

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Coast Academy

CDS Code: 37 68049 0136416

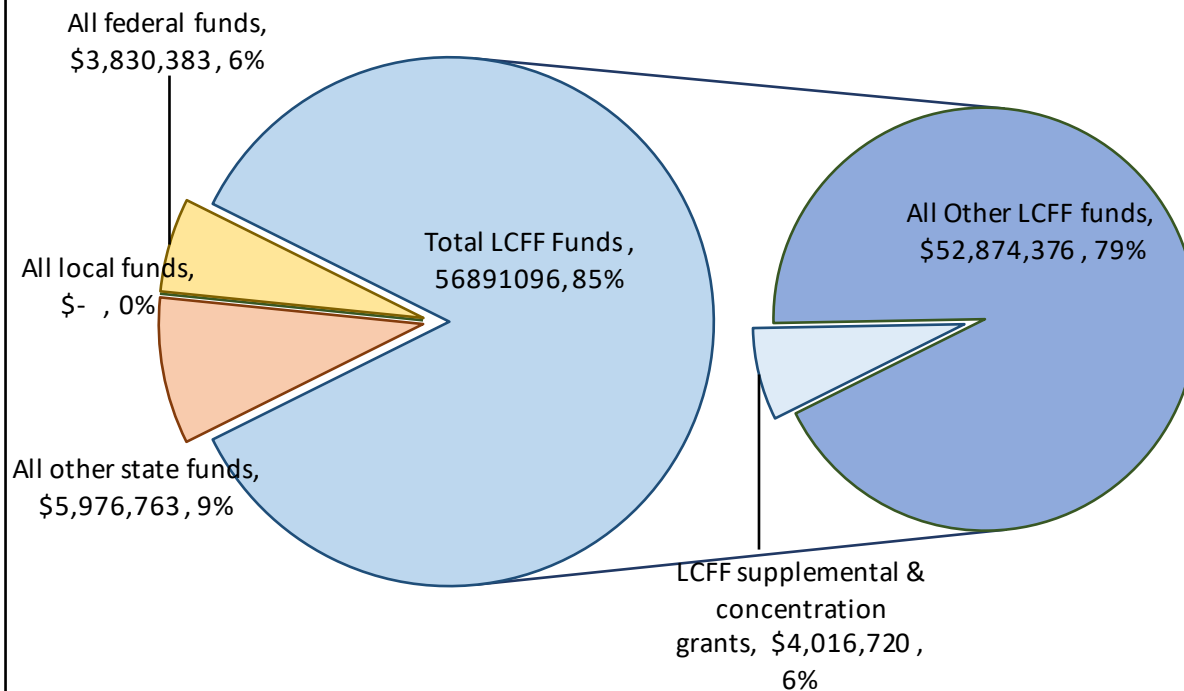
School Year: 2023-24

LEA contact information: Krystin Demofonte/ krystin.demofonte@pacificcoastacademy.org

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

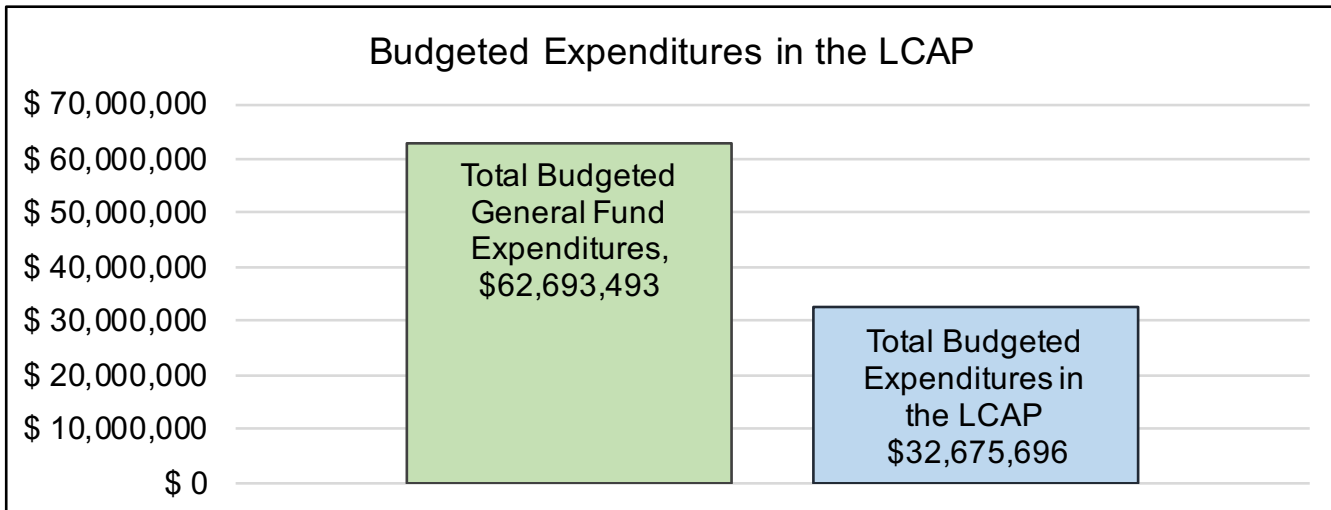


This chart shows the total general purpose revenue Pacific Coast Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Coast Academy is \$66,698,242.00, of which \$56,891,096.00 is Local Control Funding Formula (LCFF), \$5,976,763.00 is other state funds, \$0.00 is local funds, and \$3,830,383.00 is federal funds. Of the \$56,891,096.00 in LCFF Funds, \$4,016,720.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Pacific Coast Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific Coast Academy plans to spend \$62,693,493.00 for the 2023-24 school year. Of that amount, \$32,675,696.00 is tied to actions/services in the LCAP and \$30,017,797.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

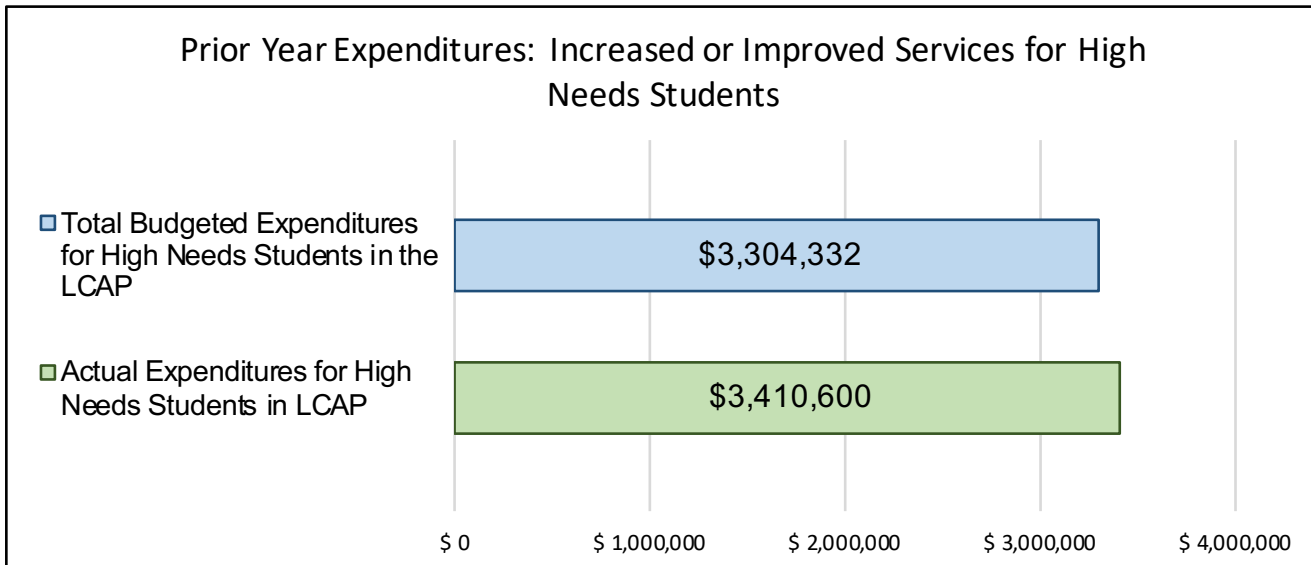
Non-certificated staffing and related benefits, special education services and instructional services, professional services, rent and facility costs, and other general operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Pacific Coast Academy is projecting it will receive \$4,016,720.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific Coast Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Coast Academy plans to spend \$4,068,798.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Pacific Coast Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Coast Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Pacific Coast Academy's LCAP budgeted \$3,304,332.00 for planned actions to increase or improve services for high needs students. Pacific Coast Academy actually spent \$3,410,600.00 for actions to increase or improve services for high needs students in 2022-23.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Coast Academy	Krystin Demofonte, Executive Director	krystin.demofonte@pacificcoastacademy.org (619) 749-1928

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

After the Pacific Coast Academy board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June of 2021, we received funds through the California Budget Act of 2021. Pacific Coast Academy has proactively facilitated opportunities for parents, students, staff, and members of the public to provide feedback/input/suggestions related to these funds as follows:

-Elementary and Secondary School Emergency Relief (ESSER) III funds: Before presenting our ESSER III Expenditure Plan to our board during a public meeting in October 2021, we proactively sought feedback from parents, students, staff, and members of the public regarding the optimal use of funds.

-Educator Effectiveness Grant: Before presenting our Educator Effectiveness Grant Expenditure Plan to our board in December of 2021, we held a public hearing. We proactively sought feedback from parents, students, staff, and members of the public before the public hearing regarding the optimal use of funds.

-American Rescue Plan- Homeless Children and Youth Act Grant (ARP-HCY II): Before presenting our ARP-HCY II Grant to our board in December of 2021, we proactively sought feedback from pertinent staff members, students, families, and community partners regarding the optimal use of funds.

We are currently developing our 2021-22 LCAP, including reviewing performance data with families and staff to identify specific needs. We intend our LCAP to reflect and support our comprehensive strategic planning to address needs identified through a comprehensive review of student performance data and feedback from educational partners. However, feedback received from our education partners throughout the LCAP development process demonstrates that they want an LCAP that is practical, not lengthy, and complex. We are concerned that including one-time COVID stimulus funds in our LCAP will further complicate it, ultimately

undermining its purpose. Thus, we are uncertain at this point whether we will include additional funds (provided through the California Budget Act of 2021) in our 2021-22 LCAP. Regardless, we will continue to engage educational partners in the expenditure of available funding to maximize the improvement of outcomes for students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

This prompt does not apply to Pacific Coast Academy because we are not eligible for LCFF Concentration funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We received one-time federal funds after the Pacific Coast Academy board approved our 2020-21 Local Control and Accountability Plan (LCAP) in June 2021. Pacific Coast Academy has proactively facilitated opportunities for parents, students, staff, and members of the public to provide feedback/input/suggestions related to these one-time federal funds (that are intended to support the recovery from COVID-19) as follows:

-Elementary and Secondary School Emergency Relief (ESSER) III funds: Before presenting our ESSER III Expenditure Plan to our board during a public meeting in October 2021, we proactively sought feedback from parents, students, staff, and members of the public regarding the optimal use of funds.

