LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rite of Passage Charter High School

CDS Code: 09100900930131

School Year: 2021-22

LEA contact information:

Gabrielle Marchini

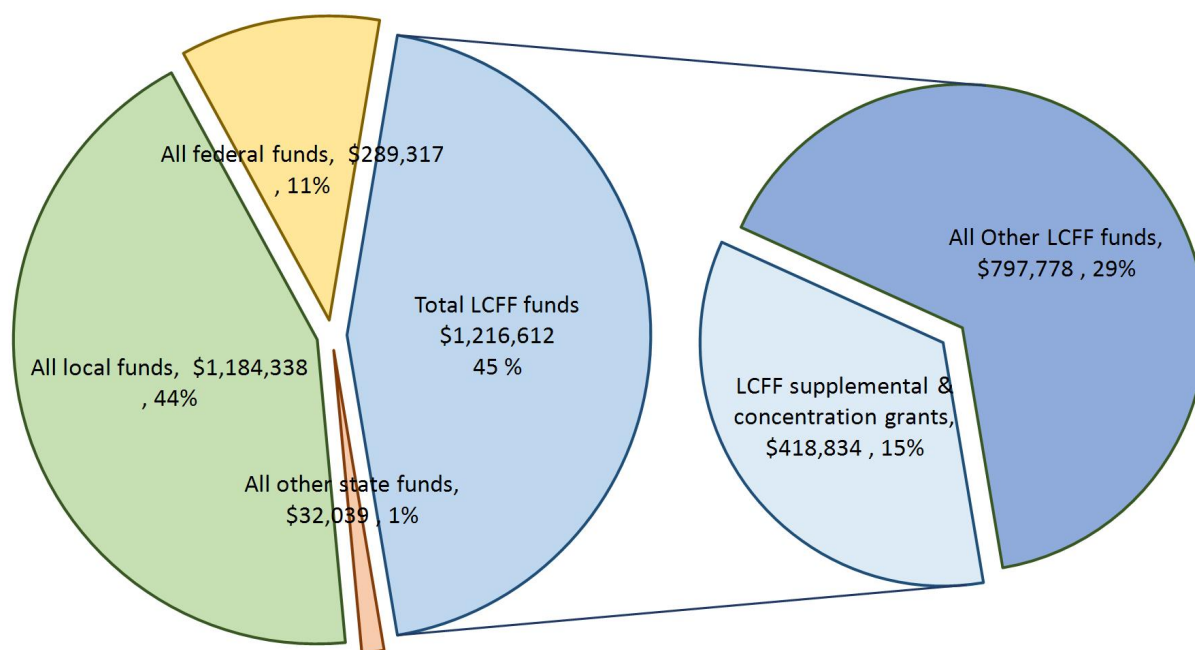Director, Curriculum, Instruction, Accountability

gmarchini@edcoe.org

5303634192

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $289,317, 11%

All local funds, $1,184,338, 44%

Total LCFF funds $1,216,612 45 %

All other state funds, $32,039, 1%

All Other LCFF funds, $797,778, 29%

LCFF supplemental & concentration grants, $418,834, 15%

This chart shows the total general purpose revenue Rite of Passage Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Rite of Passage Charter High School is $2,722,306, of which $1216612 is Local Control Funding Formula (LCFF), $32039 is other state funds, $1184338 is local funds, and

$289317 is federal funds. Of the $1216612 in LCFF Funds, $418834 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts 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.

