance, and emotional issues.	\$ 0	N

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

## Goal 2

Goal #	Description
2	AJJCS will support the social emotional well-being of all students through enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing mindfulness, gardening, and civic responsibility.

An explanation of why the LEA has developed this goal.

The feedback from the stakeholders, especially parents, guardians, and caregivers as well as from the teachers and staff indicated the need to prioritize the social emotional well-being of the students, to increase average daily attendance and to decrease chronic absenteeism rate.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	87.21% 2020-21 Annual Attendance				>95% 2023-24 P-2 Attendance
Chronic Absenteeism Rate	28.57% Red 2020-21 Annual Attendance				10%-20% Orange 2023-24 CA Dashboard
Middle School Dropout Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
High School Dropout Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Suspension Rate	1.2% 2019-20 CA Dashboard				<1% 2023-24 CA Dashboard
Expulsion Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Facilities in Good Repair	Good 2020-21 FITT Report				Good 2023-24 FITT Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	100% of students (including UDP and Exceptional Needs) have access to broad course of study 2019-20 Master Schedule				100% of students (including UDP and Exceptional Needs) have access to broad course of study 2023-24 Master Schedule
Other Pupil Outcomes	80% of students, grades 4-9, will report satisfaction with gardening and mindfulness on student survey				80% of students, grades 4-9, will report satisfaction with gardening and mindfulness on student survey

## Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Clean, Safe Facility	Ensure the facility is clean, in good repair, and accessible as measured by the FITT report.	\$ 16,256	N
2	2.2 Student Health	Ensure that universal precautions recommended by the nurse for all staff to ensure the health of students	\$ 500	N
3	2.3 SEL Curriculum	Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	\$ 2,500	N
4	2.4 Positive School Climate	Support school climate and culture through weekly drawings and rewards for school competitions.	\$ 500	N
5	2.5 Attendance Works PD	The Executive Director, Director of Instruction and Office Manager will attend Attendance Works Professional Development to understand strategies to increase attendance rate and decrease chronic absenteeism.	\$ 1,500	N

Action #	Title	Description	Total Funds	Contributing
6	2.6 Positive Daily Attendance	Implement a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	\$ 500	N
7	2.7 Attendance Policy	Implement the Attendance Policy through parent phone calls, parent meetings, attendance contracts, and letters.	\$ 500	N
8	2.8 Implement SARB (Student Attendance and Review Board)	Implement the Attendance Policy and send weekly SARB letters. Hold SARB meetings with parents, report to authorities, and work with the District Attorney.	\$ 0	N
9	2.9 Chronic Absenteeism	Implement a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance. Develop an attendance contract for each student. Students with Disabilities with attendance issues will be supported through the IEP process.	\$ 0	N
10	2.10 Morning Mindfulness	A positive and rewarding school environment with morning mindfulness practice as well as practice throughout the day as determined by Daily Schedule.	\$ 0	N
11	2.11 Implement Alternatives to Suspension	Implement alternatives to suspensions. Utilize Ripple Effects to teach students the impacts of their behavior and ways to improve specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 0	Y
12	2.12 School Counselor	Arrange to have a school counselor to provide counseling, social skills groups, student, and family support for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 1,500	Y
13	2.13 School Supplies	Provide individual school supplies to students to ensure continuity of learning and increase student achievement specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 2500	Y

Action #	Title	Description	Total Funds	Contributing
14	2.14 School Events and Activities	Host School Events and Competitions to include Science Fair, Spelling Bee, Pi Bee, Renaissance STAR Tracking and Awards, Mastery Matters for Sight Words and Math Facts, Winter Soiree, Fall Carnival, Spring Fling, and Flower Show.	\$ 500	N
15	2.15 Understanding Trauma in Students PD	Provide professional development on STAT, mindfulness to support teachers and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students. Professional Development will be provided on social emotional learning, Trauma Informed Practices, and Verbal De-escalation.	\$ 0	Y
16	2.16 Resources for Social Emotional Well-Being	Provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced stress specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 0	Y
17	2.17 Student Acknowledgement	Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development through monthly awards assemblies held at 2:30 PM.	\$ 0	N
18	2.18 Increase Conversations with Families about Academics	Host Back to School Night, Parent Teacher Conferences, and Spring Fling held at 3:00 PM.	\$ 0	N
19	2.19 Parent Recognition	Host Parent Recognition Awards and Events for Parent Volunteers and Attendance.	\$ 0	N
20	2.20 Encourage Agriculture in Community	Host 4-H Club of Southern Humboldt at the School and encourage students to become active in the community.	\$ 1,200	N

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

### Goal 3

Goal #	Description
Goal #3	AJJCS parents/guardians, teachers, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

An explanation of why the LEA has developed this goal.