-American Rescue Plan- Homeless Children and Youth Act Grant (ARP-HCY II): Before presenting our ARP-HCY II Grant to our board in December of 2021, we proactively sought feedback from pertinent staff members, students, families, and community partners regarding the optimal use of funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our ESSER III Expenditure Plan addresses the academic, social, emotional, and mental health needs related to the COVID-19 pandemic, including maintaining safe in-person learning facilities. The Pacific Coast Academy (PCA) board approved our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan in October 2021. Thus far, we have expended \$23,000 in ESSER III funds for online academic support in English Language Arts, Mathematics, and science, including STEM (Science, Technology, Engineering, and Math) research-based intervention software.

LEAs that receive ESSER III funds must also create and submit a Safe Return to In-Person Instruction and Continuity of Services Plan (Safe Return Plan). Our Safe Return Plan reflects our effort to maintain the health and safety of students and staff and ensure continuity of services. We are primarily a non-classroom-based school but do interact with families in person as needed, such as in our lending library. On such occasions, we observe all appropriate COVID procedures and protocols.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The three overarching Pacific Coast Academy 2020-21 LCAP Goals are:

1. Optimize Conditions for Learning
2. Facilitate College and Career Readiness; and
3. Facilitate Access/Success in a Broad Course of Study

The three Goals reflect needs identified through a comprehensive review of student performance data and feedback from educational partners. Further, the Actions outlined in our LCAP reflect our comprehensive strategic planning to meet each Goal. Accordingly, we make a concerted effort to support our LCAP Goals with funds received after its approval (June 2021). For example: (not an exhaustive list)

- The pandemic has increased the amount, and quality of social-emotional support students need to focus on their education and succeed academically. Our ESSER III Expenditure Plan includes allotments for trauma-informed practices based on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework. Trauma-informed practices increase support for meeting our LCAP Goal 1 (Optimize Conditions for Learning) and Goal 3 (Facilitate Access/Success in a Broad Course of Study).
- The pandemic has disrupted students' educational process, resulting in a significant stagnation of expected growth in learning, commonly referred to as learning loss. In particular, English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic exacerbating previous achievement gaps. Our ESSER III Expenditure Plan includes allotments for summer schools and other academic support, including virtual academies. Using ESSER III funds to mitigate learning loss related to the pandemic supports all three of our LCAP Goals.

We also use funds received during the 2021-22 school year to support applicable plans, including The Safe Return to In-Person Instruction and Continuity of Services Plan and ESSER III Expenditure Plan. For example, our ESSER III Expenditure Plan includes allotments for COVID testing and personal protective equipment (PPE).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
Pacific Coast Academy	Krystin Demofonte, Executive Director	krystin.demofonte@pacificcoastacademy.org (619) 749-1928

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Located in San Diego, Pacific Coast Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 4,200 students, 39% are eligible for free/reduced lunch, 3% are English Learners, and less than 1% live in foster care. Our unduplicated priority group percentage is 39%. About 10% of our students have exceptional learning needs. Further, 52% of our students are White, 28% are Hispanic or Latino, 9% are Two or More Races, 2% are Black or African-American, and 3% are Asian.

As a non-classroom-based independent study charter school, we pride ourselves in offering our students flexible, personalized learning experiences. Our platform has facilitated minimal interruption to our educational program during the recent COVID-related restrictions. We assign each family an appropriately credentialed home school teacher (HST). HSTs collaborate with families to create an individual education plan that best suits student learning needs and interests, including online and in-person courses. HSTs also facilitate, guide, and monitor educational and emotional support as needed, similar to what a case manager teacher does within an exceptional needs education environment. HSTs analyze academic progress with students and families during regularly scheduled meetings and schedule additional support as needed. The role of our HSTs is essential. Research demonstrates that establishing a meaningful relationship with at least one staff member fosters a sense of belonging among students that helps them overcome various risk factors in their lives, including exposure to trauma, poverty, or foster care and those learning English.

Reflections: Successes

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

Our Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over three years, from the 2021-22 school year through the 2023-24 school year. A review of our LCAP metrics indicate:

- 2022 schoolwide high school graduation rate increased to 89% which is slightly higher than the statewide average of 87%. The graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 84%, Hispanic students 85%, White students 91% and Students with Disabilities 47% (Dashboard).
- 2022 Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and Mathematics will be considered the baseline for the California School Dashboard. The student participation rate on the CAASPP assessments increased by 10% to 94%. The percentage of students who Met or Exceeded the Standard for ELA was 49%, slightly higher than the state rate of 47%. The schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 33%, same as the statewide average.
- 2022 English Learner (ELL) Progress on the Dashboard indicated 53% of our ELLs were making progress towards English Language proficiency.
- 2022 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 40%, higher than the state rate of 29%.
- 2022 The state did not report results for the College and Career Indicator on the 2021-22 Dashboard.

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.

A substantive review of our student performance metrics indicates an achievement gap among demographic groups. Most notably in our data, socioeconomic disadvantaged students, Homeless youth, students with disabilities, African American, Hispanic, and English learners continue to struggle across multiple metrics as compared to all students in math and English language arts proficiency.

Below is a summary:

2022 SBAC ELA

All Students (grades 3-8 & 11): **49%** of All Students Meet or Exceeded Standard
 English Learners: **9%**
 Student with Disabilities: **26%**
 African American: **35%**
 Socioeconomic Disadvantaged: **38%**
 Hispanic: **41%**
 American Indian: **46%**

2022 SBAC Math

All Students (grades 3-8 & 11): **33%** of All Students Meet or Exceeded Standard

English Learners **6%**
Student with Disabilities **15%**
African American **9%**
Socioeconomic Disadvantaged **22%**
Hispanic **20%**

2022 California Science Test (CAST)

All students (Grades 5, 8 & 10-12): **40%**
English Learners **4%**
Reclassified Fluent English Proficient (RFEP): **32%**
Students with Disabilities **19%**
Socioeconomic Disadvantage **30%**
African American **14%**
Asian: **71%**
Filipino: **50%**
Latino **30%**

2022 Graduation Data

All students: **89%**
Hispanic/Latino **85%**
Students with Disabilities **47%**
Socioeconomic Disadvantaged **84%**

2022 Chronic Absenteeism Rate:

Schoolwide **2%**
English Learners **7%**
Students with Disabilities **6%**
Homeless **18%**
Socioeconomically Disadvantaged: **4%**
African American or Black **8%**
Asian: **1%**
Hispanic or Latino: **3%**
White: **2%**
Two or more races: **2%**

To address these continuing needs, the school will continue to utilize professional development opportunities (Goal 1.6) for teachers to ensure all students have access to high quality instruction. We will maintain a data-based culture with actionable commitments and continue a focus on becoming a model professional learning community (Goal 1.6) school. In all grades, the school is expanding social emotional support (Goal 3.2) and programs to help students and families meet basic needs so they can access curriculum. Our administrative team will continue to provide Targeted Instructional Feedback to all teachers, with a focus on the essential lesson components to support teachers in further developing their instruction and engagement strategies to improve student growth outcomes. The elementary and middle school will continue to utilize our intervention programs (Goal 3.10), along with remediation, review and enrichment sessions to provide targeted academic support to our students, at all academic levels, to further develop and enhance their academic foundation. The high school will continue to implement remediation strategies to address gaps in learning. The high school has reduced the student to counselor ratio to provide one-on-one student support. Staff will continue to provide assistance to both new students and families and students who are struggling with daily engagement, low attendance, or low progress by providing student and parent coaching, training, and consistent attendance outreach. The School Support Leads provides targeted support to ensure the engagement of underrepresented families, and foster youth and provides bilingual engagement support for families.

LCAP Highlights

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

The Local Control and Accountability Plan (LCAP) reflects the strategic planning to address student needs over three years, from the 2021-22 school year through the 2023-24 school year. Below are a few highlights with feedback from our educational partners. The focus of the three goals has not changed. The only additional metric added was to track the number of students who graduate earning California Golden Seal Merit Award (Goal 2).

Goal 1: Optimize Conditions for Learning: Goal 1 focuses on ensuring student engagement by optimizing conditions for learning and addresses LCFF priorities 1, 5, and 6.

Goal 2: Improve College and Career Readiness: Goal 2 is a Focused Goal specifically addressing LCFF priority four (4) and is intended to increase/improve college and career readiness.

Goal 3: Improve Access and Success in a Broad Course of Study: Goal 3 is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy). Each student has different needs related to learning, including academic specific needs and social-emotional needs. The Goal addresses LCFF priorities 2, 3, 4, 7, and 8.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A - The school isn't identified for Comprehensive Support and Improvement (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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the LCAP development process, the school receives input on a variety of programs and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback was gathered using the following strategies: surveys, committees, parent coffee chats, meetings, focus groups, and student and teacher surveys. While the school considers all feedback in relation to school goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources.

The school engaged Educational Partners during the 2022-23 school year as follows: Below, Educational Partners refers to parents, staff, students, administrators, and other school personnel. Educational partner meeting to discuss the LCAP data (September 2022) and a survey was also sent to educational partners (February 2023). Educational partner meeting to share progress towards meeting the LCAP goals, review and update the Federal Addendum, (November 2022). EL parent meeting to discuss EL program and gather feedback from parents (January 2023, February 2023, March 2023, and April 2023)). A Spanish translator was present. Title I parent meeting to discuss Title program and gather feedback from parents (February 2023). Educational partner meeting to discuss Dashboard results, the Annual Update to the 2021 LCAP, needs assessment for 2022 LCAP, review and update the Parent & Family Engagement Policy (October 2022, January 2023, March 2023, and April 2023). Educational partner meeting to review and discuss the draft 2022 LCAP (May 2023). Multilingual Learner Advisory Committee (MLAC) meeting to discuss LCAP goals and actions Climate survey sent to 5, 7, 9, and 11 grade students during second semester to determine student perceptions of school safety and connectedness in a virtual school setting. The LCAP Survey was sent to educational partners in February 2023. Monthly Coffee Chats for parents (offered in English and Spanish) to provide opportunities for formal and informal input. Monthly HST-Family meetings to strengthen student support by increasing partnership between home and school.

The leadership team, including administrators, principals, and teacher leaders participate in a root cause analysis to identify potential causes to current outcomes at the end of each quarter. Focus groups were held by Regional Coordinators to collect feedback and identify areas of need. Professional development coordinator collaborated to share instructional practices and increase academic outcomes for our students. Accountability meetings were held monthly to identify barriers and ensure schoolwide goals (proficiency, chronic absenteeism, and graduation rates) are met. PLC structure, including meetings, ensure staff is engaged in professional dialogue around achievement and support. Schoolwide messaging platform (Text, email), digital parent-student handbook, social media, and the school website ensure families understand their rights, have opportunities to build relationships, and are encouraged to advocate for students. Parent Connections, including parent training, park days, meet and greets, and orientations to provide opportunities for formal and informal feedback. Weekly community newsletter highlights events and activities sent to staff and families.

A summary of the feedback provided by specific educational partners.

Based on the review of student performance data, our families, students, and staff expressed a desire to continue with the three overarching LCAP Goals:

- Optimize Conditions for Learning
- Facilitate College and Career Readiness; and
- Facilitate Access/Success in a Broad Course of Study

When we developed our (LCAP) before the 2021-22 school year, we ensured families, students, and staff understood we were developing a three-year plan that could be adjusted each year based on student performance data or other concerns. We anticipate it will take three-year to accomplish our LCAP goals. Most of the same themes that emerged from input this year continue to serve as foci for our LCAP.