Budgeted Expenditures in the LCAP
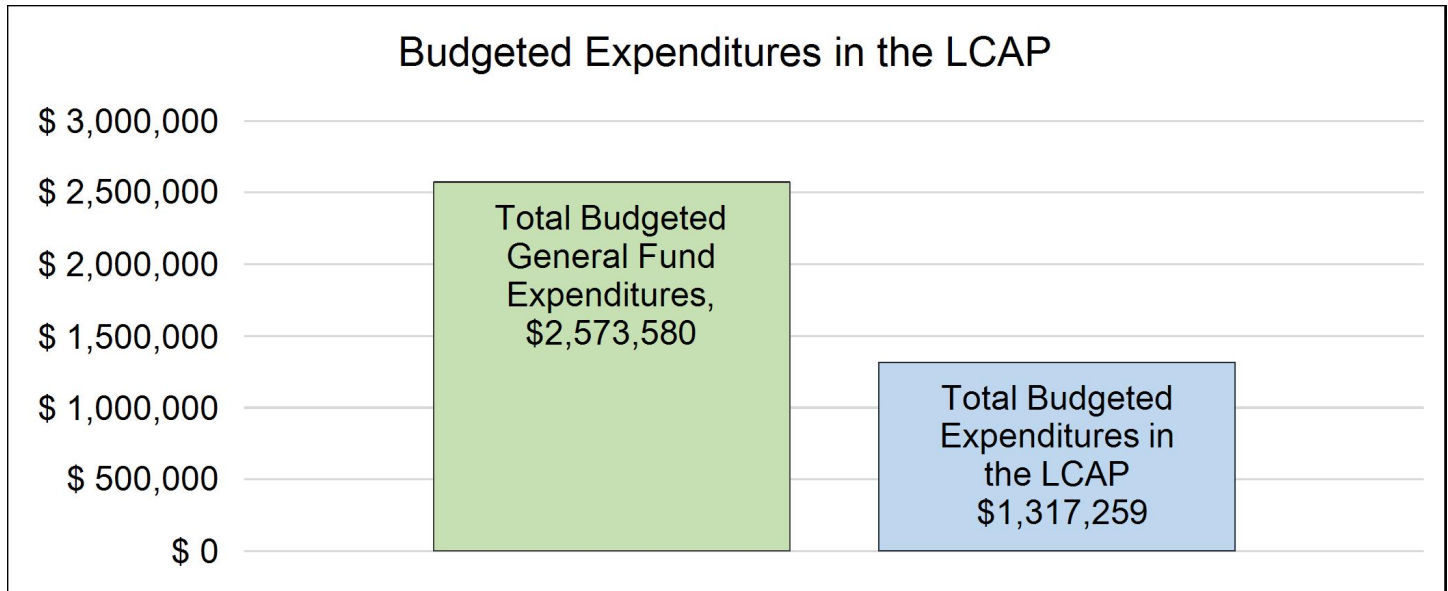
This chart provides a quick summary of how much Rite of Passage Charter High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rite of Passage Charter High School plans to spend $2573580 for the 2021-22 school year. Of that amount, $1317259 is tied to actions/services in the LCAP and $1,256,321 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
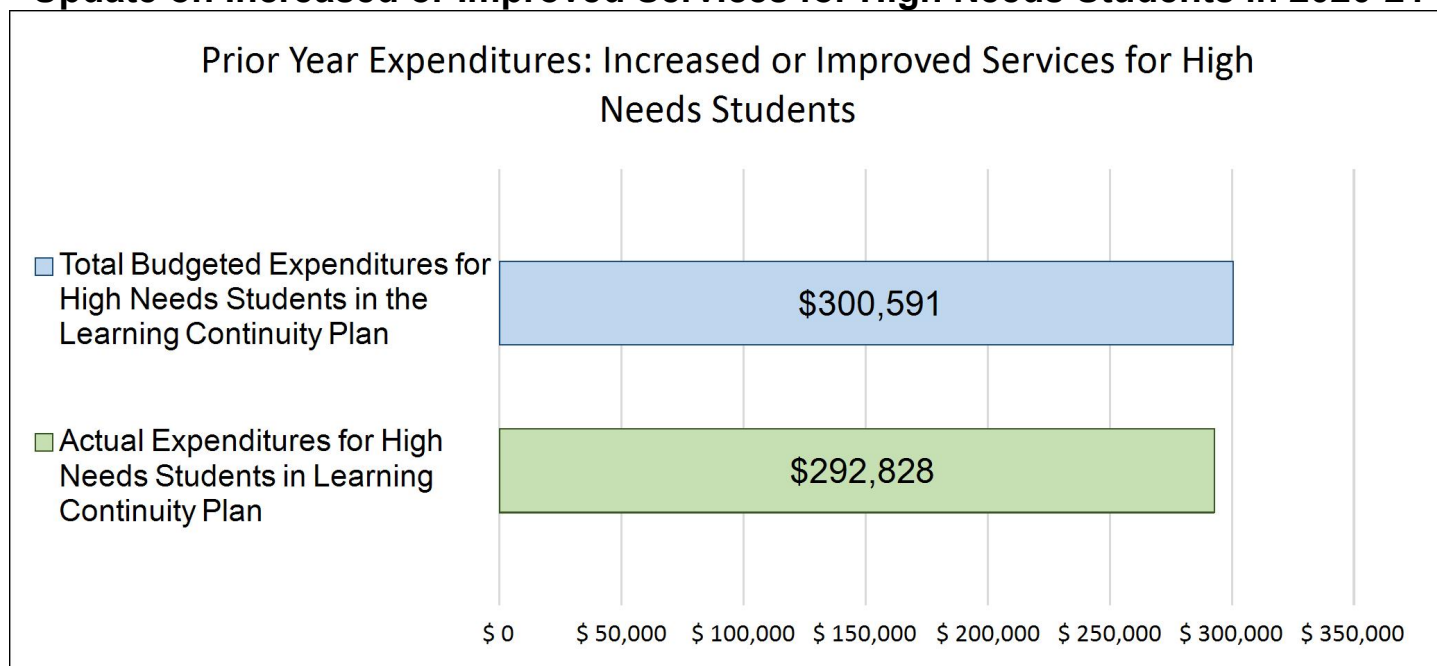
A portion of LCFF revenue is expended on activities of a county office-wide nature for oversight of ROPCHS such as professional development, curriculum/instructional support, business services for payroll, daily operations, and general oversight by the Director of Curriculum and Instruction.