The feedback received from the stakeholders indicated that the parents want to be involved in the school, and they appreciate the activities and events that take place at the school.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Teachers	100% of teachers will be credentialed and appropriately assigned 2020-21 Credential Review				100% of teachers will be credentialed and appropriately assigned 2023-24 Credential Review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student/Teacher/Parent Sense of School Safety and Connectedness	80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey				90% of students/teachers/parents sense of school safety and connectedness 2023-24 Climate Survey
Satisfaction Survey	80% of parents are satisfied with the (in-person) educational program at AJJCS 2020-21 Climate Survey				90% of parents are satisfied with the educational program at AJJCS 2023-24 Climate Survey
Climate Survey	80% of students feel safe at school 2020-21 Climate Survey				90% of students feel safe at school 2023-24 Climate Survey
Work Survey	73.1% of teachers and staff feel content, supported, and included at work 2020-21 Climate Survey				80% of teachers and staff feel content, supported, and included at work 2023-24 Climate Survey
Parent Workshops	4 Parent Workshops 2020-21 Agenda/Sign-in Sheets				8 Parent Workshops 2023-24 Agenda/Sign-in Sheets

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site Council	AJJCS will host 6 SSC meetings per year; Parents (including UDP and Exceptional Needs) will be invited to serve on SSC  2020-21 Agenda/Sign-in Sheets				AJJCS will host 6 SSC meetings per year Parents (including UDP and Exceptional Needs) will be invited to serve on SSC  2023-24 Agenda/Sign-in Sheets
Professional Learning Communities	2021 Baseline of Agendas, Reflections, and Sign-in Sheets  2020-21 Agenda/Sign-in Sheets				80% of teachers will value the PLCs as evidenced by reflections  2023-24 Agenda/Sign-in Sheets

## Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Parent Education	Provide robust parent education through workshops, meetings, and Coffee Chats to ensure a partnership in the students' academic success especially the importance of student attendance and engagement, mindfulness, supporting social emotional and mental health for the family, and strategies to ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	\$ 250	N
2	3.2 Technology and Technological Support	Provide technology and technological support to students, families, teachers, and staff.	\$ 62,500	N
3	3.3 Weekly Weotter	Parent Volunteer List and Opportunities posted on website and in the Weekly Weotter (newsletter).	\$ 0	N
4	3.4 School Website	Maintain a school website so the families will have knowledge about the Charter School and events.	\$ 0	N

Action #	Title	Description	Total Funds	Contributing
5	3.5 PTO	Develop Parent Teacher Organization to support with school activities, events, and fundraising.	\$ 0	N
6	3.6 School Site Council	Maintain a compliant School Site Council in order to address the use of supplemental funds. The Charter School will recruit parents of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 0	N
7	3.7 Parent Contact Application	Purchase contact application that will provide consistent communication to students, families, teachers, and staff through the Contact Application.	\$ 500	N
8	3.8 Welcome BBQ	Welcome BBQ for Families on Thursday August 12, 2021 at 3 PM to meet the teachers.	\$ 0 Board donation	N

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.75%	\$110,998

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.

In the development of each action provided to AJJCS schoolwide, the needs of foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students were considered first as each action was analyzed to determine if the focus was specifically for these students or if these students should be prioritized to receive the services prior to all other students receiving the services. The LCFF regulations dictate that AJJCS provides increased and improved services for these students that are above and beyond services provided to all students during the school year. With this plan, the LCAP 2021-24 estimated the amount of supplemental and concentration grant funding to be \$110,998 which is proportionate 11.75% to increase or improve services.

There are too few FY and EL to discuss in detail as there are fewer than 11 students; therefore, AJJCS considered their needs but will not describe their scores in order to protect their privacy. In regard to the needs of SED students, Renaissance STAR assessments as well as curriculum based assessments were reviewed and it was determined that there was an achievement gap between SED students and Overall. The actions include personnel to include instructional aides, interventionists, enrichment activities, and school counselor. Additionally, the actions include strategic interventions, intervention materials, a master schedule that builds in ELD, Universal Access and enrichment time, summer bridge opportunities, professional development and professional learning communities focused on SED students. To support social emotional learning and mental health as evidenced by the LCAP survey, AJJCS is focused on providing counseling and resources to students and families, especially SED families. Professional development will take place in this area on trauma-informed instruction and alternatives to suspensions. The expected measurable outcome is to accelerate academic growth to one year and 3 months. The actions are the most effective because the SED students need academic intervention with research based intervention materials, enrichment opportunities to ensure they are not educationally disadvantaged, focus on Academic Language Development, and support for mental health and well-being.

Using the calculation tool provided by the state, AJJCS has calculated that it will receive \$110,998 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 11.75%. AJJCS has demonstrated that it has met the 11.75% proportionality percentage by planning to expend all the

supplemental and/or concentration funds on actions or services for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students.

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

The LCFF regulations dictate that AJJCS provides increased and improved services for these students that are above and beyond services provided to all students during the school year. With this plan, the LCAP 2021-24 estimated the amount of supplemental and concentration grant funding to be \$110,998 which is proportionate 11.75% to increase or improve services.

Additional information about the services is included in the Goal sections.

The contributing action titles are:

- 1.3 Strategic Interventions
- 1.6 Adjust Master Schedule
- 1.7 Professional Learning Communities
- 1.9 Differentiation PD
- 1.15 High-Quality Teachers
- 1.16 Instructional Aides
- 1.21 Summer Bridge
- 1.23 Instructional Aide PD
- 1.24 Intervention Instructional Materials
- 1.25 Enrichment Activities to Support ELA/SS and Math/Science
- 1.29 Vocabulary and Academic Language Development PD
- 1.30 Fidelity to ALD Strategies
- 2.11 Implement Alternatives to Suspension
- 2.12 School Counselor
- 2.13 School Supplies
- 2.15 Understanding Trauma in Students PD
- 2.16 Resources for Social Emotional Well-Being

The Minimum Proportionality Percentage (MPP) will be 11.75%. The Supplemental funds, actions, and services provide additional layers of service for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English

proficient students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for AJJCS to increase its support systems. This percentage serves as the benchmark with which AJJCS will measure this plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, AJJCS believes sufficient services will be provided to meet or exceed the mandated minimum percentage.

# 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)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <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>2021–22</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.