Below is a summary:

Staff (teachers/classified/administrators)

Staff has expressed a desire to continue improving/increasing opportunities for English Learners and tutoring to all students below grade level in ELA and/or math, while ensuring high school students are college and career ready and professional development in the following areas:

- training and support for topics related to community college concurrent enrollment, CTE opportunities, job shadowing and internship opportunities for high school students.
- sample conversations or talking points about curriculum recommendations, testing that they can use with students and their families, interpreting test results, and using results to drive instruction.
- training on the Schoology platform, Online Subscription Package (OSP) programs, and best practices for using the program as an HST.
- training on available assessments to monitor student progress toward IEP goals, the grade-level retention process, SST meetings, and achievement checks throughout the school year.

Students

- Students indicate they enjoy increased opportunities to participate in educational field trips, like the variety of curriculum to support individual learners and want to continue to have these options.

Families (including our English Language and LCAP Advisory Committees)

- Families continued to express the benefits of learning more about the various educational opportunities available to their child including, tutoring and college and career readiness before their pre-teens start high school and increasing the number of CTE pathways, social emotional support for students, a-g and the importance of participating in the state assessments.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Collaboration with our families, students, and staff informed the development and refinement of our three-year Local Control and Accountability Plan (LCAP) in the following manner:

Educational partners continue to stress the importance of keeping the LCAP short in length and depth. Consequently, we continue to shorten the length, reword the explanation section of each Goal, and shorten the length of the descriptions.

Additionally, below is a summary of how the themes described in the previous section influenced the development of our LCAP:

Students- Similar to last year, students expressed a strong interest in opportunities to gain career-related experiences and readiness. As a result, we plan to continue Action 2.1, focusing on increasing the number of Career Technical Education (CTE) courses and Pathways available to students and Naviance software for college preparation. We also want to create related internships, helping our students gain hands-on experiences in a career of their choice.

- **Families (including our English Language and LCAP Advisory Committees)-** Like last year, families want to learn more about preparing their children/teens for college and career readiness. As a result, we will continue to reduce the student caseload of our counselors, facilitating quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan (Action 2.3). Families also wanted additional bilingual staff to support students and families (LCAP Goal 3).

- **Staff (teachers/classified/administrators)-** Based on a substantive review of college and career readiness metrics, our staff wants to continue making efforts to ensure our students have opportunities to complete CTE Pathways, AP examinations, A-G courses, and college credit courses. This feedback informed the creation of each of our Goal 2 actions in 2020-21 and continuing with them in 2023-24: Action 2.1 focuses on increasing the number of students who complete a CTE Pathway; Action 2.2 focuses on increasing the number of students who pass an Advanced Placement (AP) examination; Action 2.3 focuses on increasing the number of students who complete the A-G requirements; and Action 2.4 focuses on increasing the number of high school students who complete a college-level course. In addition, our staff requested additional professional development which will continue to be our focus in Goal 3. Goal 3 in the LCAP reflects additional bilingual staff to support students and families. The School Support Leads will continue to monitor and support students in our priority group.

Goals and Actions

Goal

Goal #	Description
1	Optimize Conditions for Learning: This Goal focuses on ensuring student engagement by optimizing conditions for learning and addresses LCFF priorities 1, 5, and 6.

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) is a three-year plan (2021-22 through 2023-24) initially informed by performance data in the 2019-20 school year. This Goal is considered a Maintenance Goal, and relevant data suggests corresponding actions are effectively helping to meet this Goal.

2019-20: All of our teachers were fully credentialed and appropriately assigned. All students had access to instructional material aligned with state academic standards. Our 2018-19 student attendance rate is 100%, our chronic absenteeism rate is 0% (Blue on Dashboard), our suspension rate is 0% (Blue on Dashboard), and our expulsion rate is 0%. Our climate surveys indicate that most of our students and parents feel safe and connected to our school. Our 2019-20 high school graduation rate is 89%, the same as the state rate (It is uncertain the degree to which the COVID 19 pandemic affected our rate). Our numerically significant subgroups' graduation rates are as follows: Low-income 88%, students with exceptional needs 57%, Hispanic students 87%, and White students 93%. Our high school dropout rate is 4%. Our overall graduation rate improved by 15% from the previous year. Still, we want to improve the quality of engagement data related to student, staff, and family engagement.

2020-21: Our cohort high school graduation rate has improved significantly over the four years. Our 2021 schoolwide high school graduation of 88% is higher than the statewide average of 87%. Further, the graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 85%, Hispanic students 86%, White students 87%, two or more races 91%. The graduation rate of our students with identified disabilities is 75%, higher than the state rate of 71% and the county average of 73% (but well below our target). Still, we believe COVID-related factors impacted our 2021 graduation rate, and we want to improve our rate. One-hundred percent (100%) of our teachers are fully credentialed and appropriately assigned. All students had access to instructional material aligned with state academic standards. The impact of the COVID 19 pandemic manifested itself in several ways. For example, experienced an increased dropout rate (from 5% to 8%), a decreased graduation rate (from 89% to 88%), and a decreased attendance rate (from 100% to 99%).

2021-22: The cohort high school graduation rate has slightly improved from 88% to 89%, which is slightly higher than the state rate of 87%. The dropout rate decreased from 8% to 6%. The graduation rates for the numerically significant subgroups are as follows: Students identified as low-socioeconomic 84%, Hispanic students 85%, and White students 91%. The graduation rate of students with identified disabilities is 47%, which continues to be a focus for the school. The high school dropout rate decreased two percentage points. One-hundred percent (100%) of the teachers were fully credentialed and appropriately assigned. All students had access to instructional material aligned to state academic standards. The impact of the COVID 19 pandemic manifested itself with chronic absenteeism which increased from 1% to 2%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed & appropriately assigned	100%	100%	100%	N/A	100%
% of students who have access to the standards-aligned instruction materials resources	100%	100%	100%	N/A	100%
% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	100%	100%	N/A	100%
Attendance Rate	100%	99%	99%	N/A	100%
Chronic Absenteeism Rate	0%	1%	2%	N/A	0%
# of students in middle school who dropout	0	0	0	N/A	0
% of students in high school who dropout	4%	8%	6%	N/A	0%
High School Graduation Rate	89%	88%	89%	N/A	90%
Student Suspension Rate	0%	0%	0%	N/A	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rate	0%	0%	0%	N/A	0%
% of students who feel high levels of connectedness to their school	NA	75%	52%	N/A	90%
% of parents who strongly agree/agree our learning environment is inviting	NA	78%	65%	N/A	98%
% of staff who strongly agree/agree our school offers a safe place for students	NA	60%	N/A The question was not asked in the 2022 survey.	N/A	98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF \$28,0689,883 1000 Salaries/3000 Benefits	N

Action #	Title	Description	Total Funds	Contributing
2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	LCFF \$6,564,217 4000 Instructional Materials	N
3	Maintain all facilities in "Good Repair"	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	\$ 0.00	N
4	Technology	To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF \$61,410 1000 Salaries/3000 Benefits \$544,500 3220 Non Capitalized Equipment Total: \$605,910	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer substantive student engagement surveys: California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey.	LCFF \$500 5000 Purchase Services	Y
6	Systems of professional growth and improvement	To improve our professional growth and improvement systems for teachers and administrators, we will provide professional learning opportunities for staff to refine the curriculum by grade and subject.	Title II: \$87,000 1000 Salaries/3000 Benefits \$ 20,000 5000 Purchase Services Total: \$107,000	N

Goal Analysis 2022 LCAP Year

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

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

Goal 1 is a maintenance goal, and we were able to implement all corresponding Actions substantively. We were able to increase our graduation rate by 1% and decrease the dropout rate by 2%. The chronic absentee rate increased by 1%, which is the result of the pandemic related to our Homeless Youth.

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

Estimation of actual expenditures:
Action 1.4 - We spent approximately \$7,000 more on the purchase of technology due to increased prices.
Action 1.5 - We did not have any expenses related to the engagement survey.

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

Goal 1 is a maintenance goal, and relevant data suggests our corresponding Actions are effectively helping us meet it. For example, our cohort high school graduation rate has improved slightly to 89% from 88% which is higher than the statewide average of 87%. The dropout rate decreased by 2%. The staff is 100% credential and appropriately assigned.

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.

Our Educational Partners have continued to express difficulty in accessing our LCAP due to its length and depth. Consequently, we continue to decrease educational jargon as much as possible.

Our educational partners did not want to use the California Healthy Survey (low participation rate and expressed concern with some questions), so we are using the inhouse survey which has increased participation of educational partners. In 2020-21, there was a significant drop in the percentage of students who participated in the engagement survey. Students and parents expressed concern regarding some questions being asked on the “California Healthy Survey”. In 2021-22, the school used a new survey but the lack of student participation in the engagement survey continued. For example, in 2022, 45% of parents/guardians and only 18% of the students completed the parent I engagement survey, a rate much lower than anticipated especially since the survey changed from California Healthy Survey to a local climate survey. In 2023, the survey will need to be shortened to increase Educational Partner participation.

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

Goal

Goal #	Description
2	<p>Improve College and Career Readiness:</p> <p>Goal 2 is a Focused Goal intended to increase/improve college and career readiness. This goal's success will be measurable (see metrics below) by the end of the 2023-24 school year. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. This Goal is essential to offering high school students a quality opportunity to prepare for and demonstrate college and career readiness, particularly those living in poverty or foster care and those learning English. This Goal addresses LCFF priorities 4 and 7.</p>

An explanation of why the LEA has developed this goal.

This Focused Goal and corresponding Actions were developed in collaboration with our educational partners based on related student performance data and interests. Students indicated they enjoy increased opportunities to participate in career-related programs and want to continue taking an increased number and variety of apprenticeships. Families have clearly expressed their desire to ensure that their children/teens are ready for their choice of college or a career immediately following high school. During meetings, we have shared research indicating that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. Additionally, staff (teachers/classified/administrators) reviewed our related performance data (see below) and have suggested the four specific Actions we have adopted to meet this Goal. The Actions were intentionally aligned to the state's metrics to assess college and career readiness. Further, this goal's success will be measurable by the end of the 2023-24 school year using the metrics selected. The staff has made a huge effort to increase student participation in statewide testing which increased from 79% to 94%.

2022-23: The state did not publish the results of the College Career Indicator (CCRI) in 2022, but a review of related metrics demonstrates a need to improve the number of students who complete the A-G requirements, the number who pass Advanced Placement (AP) examinations, and those who complete CTE pathways. In 2022, approximately 21% of the students completed A-G requirements which did increase from 9% in 2021. In 2022, 0.9% of the students completed at least one CTE pathway or and 2.7% of the students passed at least two or more AP exams with a score of 3 or higher.

The following examples indicate that the Actions in Goal 2 are beginning to improve college and career readiness among students. For example, the percentage of students who passed a college credit course surpasses that of the state. In particular, 26% of the students completed one semester of a college course (or two quarters, or two trimesters), nearly double the state rate of 13% in 2021. Additionally, 19% of students completed two semesters of college-level courses (or three quarters, or three trimesters), more than double the state rate of 8%.