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

In 2021-22, Rite of Passage Charter High School is projecting it will receive $418834 based on the enrollment of foster youth, English learner, and low-income students. Rite of Passage Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Rite of Passage Charter High School plans to spend $588999 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan **$300,591**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan **$292,828**

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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

In 2020-21, Rite of Passage Charter High School's Learning Continuity Plan budgeted $300591 for planned actions to increase or improve services for high needs students. Rite of Passage Charter High School actually spent $292828 for actions to increase or improve services for high needs students in 2020-21.

The amount expended in 20/21 varied by 2.6% or $7,700. This difference was due to not needing as many after-school support classes since students were in-person and receiving the support needed during the school day.

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

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

LEA Name	Contact Name and Title	Email and Phone
Rite of Passage Charter High School	Gabrielle Marchini Director, Curriculum, Instruction, Accountability	gmarchini@edcoe.org 5303634192

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

Goal 1

Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century.

Goal 1.1
- Maintain a quality educational program - all students will have access to the basic educational services that comprise a quality educational program.
- All teachers will be fully credentialed in the subject areas and for the grade levels they are teaching
- Students will have access to standards-aligned instructional materials
- Facilities will be maintained in good repair by Rite of Passage.

Goal 1.2
- Train teachers, administrators and instructional assistants to understand the changes in instructional strategies required to meet the content literacy expectations of the CCSS.
- Teachers will also need additional training aligned with the California ELD Standards and the California ELA/ELD Framework to support English Learners in the increased language demands of the CCSS.

Goal 1.3
- Design and sustain an instructional program that includes additional instructional time and a curriculum that can be individualized to meet the needs of the students at Rite of Passage Charter High School.

Goal 1.4
- Implement a research-based ELD Program that includes pre and post assessments to determine student progress in learning English.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 7: Course Access (Conditions of Learning)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Employ 10 core academic program teachers and 2 CTE Teachers **19-20** 9 Core academic program teachers will be employed as well as 2 CTE teachers and 1.5 Special Education teachers. .5 FTE will be hired for Title I services, **Baseline** 9.38 Core academic program teachers are employed	Seven core academic teachers were hired along with 2 CTE teachers.
Metric/Indicator Employ a full time administrator to serve as the instructional leader **19-20** 1.5 full time administrators will be employed to serve as an instructional leader **Baseline** A full time administrator is employed to serve as an instructional leader	1.5 full time administrators were hired.
Metric/Indicator 100% of students will have access to standards-aligned instructional materials. **19-20** 100% of students will have access to standards-aligned instructional materials. **Baseline** 100% of students will have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.
Metric/Indicator Employ four Classroom Specialists to support Special Education students as well as Intervention Programs. **19-20**	Three classroom specialists were hired to support Special Education as well as intervention programs.

Expected	Actual
Three Classroom Specialists will be employed to support Special Education students as well as Intervention Programs. 1 FTE will be hired to support library services and intervention programs. **Baseline** Four Classroom Specialists are employed to support Special Education students as well as Intervention Programs.	
Metric/Indicator 100% of students will have access to standards-aligned instructional materials **19-20** 100% of students have access to standards-aligned instructional materials **Baseline** 100% of students have access to standards-aligned instructional materials	Same as above- 100% of students have access to standards-aligned instructional materials.
Metric/Indicator 100% of teachers will either be fully credentialed in the subject area(s) and for the grade levels they are teaching or will be working on a plan to meet credentialing requirements. **19-20** 100% of teachers are either fully credentialed in the subject area(s) and for the grade levels they are teaching or are working on a plan to meet credentialing requirements. **Baseline** 100% of teachers are either fully credentialed in the subject area(s) and for the grade levels they are teaching or are working on a plan to meet credentialing requirements.	100% of teachers are either fully credentialed in the subject area(s) and for the grade levels they are teaching or are working on a plan to meet credentialing requirements.
Metric/Indicator Facilities will be maintained in good repair by Rite of Passage as evidenced by facility inspection reports. **19-20**	Facilities are maintained in good repair by Rite of Passage as evidenced by facility inspection reports.

Expected	Actual
Facilities are maintained in good repair by Rite of Passage as evidenced by facility inspection reports. **Baseline** Facilities are maintained in good repair by Rite of Passage as evidenced by facility inspection reports.	
Metric/Indicator Step Up to Writing will be used in all classrooms regardless of content area as evidenced by observation and examination of student work. **19-20** Step Up to Writing will be used in every core content area classroom at all three sites. **Baseline** Step Up to Writing is not used in any of the classrooms at ROPCHS.	Step Up to Writing has been used in most classrooms regardless of content area as evidenced by observation and examination of student work.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
9 Core academic program teachers will be employed as well as 2 CTE teachers and 1.5 Special Education teachers. (Budget amended to include benefits)	1000-1999: Certificated Personnel Salaries Base $436,618.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 541,067.00	1000-1999: Certificated Personnel Salaries Base 286894 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 406075
Employ 1.5 full time administrators to serve an instructional leaders.	1000-1999: Certificated Personnel Salaries Base $74,826.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 148,466.00	1000-1999: Certificated Personnel Salaries Base 76018 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150909

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Training/preparation/testing to support teachers in meeting credential requirements.	5800: Professional/Consulting Services And Operating Expenditures Title II $3000.00	5000-5999: Services And Other Operating Expenditures Title II 587
Continue to purchase Odysseyware licenses for students. This courseware includes materials for English/Language Arts, Mathematics, History/Social Science and Science. Supplement Odysseyware as appropriate with additional standards-aligned materials	4000-4999: Books And Supplies Supplemental and Concentration $59,326.00	5000-5999: Services And Other Operating Expenditures Base 61000
Facilities will be maintained in good repair by Rite of Passage.	0	
Step Up to Writing training will occur as needed for new staff and as a "refresher" to ongoing staff.	5800: Professional/Consulting Services And Operating Expenditures Title I-A $1000.00	No expenses found 5800: Professional/Consulting Services And Operating Expenditures Base 0
.5 FTE will be hired for Title I services	1000-1999: Certificated Personnel Salaries Title I-A $54,667.00	1000-1999: Certificated Personnel Salaries Title I-A 67472
Three Classroom Specialists will be employed to support Special Education students as well as Intervention Programs. An additional 1 FTE will be hired to support library services and intervention programs.	2000-2999: Classified Personnel Salaries Title I $245,777.00 2000-2999: Classified Personnel Salaries Title I	2000-2999: Classified Personnel Salaries Title I 168710 2000-2999: Classified Personnel Salaries Base 61615

Goal Analysis

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

With the implementation of distance learning and the variation of enrollment numbers, the need for core teachers was less than planned in 2019. Students worked in a distance learning environment from 3/17/20 through the end of the school year (June 30, 2020). When the students were attending school (from July 1, 2019-March 16, 2020), the class sizes did not exceed 15 students.

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

Staffing was challenging in the 2019-20 school year due to many fluctuations with enrollment. The LEA opted to keep staff in place in spite of drastic decreases in enrollment in order to be prepared for sudden increases. An additional challenge was the need to move to 100% distance learning in March. Due to the support of Rite of Passage staff (who remained on site), the quick learning of our

teachers to use Zoom, Google Classroom, and the Odysseyware online curriculum, and the availability of chromebooks for student use, the switch to distance learning was challenging buy relatively smooth for students. Every day students interacted with teachers and with instruction.

Goal 2

Goal 2: Provide an innovative and engaging education that meets the diverse learning needs of all students.

- Examine the school day to increase learning opportunities for students (see Goal 1.3)
- Instructional Assistants reduce teacher/student ratio to meet diverse learning and behavior needs of students (see Goal 1.3)
- Establish a cohort comprised of administrators and teachers to identify highly effective instructional practices for high-risk students that support academic achievement and the transition from incarceration to continued education, college/vocational training or employment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of students acquiring the required units to receive their diploma while attending ROPCHS **19-20** 90% of seniors will fulfill the requirements to receive a diploma **Baseline** For 2016-17, 80% of seniors will fulfill the requirements to receive a diploma	Actual graduation rate was 74% for 2020.
Metric/Indicator Learning Opportunities for students will occur beyond the school day. **19-20** Two after school classes will be supported at SRA and one at SSA.	At SRA , two classes were offered. At SSA one class was offered.