2021-22: The percentage of students who Met or Exceeded the Standard for ELA is 49%, slightly higher than the state rate of 47%. The schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 33%, matching the state rate. Please note the

state has decided to make the 2022 CAASPP rates as the baseline post COVID pandemic. The participation rates increased for both ELA and math assessments

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at 3 or higher on an AP examination	0%	0%	2.7%	N/A	5%
% of high school graduation cohort students who meet A-G requirements	28%	9%	21%	N/A	40%
% of students scoring at Conditionally Ready or Prepared on ELA Early Assessment Program (EAP)	58%	70%	63%	N/A	60%
% of students scoring at Conditionally Ready or Prepared on Math Early Assessment Program or (EAP) Baseline	22%	35%	23%	N/A	50%
Schoolwide ELA Distance From Standard (DFS)	-20.8 (Yellow)	State did not publish DFS this year N/A	- 6.8 (dashboard color was not provided by CDE)	N/A	-5 (Green)
Schoolwide math Distance From Standard (DFS)	-71 (Yellow)	State did not publish DFS this year N/A	- 47.7 (dashboard color was not provided by CDE)	N/A	-25 (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring At Standard or Exceed Standard on the California Science Test	NA	41%	40%	N/A	25%
% of 12 th -grade students who complete a CTE Pathway	3%	0%	0.9%	N/A	10%
% of students who complete both A-G requirements AND a CTE Pathway	0%	0%	0.9%	N/A	10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of maintaining the additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF \$113,091 1000 Salaries/3000 Benefits \$9,075 4000 Instructional Materials Total: \$122,166	Y

Action #	Title	Description	Total Funds	Contributing
2	Advanced Placement (AP) courses and exams	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take AP courses and pass the corresponding test. We will add AP courses and offer increased AP examinations. Expenditures associated with Action include teacher AP course and examination training, curriculum development, and the cost of instructional materials.	LCFF \$72,624 1000 Salaries 3000 Benefits \$2,500 4000 Instructional Materials Total: \$75,124	Y
3	A-G Readiness	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take A-G courses. To help us increase our A-G pass rates, we plan to facilitate quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan. Expenditures include hiring additional counselors.	LCFF \$122,454 1000 Salaries/3000 Benefits \$6,500 4000 Instructional Materials/ 5000 Purchase Services Total: \$128,954	Y
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this Action include instructional material needed for dual enrollment classes.	LCFF \$8,400 1000 Salaries/3000 Benefits \$50,000 4000 Instructional Materials Total: \$58,400	Y

Goal Analysis 2022 LCAP Year

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.

Goal 2 is intended to increase/improve college and career readiness. We implemented all Actions. In 2021, we did not expend funds on the Naviance platform because we determined that we needed more time to prepare for its integration. Instead, we paid for a digital “bridge” that allows our student information system to interface with the National Student Clearinghouse. In 2022, we re-purchased the Naviance platform to support students and staff. In 2022, we did not pay for the National Student Clearinghouse because the San Diego County Office of Education paid for the program. We continued with the implementation of the night/weekend college awareness sessions for families, particularly for Spanish-speaking families.

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

Estimation of actual expenditures: Is spending consistent with the budgeted expenditures and planned % of improved services?

- Action 2.1 - The cost for this action came in slightly less at \$99,692 than projected at \$100,964 because we had purchased the materials for the CTE pathways in 2021-2022.
- Action 2.2 - The cost for this action came in slightly less at \$60,960 than projected at \$62,020 because staff had received the AP training in 2021-2022.
- Action 2.3 - The cost for this action came in higher \$115,456 than projected at \$106,202 due to increase in salaries and benefits.
- Action 2.4 - The cost for this action came in slightly higher at \$48,144 than projected at \$46,930 due to increase in the cost of instructional materials.

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

We believe our Goal 2 Actions are helping us improve college and career readiness among our students. However, the progress is incremental. The percentage of our students who scored at Proficient or higher in ELA (2021 CAASPP) was higher than that of the state but was lower than desired. Our schoolwide percentage of students who Met or Exceeded the Standard for ELA is 49%, slightly higher than the state rate of 47%. Our schoolwide percentage of students who Met or Exceeded the Standard for mathematics is 33%, matching the state rate. We are making a concerted effort to convey the importance and benefit of participating in state assessments to our families. The student participation rate increased to 94% on the state ELA and math assessment.

A review of other metrics used to determine college career readiness (CCRI) demonstrates a need to improve the number of students who complete the A-G requirements. Our staff is working diligently to increase the A-G rate for the upcoming class. In addition, we have increased CTE pathways and AP course offering. In 2022, approximately 21% of our high school graduates completed the A-G requirements, 2.7% scored 3 or higher on two AP courses, 0.9% completed at least one CTE pathway, 2.7% earned the State Seal of Biliteracy, 34.5% completed one semester or two quarters or two trimesters of college credit courses, and 26.5% completed two semester or three quarters, or three trimesters of college credits.

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.

Our families, staff, and students have made clear that they experience difficulty accessing our LCAP due to its length and depth. Consequently, we have made the following changes:

We shortened the length, reworded the explanation section of this Goal, and added updated performance data. We maintained the length of the description for Actions 1 through 4 without changing the substance of each action.

The explanation of how the actions indicated with a “Y” in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to families.

There were no modifications made to the metrics in 2022 related to the College and Career Metrics. The 2022 percentage of students scoring at Conditionally Ready or Prepared on the Early Assessment Program (EAP) was 63% for ELA and 23% for math. Similarly, the baseline for the percentage of students who complete both A-G requirements in 2022 was 21% *and* a CTE Pathway is 0.9%. The schoolwide Distance From Standard (DFS) for ELA and math has been entered in the chart above. According to the state, the 2022 California Dashboard will be the baseline data and color was not assigned to any of the categories until 2023.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	<p>Improve Access and Success in a Broad Course of Study:</p> <p>This Goal is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy). Each student has different needs related to learning, including academic specific needs and social-emotional needs. The Goal addresses LCFF priorities 2, 3, 4, and 7</p>

An explanation of why the LEA has developed this goal.

Our Local Control and Accountability Plan (LCAP) is a three-year plan (2021-22 through 2023-24) initially informed by performance data in the 2019-20 school year.

This Goal and corresponding Actions identify and address each student's various needs to mitigate learning loss and accelerate learning, particularly those living in poverty or foster care, those learning English, those experiencing homelessness, and those with exceptional needs. In 2019-20 engagement survey results indicated that many of the students struggled to remain engaged in school due to COVID-related reasons.

To improve student engagement and thus academic success, we developed Actions that mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. For example, Action 3.2 focuses on increasing and improving support beyond the initial instruction (Tier 2) to help them access and succeed academically. The designed metrics measure the success of the Actions. For example, one of the metrics involves monitoring the percentage of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year. These meetings play a pivotal role in reviewing academic progress, including identifying challenges, and needed support to maximize student learning. We believe student disengagement affected student performance outcomes. We made a concerted effort to identify students in need of support beyond Tier 1, particularly those in foster care, and those living in low socio-economic conditions (priority groups). However, a low percentage participated in Tier 2 services with fidelity.

Also, in 2021 and 2022, the College and Career Indicator was not released by the state but in 2020, 26% of the students scored At Prepared on the College Career Indicator (CCRI). Although the CCRI score has improved since 2019, we would like to improve our performance significantly. In 2022, approximately 22% of the high school students completed A-G requirements which did increase from 9% in 2021. The state did not release reports or dashboard for any of the measures in College and Career Indicator. But based on our data In 2021, none of the students completed a CTE pathway or passed at least two AP exams (score of 3 or higher). Thus indicating the need to maintain Goal 3 while there are indications that our Goal 3 Actions are affecting positive change. For example, according to the English Learner Progress indicator (ELPI) in 2022, 24% of the English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16%. The state has not posted the ELL redesignation rate but in 2021 ELL

redesignation rate was 7%, matching the state rate. The success of the ELL progress is attributed to Goal 3 Actions, including Action 3.3 (hiring an English Language Development (ELD) Director to provide related professional learning).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners (ELs) who make progress toward English proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	53%	The state did not publish this data for 2021 N/A	53%	N/A	58%
% of English Learners (ELs) who reclassify	8%	7%	The state has not publish this data for 2022	N/A	14%
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	26%	The state did not publish this data for 2021 N/A	The state did not publish this data for 2022 N/A	N/A	40%
% of parents/guardians who provide input in making decisions for the school (as measured by school-administered parent survey)	62%	72%	46%	N/A	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year	NA	N/A Did not measure in 2020-21—please see Goal analysis section for details	100%	N/A	100%
% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support professional learning	100%	100%	100%	N/A	100%
% of students who have access to in a broad course of study	100%	100%	100%	N/A	100%
% of students <i>enrolled</i> in a broad course of study	100%	100%	100%	N/A	100%
% of exceptional learning needs students (and pertinent family and community members) who complete a program-specific exit survey	NA	N/A Did not measure in 2020-21—please see Goal analysis section for details	N/A Did not measure in 2020-21—please see Goal analysis section for details	N/A	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners, those in foster care, those living in low socio-economic conditions (priority groups) who are <i>offered and participate</i> in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	NA	15%	26%	N/A	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional support we offer. To increase awareness of academic and social-emotional supports, we will offer workshops for families to explain our tiered supports. Expenditures associated with this action include the continued funding of a parent liaison.	LCFF \$97,458 1000 Salaries/3000 Benefits \$12,100 5000 Purchase Services Total: \$109,558	Y

Action #	Title	Description	Total Funds	Contributing
2	Academic and Social-Emotional Supports	Academic and Social-Emotional Support. Our school experience survey results indicate the need for increased and improved academic and social-emotional support (beyond Tier 1) during the COVID 19 pandemic, particularly for unduplicated students. To increase/improve Tier 2 student support, we will fund several positions, including a Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison.	LCFF \$2,213,500 1000 Salaries/3000 Benefits \$350,000 4000 Instructional Materials Total: \$2,563,500	Y
3	English Learner Supports	English Language acquisition data demonstrate positive trends and we want to do this by funding key support positions, including an English Language Development Director and integrated ELD professional learning costs.	LCFF \$111,285 1000 Salaries/3000 Benefits \$30,250 4000 Instructional Materials \$5,000 5000 Purchase Services Total: \$146,535	Y

Action #	Title	Description	Total Funds	Contributing
4	Interim Assessments	To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production.	LCFF \$135,047 1000 Salaries/3000 Benefits \$73,810 4000 Instructional Materials Total: \$208,857	Y
5	Students with exceptional needs: Community partnerships	Develop partnerships with community organizations (e.g., Department of Rehabilitation, community colleges, trade schools, and potential employers) to improve student knowledge and access to the available resources that support post-secondary life goals for students with exceptional learning needs.	\$0	N
6	Students with exceptional needs: Post-secondary readiness	Develop and implement six transition-related workshops/webinars (including guest speakers) per year to enable students to develop skills and knowledge of college and career readiness and independent living opportunities for students with exceptional learning needs.	\$0	N
7	School Support Lead Position	This action focuses on creating and funding a position to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for School Support Lead positions that directly support priority group students.	LCFF \$50,000 1000 Salaries/3000 Benefits	Y

Action #	Title	Description	Total Funds	Contributing
8	Professional learning related to English Learners	This action focuses on providing support specific to the needs of English Language Learners. Anticipated expenditures include instructional material.	\$ 16,887 Title III, A 4000 Instructional Materials	N
9	Digital Library	Establish a digital library program to allow students to develop foundational literacy skills, English language proficiency, subject-based literacy, and knowledge and improve academic achievement. We will continue to fund an online digital library and a corresponding library technician position to accomplish this. We hope to create digital technology and information literacy centers, allowing students to access many books online, including audiobooks and those written in their native language.	Title I, A: \$123,600 1000 Salaries/3000 Benefits \$76,400 4000 Instructional Materials Total: \$200,000	N
10	Targeted Academic Support	Increase and improve targeted academic support for students who do not demonstrate proficiency on state assessments. Expenditures include the additional English Language Development (ELD) teachers to lower the number of students enrolled in dedicated ELD classes to 20, and the additional counselor to continue to improve direct academic support to students not demonstrating proficiency.	Title I, A \$390,000 1000 Salaries/3000 Benefits	N

Action #	Title	Description	Total Funds	Contributing
11	Non-English Speaking Parent Support	Approximately 64% of our English Language Learners speak Spanish at home. To increase the support/engagement of Spanish-speaking families, we plan to continue our bi-lingual (Spanish) ELD program assistants to help communicate with Spanish-speaking parents and students.	Title I, A \$94,933 1000 Salaries/3000 Benefits	N

Goal Analysis 2022 LCAP Year

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.

Goal 3 is a Broad Goal focused on providing students with the support they need to succeed academically. We were able to implement most of the corresponding Actions for the goal. PCA partners with the DOR and local businesses to provide support to our students via our job coach. Our partnerships offer an opportunity for our students to improve their knowledge, gain on-the-job experience, and build resumes in order to access competitive job opportunities in the future. PCA's job coach supports ATP students in acquiring paid volunteer, work experience, and part-time positions through community partnerships in collaboration with the DOR. Additionally, the job coach works closely with students and their families to increase independent skills to address the three areas of our students' post-secondary needs.

PCA has offered DOR webinars and workshops for our families and students. We provided more than 2 hours throughout the year through the DOR. We have also provided additional training to our Education Specialists regarding transition programs, specifically through a new curriculum we purchased. Teachers received training and ongoing support in the implementation of the new transition curriculum we purchased this year. Through DOR webinars, monthly workshops, and our online transition curriculum offerings, students have the flexibility to engage in a variety of transition activities that develop their readiness skills in the areas of college and career awareness and Independent Living.

PCA conducted a survey during the current school year and 45% of the students responded. The goal was 80%. We may have had too many questions, which may have overwhelmed students/families. We are going to shorten the survey to foster a better response. Once the survey is manageable, we don't think we'll have a problem meeting the goal next year.

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

Estimation of actual expenditures: Is spending consistent with the budgeted expenditures and planned % of improved services?

- Action 3.3 - The cost for this action came in higher \$122,225 than projected at \$116,971 due to increase in salaries and benefits.

- Action 3.4 - The cost for this action came in slightly higher at \$223,000 than projected at \$172,608 due to increase in the cost of instructional materials.
- Action 3.7 -The cost for this action came in higher at \$72,000 than projected at \$36,000 due to increase in salaries and benefits.

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

We believe our Goal 3 Actions are helping us improve access and success in a broad course of study. For example, 100% of our English Language Development (ELD) teachers participated in research-based professional learning, and available English Language Learner's (ELL) performance indicators indicate positive results. Twenty-three (23%) of our English Language Learners scored At Proficient on the 2022 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16%. The 2021 ELL redesignation rate was 9%, higher than the state rate of 7%. The 2022 ELL redesignation rate has not been released by the state as of May 2023. In 2022, according to the dashboard, 53% of English Learners are making progress towards English Proficiency which is slightly higher than the state rate of 50%. The state has stated the 2022 dashboard data will be the baseline data for upcoming school years.

The state did not publish College and Career Indicator progress but did publish some reports related to the indicator. Twenty-one percent of the students completed a-g requirement, 2.7% of the students scored at least 3 on two or more Advanced Placement Exams, 0.9% of the students completed at least one Career Technical Education Pathways, 35% of our graduate cohort students completed one semester (or two quarters, or two trimesters), and 27% of our graduate cohort students completed two semesters (or three quarters, or three trimesters). In addition, we have added Fashion Design and Merchandising, Social Media Programming and Games and Simulations to the Career Technical Education (CTE) pathways. The increased offering of the pathways has had a positive impact on the enrollment in the various programs by increasing the number of students who are prepared for College and Career. In addition, we continue to encourage and support our high school students with dual enrollment in the local community colleges.

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.

Our families, staff, and students have made clear that they experience difficulty accessing our LCAP due to its length and depth. Consequently, we have made the following changes:

In 2022, Goal 3's length and explanation, and updated performance data was maintained from 2021. The length was shortened in the description for Actions 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, and 3.10 without changing the substance of each action in 2021. Further, the baseline percentage of reclassified English Language Learners was corrected and reflects the corrected percentage of 8% (incorrectly posted at 13% in 2019). In 2022, the school purchased a digital library after trying out the state funded digital library in 2021.

The explanation of how the actions indicated with a “Y” in the contributing column are provided in Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. This adjustment will provide additional clarity and reduce the length of our LCAP, making it more accessible to families.

In 2022, the state did not publish College Career Indicator on the California School Dashboard and did not publish the percentage of English Learners (ELs) who had reclassified. Additionally, due to personnel/logistical reasons, we were unable to provide the percentage of exceptional learning needs students, parents, and community partners that completed a program-specific exit survey. We may be unable to report this data until 2023.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023 LCAP Year

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,068,798	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.15%	0%	\$0	7.15%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

We do not qualify for concentration funds (our unduplicated percentage is less than 55%). For all Actions implemented schoolwide *and* that are identified as Contributing, we:

1. Ensure that associated expenditures are the *most efficient* use of funds based on the needs of our school;
2. *Principally directed* to support English learners (EL), those living in foster youth (FY), and those who are socio-economically disadvantaged (SED). These groups are identified as priority groups according to the state school finance formula; and
3. Identify metrics to determine the effectiveness of the Action.

Please see below for details.

Goal 1- Optimize Conditions for Learning:

- Action 1.4- Technology. Our family engagement surveys demonstrate that many of our students, particularly English Learners, low-income, and those in foster care, do not have appropriate access to technology. To ensure all students have access to our online base instructional program, we will purchase servers for the school, digital library, laptops, modems, routers for students, and cybersecurity software.

These expenditures are the most efficient use of funds because most of the families choose to access the school's base instructional program online and thus need technology capable of operating the latest versions (upgrades) of internet-based instructional support and access to them online.

The unduplicated priority group percentage is 40%, 38% are eligible for free/reduced lunch, 3% are English Learners, and approximately 1% live in foster care.

The effectiveness of this action was measured through various metrics listed in Action 1, including graduation rate, the percentage of students who have access to the standards-aligned instruction materials/resources, and chronic absentee rate. The cohort high school graduation rate continues to improve over the previous four years.

- The 2022 schoolwide high school graduation rate increased to 89% which is slightly higher than the statewide average of 87%. The graduation rates for our numerically significant subgroups are as follows: Students identified as low-socioeconomic 84%, Hispanic students 85%, White students 91% and Students with Disabilities 47% (Dashboard)

- The 2022 chronic absentee rate was 2%, slight increase from last year by 1%. According to the California School Dashboard, the Homeless students group was rated high and the African American students group was medium.

- Action 1.5- Monitor Student Engagement. Due to the social/emotional and economic impact from the Pandemic, many of our students have struggled to remain cognitively engaged in school. In 2022, to determine why students were disengaged from school, a local climate survey was administered to students, families, and staff. The survey was implemented schoolwide, but it will principally benefit the needs of unduplicated students because they typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects of the COVID-19 pandemic. The effectiveness of this Action is measured by analyzing survey results, including the metrics listed in our Goal 1. For example, the percentage of students who feel high levels of connectedness to their school, the percentage of families of parents who strongly agree/agree that the learning environment is inviting, and the percentage of staff who strongly agree/agree our school offers a safe place for students

Goal 2- Improve College and Career Readiness:

- Action 2.1- Career Technical Education (CTE) Pathways. The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the score. In 2022, the state did not publish the College and Career indicator data. In 2020, 26% of the students scored At Prepared on the CCRI, and 3% completed a Career Technical Education (CTE) Pathway. In 2021, none completed a CTE pathway. In 2022, the CCRI was not published but 0.9% completed a Career Technical Education. To increase the number of students who complete a CTE Pathway, additional CTE certified teachers were hired, provide additional staff training, create additional industry-specific internships, and increase the number of offered CTE courses and pathways. This expenditure is the most efficient use of funds because it establishes increased and improved CTE courses and sequenced pathways. This action will be implemented schoolwide, but it will principally benefit the

needs of unduplicated students because they typically have the least access to new and viable career experiences outside of school. The effectiveness of this Action will be measured by analyzing the percentage of

students who complete a CTE Pathway and the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.2- Advanced Placement (AP) courses and exams. In 2022, 2.7% of the students scored 3 or higher on at least two AP exams. To increase the number of students who take and pass at least two AP examinations, the school will increase the number of approved AP courses and improve student support for AP exams. Expenditures include the cost of staff training, particularly those who are new to teaching an AP course. This expenditure is the most efficient use of funds because it creates additional AP courses, improves student support for AP examinations, and the College Board (the organization that sanctions AP examinations) provides related staff training. This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates they typically have the least access at home to the resources needed to prepare for and pass AP examinations. The effectiveness of this Action will be measured by analyzing the percentage of students who pass at least two AP exams and the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.3- A-G Readiness. In 2022, 21% of the Cohort met A-G requirements which is an increase from 2021 where only 9% met the A-G requirements which may have contributed to the impact of COVID 19 pandemic. To increase the A-G completion rate, the school will increase the number of approved A-G classes, staff meet with each student in grade 8 (and their families) to develop an A-G completion plan and increase the number of meetings with families. Expenditures include paying stipends to staff to develop and submit courses for A-G approval and meeting with families at night and on weekends. Expenditures are the most efficient use of funds because the A-G requirements represent the basic academic preparation level that high school students should achieve to undertake university work and be minimally eligible for admission to the University of California (UC) and California State University (CSU). This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates their families are less likely to have attended college and thus less likely to be aware of the A-G requirements. Moreover, parents/guardians of unduplicated students are much less likely to be able to take time off from work to meet with counselors during regular school hours of operation. The effectiveness of this Action will be measured by analyzing the percentage of students who pass at least two AP exams and the percentage of students who score At Prepared (or higher) on the CCRI.

- Action 2.4- College Credit Courses. In 2022, the state did not release data for the College and Career Indicator In 2020. In 2019-20, 50% of students scored At Prepared on the College Career Indicator by completing college credit courses. In 2021, the percentage of our students who passed a college credit course surpassed that of the state. In particular, 26% of our graduate cohort students completed one semester (or two quarters, or two trimesters), doubling the state rate of 13%. Similarly, 19% of our graduate cohort students completed two semesters (or three quarters, or three trimesters), more than double the state rate of 8%. Still, the rates are not as high as anticipated, and there are measurable achievement gaps, particularly for unduplicated students. To improve opportunities for our students to take and pass a college credit course, we continue to work diligently to develop agreements with local colleges and help pay for associated expenditures, including the costs of instructional material for dual enrollment courses. Expenditures also include stipends for counselors/coordinators to meet with families at night and on weekends to explain college course opportunities and support. Expenditures are the most efficient use of funds because they create hands-on experiences for students to take a college course, providing them valuable experience to succeed at

the college level. This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because the Action will mitigate college course-related costs for students, including instructional material costs, who can least afford them. Moreover, research demonstrates that unduplicated students are less likely to be aware of what is required to succeed at the college level (given that their parents are less likely to have attended college). Finally, parents/guardians of unduplicated students are much less likely to be able to take time off from work to meet with counselors during regular school hours of operation. The effectiveness of this Action will be measured by analyzing the percentage of students who complete college credit courses and the percentage who score At Prepared (or higher) on the CCRI.

Goal 3- Improve Access and Success in a Broad Course of Study:

- **Action 3.1 -Parent Involvement.** School experience survey results indicate the need to increase the percentage of families aware of the specific academic and social-emotional supports offered by the school. To increase awareness of academic and social-emotional supports, the school offers workshops for families to explain the multi-tiered supports. Expenditures include the continued funding of a parent liaison who will work directly with the families of unduplicated students. Expenditures are the most efficient use of funds because services include direct interaction with families. This Action will be implemented schoolwide, but it will principally benefit the needs of unduplicated students because research demonstrates that their families are least likely to have resources at home to support social-emotional needs adequately. The effectiveness of this Action will be measured by monitoring the percentage of families who attend the workshops and the number of students identified for support beyond Tier 1, particularly unduplicated students (see Goal 3 metrics).
- **Action 3.2- Academic and Social-Emotional Support.** The school experience survey results indicate the need for increased and improved academic and social-emotional support (beyond Tier 1) due to the lasting impact of the COVID 19 pandemic, particularly for unduplicated students. To increase/improve Tier 2 student support, the school will fund several positions, including a Student Support Coordinator, a 504 Coordinator, an Intervention Support Coordinator, a Regional Coordinator, paraeducators, intervention/support staff, an SEL Coordinator, enrichments specialist/student advisors, library support, and foster youth/homeless liaison. Expenditures are the most efficient use of funds because services are provided directly to students in a manner most likely to address their needs. Even though this Action will be implemented schoolwide, it will principally benefit the needs of unduplicated students because they are more likely to live in an environment that leaves them directly vulnerable to the pandemic's adverse effects. The supports mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. The MTSS provides a structured approach to providing quality core instruction by aligning resources to support student academic, behavioral, and social success. The effectiveness of this Action will be measured by monitoring the percentage of students identified for and receiving support beyond Tier 1, particularly unduplicated students (see Goal 3 metrics) and the percentage of parents/guardians of unduplicated students who meet with a counselor/coordinator at least once per school year (see Goal 3 metrics).
- **Action 3.4- Interim Assessments.** To better assess student learning loss and proficiency, the STAR360 diagnostic for ELA, early literacy, and math will be administered to students. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production. Expenditures are the most efficient use of funds because the California Board of Education has determined that the Student Growth Percentile (SGP) metric used by STAR360 is a valid measure of student growth. This action will be implemented schoolwide, but it will principally benefit the needs of unduplicated groups because they are

most vulnerable as a result of the lasting impact of COVID 19 pandemic and inflation, resulting in significant learning loss. The effectiveness of this Action will be measured by monitoring the percentage of students who score At Prepared on the College Career Indicator.

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

In addition to the school-wide (we are a single-school charter school) actions described in Prompt 1 (previous prompt), we will provide the following Actions on a Limited basis (not school-wide) to improve or increase services for priority groups. For all Actions (schoolwide and limited) identified as Contributing, we determine the percent contributing to our required increased or improved percentage by using a quantitative metric (an LCFF dollar amount)--We will **not** use a qualitative methodology for any Actions. Our required percentage to increase or improve services is 7.15% (\$4,068,798). The planned quantitative increase in services is 7.15% (\$4,068,798) for actions listed below.

The following **school-wide** Action (please see the previous prompt) contribute to meeting our required percentage to increase or improve services—please see Action/Expenditure tables for details:

- Action 1.4- Technology
- Action 1.5- Monitor Student Engagement
- Action 2.1- Career Technical Education (CTE) Pathways
- Action 2.2- Advanced Placement (AP) courses and exams
- Action 2.3- A-G Readiness
- Action 2.4- College Credit Courses
- Action 3.1 -Parent Involvement.
- Action 3.2- Academic and Social-Emotional Support.
- Action 3.4- Interim Assessments

The following Actions are provided on a **Limited basis** (not school-wide) to improve or increase services for priority groups (in addition to the school-wide Actions described in Prompt 1)-- please see Action/Expenditure tables for details:

- Action 3.3 English Learner Supports. This Action is Limited (not implemented schoolwide). Our 2021-22 California Schools Dashboard English Learner Progress Indicator score demonstrates 53% of our ELs are making progress towards English Proficiency and 24% of our English Language Learners scored at Proficient on the 2022 English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 16%. Further, our 2021 ELL redesignation rate is 7%, matching the state rate and higher than the county average of 6%. The 2022 ELL redesignation rate has not been released by the state. This action includes paying for an English Language Development Director and integrated ELD professional learning costs. Expenditures are the most efficient use of funds because research demonstrates

the need to provide ELLs with dedicated and integrated access to the core curriculum while simultaneously developing English proficiency. See the California ELA-ELD Curriculum Framework for additional details. The effectiveness of this Action will be measured by monitoring the percentage of ELLs who make progress toward English proficiency as measured by the English Learner Progress Indicator and the percentage who reclassify annually.

• Action 3.7 School Support Lead Position. This Action is limited (not implemented schoolwide). See the previous Action (3.3) for data related to English Language Learners. State assessment data also demonstrates achievement gaps among unduplicated students. For example, the schoolwide percentage of students who Met or Exceeded the Standard for ELA is 49%. However, 9% of our English Language Learners (ELL), 26% of our students with reported disabilities, 41% of Latino students, and 38% of economically disadvantaged students Met or Exceeded the Standard for ELA, demonstrating an achievement gap. The schoolwide percentage of students who Met or Exceeded the Standard for math is 33%. Moreover, 6% of our ELLs, 15% of our students with reported disabilities, 20% of our Latino students, and 22% of economically disadvantaged students Met or Exceeded the Standard for math, demonstrating an achievement gap. Expenditures include funding a position to help monitor the academic progress of ELLs and other priority group students. Expenditures are the most efficient use of funds because research demonstrates that proactive and direct student and family support effectively mitigates risk factors in their life that lead to disengagement, including exposure to poverty, learning English, or living in an unstable living environment. The effectiveness of this Action will be measured by the percentage of unduplicated students scoring proficient (or higher) on the California Assessment of Student Performance and Progress (CAASPP) .

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A. We do not qualify for concentration funds (our unduplicated percentage is less than 55%).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 32,267,200	\$ -	\$ -	\$ 808,430	39,639,847	\$ 31,818,649	\$ 7,821,198

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully credentialed & appropriately assigned teachers	All	\$ 28,198,250	\$ -	\$ -	\$ -	\$ 28,198,250
1	2	Access to the standards-aligned instruction materials	All	\$ -	\$ -	\$ -	\$ -	\$ 6,564,217
1	3	Maintain all facilities in "Good Repair"	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Technology	All	\$ 605,910	\$ -	\$ -	\$ -	\$ 605,910
1	5	Monitor student engagement	All	\$ 500	\$ -	\$ -	\$ -	\$ 500
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 107,000	\$ 107,000
2	1	Career Technical Education (CTE) Pathways	All	\$ 122,166	\$ -	\$ -	\$ -	\$ 122,166
2	2	Advanced Placement (AP) courses and exams	All	\$ 75,020	\$ -	\$ -	\$ -	\$ 75,020
2	3	A-G Readiness	All	\$ 128,504	\$ -	\$ -	\$ -	\$ 128,504
2	4	College Credit Courses	All	\$ 58,400	\$ -	\$ -	\$ -	\$ 58,400
3	1	Parental Involvement	All	\$ 109,558	\$ -	\$ -	\$ -	\$ 109,558
3	2	Academic and Social-Emotional Supports	All	\$ 2,563,500	\$ -	\$ -	\$ -	\$ 2,563,500
3	3	English Learner Support	English Learners	\$ 146,535	\$ -	\$ -	\$ -	\$ 146,535
3	4	Interim Assessments	All	\$ 208,857	\$ -	\$ -	\$ -	\$ 208,857
3	5	Students with exceptional needs: Community partnerships	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	6	Students with exceptional needs: Post-secondary readiness	Exceptional Needs	\$ -	\$ -	\$ -	\$ -	\$ -
3	7	Special Program Lead Position	Priority Group	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
3	8	Professional learning related to English Learners (Title 3 Federal Funds)	English Learners	\$ -	\$ -	\$ -	\$ 16,497	\$ 16,497
3	9	Digital Library (Title 1 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 200,000	\$ 200,000
3	10	Targeted Academic Support (Title 1 Federal Funds)	All	\$ -	\$ -	\$ -	\$ 390,000	\$ 390,000
3	11	Non-English Speaking Parent Support (Title 1 Federal Funds)	English Learners	\$ -	\$ -	\$ -	\$ 94,933	\$ 94,933

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 56,899,148	\$ 4,068,798	7.15%	0.00%	7.15%	\$ 4,068,950	0.00%	7.15%	Total:	\$ 4,068,950
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 4,068,950

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Technology	Yes	schoolwide	all	schoolwide	\$ 605,910	0.00%
1	5	Monitor student engagement	Yes	schoolwide	all	schoolwide	\$ 500	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	schoolwide	all	schoolwide	\$ 122,166	0.00%
2	2	Advanced Placement (AP) courses and exams	Yes	schoolwide	all	schoolwide	\$ 75,020	0.00%
2	3	A-G Readiness	Yes	schoolwide	all	schoolwide	\$ 128,504	0.00%
2	4	College Credit Courses	Yes	schoolwide	all	schoolwide	\$ 58,400	0.00%
3	1	Parental Involvement	Yes	schoolwide	all	schoolwide	\$ 109,558	0.00%
3	2	Academic and Social-Emotional Supports	Yes	schoolwide	all	schoolwide	\$ 2,563,500	0.00%
3	3	English Learner Support	Yes	schoolwide	all	schoolwide	\$ 146,535	0.00%
3	4	Interim Assessments	Yes	schoolwide	all	schoolwide	\$ 208,857	0.00%
3	7	Special Program Lead Position	Yes	schoolwide	all	schoolwide	\$ 50,000	0.00%

2022-23 PCA Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 32,675,696.00	\$ 34,633,405.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully credentialed & appropriately assigned teachers	No	\$ 23,198,250	\$ 24,592,457
1	2	Access to the standards-aligned instruction materials	No	\$ 5,424,973	\$ 5,848,265
1	3	Maintain all facilities in "Good Repair"	No	\$ -	\$ -
1	4	Technology	Yes	\$ 500,752	\$ 507,716
1	5	Monitor student engagement	Yes	\$ 1,000	\$ -
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	\$ 106,899	\$ 105,624
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 100,964	\$ 99,692
2	2	Advanced Placement (AP) courses and exams	Yes	\$ 62,000	\$ 60,960
2	3	A-G Readiness	Yes	\$ 106,202	\$ 115,456
2	4	College Credit Courses	Yes	\$ 46,930	\$ 48,144
3	1	Parental Involvement	Yes	\$ 90,544	\$ 94,149
3	2	Academic and Social-Emotional Supports	Yes	\$ 2,070,340	\$ 2,067,258
3	3	English Learner Support	Yes	\$ 116,971	\$ 122,225
3	4	Interim Assessments	Yes	\$ 172,609	\$ 223,000
3	5	Students with exceptional needs: Community partnerships	No	\$ -	\$ -
3	6	Students with exceptional needs: Post-secondary	No	\$ -	\$ -
3	7	Special Program Lead Position	Yes	\$ 36,000	\$ 72,000
3	8	Professional learning related to English Learners	No	\$ 13,956	\$ 19,418
3	9	Digital Library (Title 1 Federal Funds)	No	\$ 200,000	\$ 189,367
3	10	Targeted Academic Support (Title 1 Federal	No	\$ 348,849	\$ 390,517
3	11	Non-English Speaking Parent Support (Title 1	No	\$ 78,457	\$ 77,157

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 3,304,332	\$ 3,304,312	\$ 3,410,600	\$ (106,288)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Fully credentialed & appropriately assigned teachers	No	\$ -	\$ -	0.00%	0.00%
1	2	Access to the standards-aligned instruction materials	No	\$ -	\$ -	0.00%	0.00%
1	3	Maintain all facilities in "Good Repair"	No	\$ -	\$ -	0.00%	0.00%
1	4	Technology	Yes	\$ 500,752	\$ 507,716.00	0.00%	0.00%
1	5	Monitor student engagement	Yes	\$ 1,000	\$ -	0.00%	
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	\$ -	\$ -	0.00%	0.00%
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 100,964	\$ 99,692.00	0.00%	0.00%
2	2	Advanced Placement (AP) courses and exams	Yes	\$ 62,000	\$ 60,960.00	0.00%	0.00%
2	3	A-G Readiness	Yes	\$ 106,202	\$ 115,456.00	0.00%	0.00%
2	4	College Credit Courses	Yes	\$ 46,930	\$ 48,144.00	0.00%	0.00%
3	1	Parental Involvement	Yes	\$ 90,544	\$ 94,149.00	0.00%	0.00%
3	2	Academic and Social-Emotional Supports	Yes	\$ 2,070,340	\$ 2,067,258.00	0.00%	0.00%
3	3	English Learner Support	Yes	\$ 116,971	\$ 122,225.00	0.00%	0.00%
3	4	Interim Assessments	Yes	\$ 172,609	\$ 223,000.00	0.00%	0.00%
3	5	Students with exceptional needs: Community partnerships	No	\$ -	\$ -	0.00%	0.00%
3	6	Students with exceptional needs: Post-secondary	No	\$ -	\$ -	0.00%	0.00%
3	7	Special Program Lead Position	Yes	\$ 36,000	\$ 72,000.00	0.00%	0.00%
3	8	Professional learning related to English Learners	No	\$ -	\$ -	0.00%	0.00%
3	9	Digital Library (Title 1 Federal Funds)	No	\$ -	\$ -	0.00%	0.00%
3	10	Targeted Academic Support (Title 1 Federal)	No	\$ -	\$ -	0.00%	0.00%
3	11	Non-English Speaking Parent Support (Title 1	No	\$ -	\$ -	0.00%	0.00%

Instructions

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2021

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Pacific Coast Academy

CDS code:

37680490136416

Link to the LCAP:

(optional)

<https://pacificcoastacademy.org/about/accountability>

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title III, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Pacific Coast Academy (PCA) is a direct-funded, WASC-accredited, public charter school that opened on July 1, 2017. Pacific Coast Academy takes great pride in offering flexible, personalized learning experiences through its many unique and dynamic programs. The school provide standards-based educational experiences that prepare students for college, career, and life in the 21st century while nurturing the whole child. PCA serves independent study and homeschooled students in Transitional Kindergarten through grade 12.

Although the state did not technically report results in the California Schools Dashboard for 2020 (SB98), it did publish valid and reliable data collected in 2019-20 that would have been included in the 2020 Dashboard. This data demonstrates our cohort high school graduation rate is 89%, an increase of 14% from the previous year and higher than the schoolwide rate of 87%. Further, our numerically significant subgroups' graduation rates are as follows: Students with a low-socio-economic status, 88%, Hispanic students 87%, and White students 93%. Our 2018-19 schoolwide Distance From Standard (DFS) score in ELA is -20.8 (Yellow), doubling our DFS improvement from the previous year. In 2019-20, 12% of our English Learners reclassified, and in 2018-19, 53% of our English Learners made progress towards English language proficiency (English Learner Progress Indicator).

Although our 2019-20 cohort high school graduation rate is 89%, it is well below what we want. Moreover, the graduation rate for students with disabilities is low at 57%. This data also demonstrates a need to improve the percentage of students who score At Prepared on the College Career Indicator (CCI). For example, in 2019-2020, 26% of our graduate cohort scored At Prepared on the CCI, 3% completed a Career Technical Education (CTE) pathway, 28% met the A-G requirements, and 50% completed a college credit course. 51% of our students who took the California state assessments (CAASPP) in 2018-19 scored at Conditionally Ready or Prepared in ELA on the Early ELA Early Assessment Program (EAP), and 40% scored likewise in math. Similarly, our 2018-19 schoolwide Distance From Standard (DFS) score in ELA is -20.8 (Yellow) and -71 (Yellow) for math.

To improve student performance, we will use federal funds to implement the following strategies:

Title I, Part A: We plan to focus on supplementing and enhancing mathematics instruction for 6th to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers, the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and general school success, we are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

Title II, Part A: Title II funds will be used to supplement school funds used for professional development for professional development for principals, vice principals, coordinators, and coaches to improve initial instruction in identified areas of need, including math achievement. Professional development is currently focused on Common Core Math Standards approach, including the practice standards. Our professional development also focuses on academic supports for students who are not successful in learning to read using our core program and current intervention programs and plan instructional improvements to increase student success; and new teacher induction to help teachers new to the profession become effective as quickly as possible. Additionally, our professional development for school leaders and teachers focuses on collecting, interpreting, and using data to inform our instructional practice and curriculum.

Title III, Part A: Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our LCAP Goals are as follows: Optimizing Conditions for Learning, Improving College and Career Readiness, and Improving Access and Success in a Broad Course of Study. To ensure alignment, our Federal Addendum to the LCAP outlines strategies and activities that are based on federal funding that are in addition to the overall approach covered in the LCAP as a whole. Specifically, we plan to utilize ESSA funds to enhance our state-funded programs so no student falls through the cracks, especially with our personalized learning approach.

Title I

- Goal 3, Action 10- Increase and improve targeted academic support for students who are not meeting proficiency on state assessments (ELA and math).

- Goal 3, Action 11- Monthly parent meetings (in addition to regular HST meetings) focused on understanding state academic standards and their relation to their children's education.
- Goal 3, Action 12- Monthly teacher professional development focused on understanding state academic standards and integrating them into classes, teacher resources, instructional material, and educational support.
- Goal 3, Action 13- Establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

Title II

- Goal 1, Action 6- To improve our professional growth and improvement systems for teachers and administrators, we will provide staff training related to formative, diagnostic, and interim assessments. To optimize data produced by diagnostic and interim assessments, it is vital that staff fully understand how to interpret results and modify curriculum and instructional appropriately.

Title III

- Goal 3, Action 9- Professional learning to guide and support administrators, coordinators, and teachers in addressing English learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2019-2020 school year, significant outreach and engagement was conducted with families. This included parent surveys and virtual town hall meetings. This was critical in providing the information needed for the 2020-2021 school year, given the challenges of COVID-19. During the 2020-2021 school year, these strategies were repeated to ensure families are able to share their experiences and provide input into the LCAP. We collect data from a broad range of stakeholders (parents/guardians, students, staff, community members) regarding their priorities in a series of meetings and surveys throughout the school year.

In addition, we hold virtual town hall meetings and focus groups to gather additional information related to the LCAP. For parents and family members specifically, we hold meetings where families

provide input on their priorities for the LCAP. Staff discusses the LCAP in DELAC meetings, and one to one meeting with students and families. These comments/suggestions, along with the student achievement and school climate data informed the drafting of the LCAP goals, actions, and services.

PCA involves parents of Title I students in an organized, ongoing, and timely way. Parents will be involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. The policy will be annually distributed in the Parent Student Handbook and be included in board policy. It will be available on the school website with hardcopies available as needed from the school office. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. The policy will be updated annually based on the feedback received from our parent advisory group, School Site Council and ESSA updates.

Parents are involved in the governing of the school through participation in surveys, DELAC, and our parent advocacy group. Parent groups may assist the school with community outreach, resource development, extracurricular programs, and community service projects. PCA views parents/guardians as our partners in educating our students. We have dedicated staff to assist all Title I parents/guardians the opportunities to participate in school activities and meetings including parents/guardians with limited English proficiency, with disabilities, and/or migrant students. We ensure all school information and reports are provided in a format and language that parents/guardians understand via digital format that can be translated with the use of technology. School provides use of interpreters, translators, and/or American sign language. In addition, educators communicate regularly with parents and families regarding school events, students' progress via zoom, email, phone, IM, or text. We have established an ongoing process to gather information through regular surveys.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Targeted Support Program:

We plan to focus on supplementing and enhancing mathematics instruction for 6th to 9th grade. This is where the achievement gap widens for low-income students and some students begin to give up on school. Our theory of action is that by providing more intensive support during grades 6th through 9th, we can prepare struggling students to meet state academic standards, so they are well prepared for high school, college, and career. We hypothesized that the most effective use of the Title I fund would be to provide small intervention classes virtually in math, where the achievement gap was widest, in order to provide teachers, the time and opportunity to build relationships with struggling students. In addition, our data shows that socio-emotional challenges contribute to a lack of academic and

general school success, we are also enhancing socio-emotional support at our school. Most of the Title I funding will go to support efforts to improve performance of low-income students and other students not meeting standards in math. Additional uses of Title I funds may include funding parent involvement and education activities for parents whose children qualify for Title I services, such as Parent Workshops and support for parent access to Naviance, our online college and career planning software, and meeting the needs of homeless students.

The school's academic support program includes opportunities for low-performing students to meet academic standards. Our students have access to tutoring services, personalized educational plans, personalized curriculum selections, intervention instructors, virtual academy instructors, Instructional Administrators, online academic support and instructional materials, technology, curriculum development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation, and other evidence-based intervention programs. Parent engagement strategies meet the needs of all students in the school with a specific focus on the lowest-achieving students and student groups who are at risk of not meeting grade-level proficiency. Parent and Community Engagement are provided in our community connections opportunities, parent education meetings, workshops and classes, multiple communication methods, and incentives for engagement. These strategies include counseling, additional teacher Professional Development, parent engagement opportunities, and supplemental curricular materials. Social-Emotional Learning (SEL) classes are provided for students weekly, curriculum development, professional development, parent meetings and training, SEL specialists, and psychologists. Title 1 funding is used to provide more intensive targeted support to close the achievement gap of the students who are considered unduplicated, high need students. Based on the California Longitudinal Pupil Achievement Data System (CALPADS), Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires, we can identify students in the greatest need of support. Our identified socioeconomically disadvantaged, English Learners, and Foster youth students are not making adequate progress towards achieving grade-level academic standards. We believe that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support, and parent and community engagement.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in PCA's educational and support programs. PCA will use Title I funds to supplement programs and supports aligned with the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The school will provide specific information in outreach materials, websites, and social media platforms notifying parents that the school is open to enroll and provide services to all

students, which shall include contact number to access additional information regarding enrollment. A student's IEP or report card will never be required prior to participation in any attendance lottery or as a condition of enrollment.

School Homeless Liaison

The school will designate a member of the leadership team as the School Homeless Liaison ("Homeless Liaison") for homeless students attending a school or program. The Homeless Liaison will receive annual training in appropriate enrollment practices and techniques for homeless students and families. Training includes informing families about immediate enrollment, regardless of documentation, guiding families through filling out registration documents and providing families with a list of pamphlets designed to inform them of the services provided for them. The pamphlet also includes the contact information our homeless liaison so that parents and students know who they can contact for help. The Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies.
2. Homeless students will be enrolled and provided a full and equal opportunity to succeed school and various programs. Enrollment disputes are mediated in accordance with law, Board policy, and procedure.
3. Homeless families and students receive all educational services for which they are eligible.

Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Homeless students are provided with technology, supplies and counseling in order to support them academically as well as social-emotionally. These needs could include academic, attendance, or social emotional support. PCA helps support the needs of homeless students as well as offering counseling services to students in need. Graduation requirements are adjusted for homeless students as necessary, and our enrollment practices are in alignment with the McKinney-Vento Homeless Assistance Act.

Other services provided to homeless students include:

- Educational Planning
- Assistance with Participation in school programs, college entry programs, and transition to college and career.
- Tutoring or other instructional support
- Expedited Evaluations
- Referrals for Medical, Dental, counseling, housing and other services/programs
- Coordination between Schools and Agencies
- Obtaining or Transferring Records for easy Enrollment

Student Rights

Homeless students who are enrolled in the school have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs.
- Continue to attend the school for the duration of homelessness or the current school year.
- Right to return to the school if PCA was their most recent previous school.
- Receive all educational services for which they are eligible.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition into Our School Model

Through school-provided videos and information during the enrollment process, families are provided the details of our school's educational model. Once enrolled, an initial meeting with their assigned home school teacher (HST) serves to inform parents and students about our school policies and expectations. Together, and with guidance from the high school counselor as appropriate, the HST and the parent develop an Individual Learning Plan (ILP) for each student; this facilitates a smooth transition from the students' previous school programs to the flexible, rigorous academic curriculum of PCA'S instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards-based assessments, teacher and parent observations, and are then given extra support as appropriately deemed through our multi-tiered system of support, to include our intervention program.

Supporting All Transitions through Social Emotional Learning (SEL)

Transitions of all kinds are supported at our school through our Social Emotional Learning (SEL) program. These transitions can include school changes, personal changes in the home, medical changes, and societal changes. Our SEL team has developed comprehensive trainings to staff and students. The SEL team offers slide show presentations (with optional voiceover recordings) and corresponding supplemental resources as tools for teachers to use with each of their students on monthly basis. These SEL lessons complement a monthly webinar offered to high school students on the given theme (such as Anger Management, Relationship Skills, etc). We plan to provide additional SEL curriculum for all grade levels, professional development to all staff on how to support our students in greatest need through transitions, and parents' trainings/workshops. Stakeholder engagement in SEL program will include: Input from school staff, survey sent to families, parent focus group, and communications through our school newsletter, emails, and meetings.

Middle school to high school

So that they can guide their students, teachers are trained in pertinent topics such as: graduation requirements, curriculum options, Career & Technical Education (CTE) programs, A-G College entrance requirements, concurrent enrollments, etc. While students are in 8th grade, teachers meet with students and parents to discuss high school options and requirements. Together, they consider student goals and create an individualized graduation plan. These plans are all reviewed by our counseling department. Once the plan is completed, the teacher and student select classes and order the necessary curriculum before the summer break. Families are also invited to meet with counselors as desired.

We offer high school orientation meetings to all of our new high school students and their families. A career planning course is mandatory for all incoming high school students to learn necessary study and organizational skills. This course also allows the students to begin to explore career options to work towards. As the year progresses, high school support specialists can recommend curriculum and adjust the graduation plan if it isn't in alignment with their most up-to-date life goals.

For our Special Education (SPED) students, we offer the Transition Bridge Program. It is designed to provide support to students and their families as they embark on the high school journey. In order to have an effective, meaningful transition to high school, students and families need to be given tools for academic and social success. Our highly qualified transition team will guide, mentor, and support students throughout the process.

High school to college and career

PCA supports students who are credit deficient in meeting graduation requirements. In addition, students are offered an opportunity for concurrent enrollment to get a head start on college or to learn job skills, such as computer programming or nursing. PCA is actively engaged in collaboration with local colleges to make concurrent enrollment options even more accessible to our students who need it the most. Career & Technical Education (CTE) pathways are made known to our students as course options during the school year. In 2021, we have enhanced student access and success with CTE pathways via collaboration with eDynamics and other virtual programs.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school provides professional learning to all staff based on evidence-based high-leverage instructional practices and curriculum development to improve student achievement. Professional learning activities are grounded in student achievement results and adjusted per staff feedback. We support teachers, administrators, and teachers through various opportunities designed to build their professional capacity:

- **Beginning Teacher Support Program-** Our Lead Teachers referred to as RCs, mentor and provide beginning teaches with intensive and individualized support aligned with current schoolwide initiatives and goals, leading to accelerating new teacher practice.
- **New Administrator Support-** New administrators receive coaching and mentorship from the principal and the National Center for Urban School Transformation (NCUST) located within San Diego State University. Principals themselves receive individual coaching from NCUST, including curriculum and instruction.
- **New Teacher Orientation -** New teacher orientation is provided at the beginning of each year to support teachers in lesson planning, supporting English Learners and students with special needs, and curriculum.
- **Lead Teachers-** Our Lead Teachers are referred to as RCs and help mentor new teachers and support them with curriculum-related needs.
- **Professional Learning Communities (PLC)** – Each month, teachers and administrators participate in PLC meetings to review student achievement data, curriculum, practical instructional practices, and academic support. This includes focused support for English Learners, social-emotional supports, and formative assessments.

All of the listed professional growth and improvement systems are reviewed and adjusted regularly by analyzing student achievement data (including our internal diagnostic STAR360), professional learning feedback surveys, interviews, PLC discussions. Administrators review individual SMART Goals with the principal and discuss progress. The principal meets regularly with a coach from NCUST to review school culture and academic progress. The principal meets with faculty monthly to assess and discuss organizational culture, identified needs, and the effectiveness of school leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are single school charter.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We value collaboration with all of our stakeholders, particularly families. We regularly analyze feedback from all stakeholders. Professional growth and improvement systems are reviewed and adjusted regularly by analyzing student achievement data (including our internal diagnostic STAR360), professional learning feedback surveys, interviews, PLC discussions. We collaborate with the National Center for Urban School Transformation to engage in data analysis to support the continued academic success of our students. Our goal has been to identify root causes through a needs assessment and allocate resources to address them. We maintain a wide array of monitoring metrics in both our Local Control and Accountability Plan (LCAP) and reviews with our charter authorizing district to assist in targeting needs, allocating resources, and evaluating program effectiveness. We use Title II, Part A funds for staff professional development related to the state academic standards, high-leverage math practices, beginning teacher support program, commercial diagnostic assessments. We monitor the effectiveness of these programs using the same process we use to evaluate the progress of our LCAP actions, including a robust evaluation process that utilizes multiple measures to update and improve activities that includes:

- Student and Family Engagement Surveys- We administer an engagement survey to students and families annually. The survey responses help us identify academic and social-emotional needs.
- Employee Evaluation Process – All teachers and staff receive regular constructive feedback through an evaluation approach that provides constructive and feedback and encourages professional reflection to ensure all students have access to high-quality teachers.
 - Professional Development Feedback – Participants provide feedback on professional development workshops through evaluations. We use survey results to guide future professional development to ensure that content is relevant and meets the overall needs of the teachers and paraprofessionals.
- Stakeholder Input – We regularly seek out stakeholder input. For example, we develop our LCAP based on the input of our various stakeholder groups, including teachers, classified employees, students, and families.
- Achievement Results – We regularly analyzed student achievement data, including Smarter Balanced Assessment results, California Schools Dashboard Indicators, and our internal diagnostic results (STAR360). We use federal funds to purchase a data analysis system to purchase a robust and comprehensive student data analysis system.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA is grounded in the belief that teachers and parents are the key levers that boost student achievement; thus, quality professional development is essential for PCA students to excel academically. All professional development is designed to maximize student achievement, including that of our English Learners. The school's long-term planning and supplementing the selected instructional materials to best support all of our students. The leadership team shares best practices that are successful with staff and parents of English Learners, such as effective instructional methods and strategies. The staff monitors and supports students and families to enhance the effectiveness of instruction. Professional development for teachers takes place on a monthly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The student progress toward grade level standards is analyzed monthly, whereas the results of formative assessments are analyzed quarterly.

Secondarily, school-wide professional development is a chance for the school's administration and teachers to use scientifically based research to address instructional trends in homeschooling and ways the students/families can be more effectively served. Topics may include instructional strategies like improving check for understandings, incorporating resulting in a positive and lasting impact on student achievement in their classrooms. Another integral component of professional development at the school are the monthly Professional Learning Community (PLC) meetings. Teachers collect student's achievement data, conduct one-one-one meetings and review student academic work. Following the student-teacher meeting, the team discusses student learning based on student data and notes from the observation. Teachers are empowered to provide feedback to their colleagues in supporting students' academic success. These meetings allow PCA staff to notice instructional and cultural trends across the school and align professional development accordingly. The PLC cultivates a profound desire in staff to continue to improve their craft.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title III, Immigrant funding.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PCA's strives to ensure all of our English Language Learners to advance each year in their language development and be redesignated. Based on the student's Home Language Survey, all students designated as potential English Learners will take the English Language Proficiency Assessment for California (ELPAC). PCA will purchase instructional materials that will support access to grade-level content for ELs in correlation with the California ELD standards. In addition, will also provide professional development for teachers in English Language Development and monitoring student progress. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The instructional programs were chosen because of their basis on scientifically based research and effectiveness with English Learners. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Students' language proficiency levels as determined by the ELPAC will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.

Student mastery of the grade level content standards will be measured through standards-based assessments, as well as the SBAC, the STAR360 assessment, and other summative assessments. In addition, teachers will keep anecdotal records of their students' progress. Assessment results will be disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for four years after reclassification. ELs and RFEP students not making adequate academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title IV funds.