Expected	Actual
Baseline For 2016-17, 3 after school classes are offered at SRA, one at Q House and one at SSA.	
Metric/Indicator Attendance records will indicate that all staff participate in ongoing RTSA training. **19-20** Attendance records will indicate that all staff participate in ongoing RTSA training. **Baseline** All staff participate in RTSA Training	Staff did participate in training through the end of February 2020
Metric/Indicator Classroom observation notes will indicate that RTSA strategies are used in every classroom at all sites. **19-20** Classroom observation notes will indicate that RTSA strategies are used in every classroom at all sites. **Baseline** Classroom observation notes indicate the RTSA strategies are used in every classroom approximately 70% of the time.	Prior to the site closure due to COVID, staff at SRA and SSA did implement RTSA strategies (project-based learning).
Metric/Indicator Additional RTSA Training will occur for staff and for the devlelopment of an onboarding program for new staff **19-20** All staff will be trained in RTSA. Documentation will reveal a plan for onboarding of new staff **Baseline** 75% of staff is training in RTSA	Due to the pandemic, this has not yet occurred.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Odysseyware training will occur as needed to help teachers differentiate instruction to meet the needs of individual students and to address the themes of the RTSA model.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1000.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1025
The RTSA Model will continue to be supported by providing intensive training of new staff and developing a plan for onboarding of new staff. (CSI Funding)	CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Other $35,000	CSI Funding not used due to COVID 5800: Professional/Consulting Services And Operating Expenditures Other 0
Tutor not hired	0	
Hire 1.5 FTE career advisory teachers to support students at all sites in their transition from incarceration to continued education, college/vocational training, or employment.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $148,595.00	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100084
The Character Based Literacy Program will be purchased to enhance the ELA curriculum and supplement the themes established with RTSA.	Title I-A $1500.00	Base 1500
Site visitations will be supported for staff to see programs that are effectively supporting diploma pathways for students in incarcerated settings. (CSI goal)	CSI Funding Other $25,000	CSI Funding not used due to COVID Other 0

Goal Analysis

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

The graduation rate at ROPCHS continues to improve. In 2018, the graduation rate was reported to be 59% on the CA Dashboard. On the 2020 Dashboard the rate had increased to 74.2%. If the original formula to exit from CSI had been applied, ROPCHS would have been exited. Graduation rates continue to improve as there is a more targeted focus on the incoming credits and how we determine the appropriate path for graduation for our students. A contract with LACOE was prepared to offer RTSA training. The staff was to visit model RTSA sites in the winter (Dec/Jan) and then LACOE trainers would travel to ROP sites to train staff. While the staff was able to visit sites in the Los Angeles area, the COVID-19 pandemic swiftly closed down sites and travel options in early March and the RTSA training did not occur. As the staff and students were operating in a distance learning model, the opportunities to implement RTSA and project based learning were limited.

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

In spite of the pandemic, our graduation rate continued to improve in the 2019-20 school year. As mentioned above, the RTSA training (and all other training) was not possible after March 2020 when our school sites were no longer available to our school staff.

Goal 3

Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.

The learning environment will be clean, safe and culturally responsive to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities Inspection and Student Survey results will indicate that the site is clean, safe, and culturally responsive. **19-20** Facilities Inspection and Student Survey results will indicate that the site is clean, safe, and culturally responsive. **Baseline** Facilities Inspection and Student Survey results will indicate that the site is clean, safe, and culturally responsive.	Facilities Inspection and Student Survey results indicate that the site is clean, safe, and culturally responsive.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
As agreed in the MOU between EDCOE and Rite of Passage, the learning environment will be clean, safe, and culturally responsive to all students.	0	

Goal Analysis

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

The sites are maintained by Rite of Passage and no funds are required for this goal.

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

ROP maintains the school sites.

Goal 4

Goal 4: Involve parents, family and community members as partners in the education of all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All sites will use Aeries gradebook to report student progress for family and administration to view. **19-20** 100% of teachers will use Aeries gradebook and the Parent Portal to Aeries will be available for parents to examine student progress. **Baseline** Approximately 50% of teachers use Aeries gradebook and it is not viewable by parents	All sites use Aeries gradebook to report student progress for family and administration. Reports are available for families and administration as needed.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ongoing training as needed.	Base $500.00	Base 0
Staff will send communication to families to notify them of awards for students and to invite them to Exhibition Days.	Not Applicable Base $1000.00	Base 0

Goal Analysis

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

No training in Aeries was required this year as staff is familiar with the system. Since communication with families occurred via Zoom and electronic means (and we had no onsite events due to COVID), costs for communication were minimal.

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

The reporting from Aeries and other communication (photos, awards, etc.) are shared with families. This goal will continue to be a priority for our school

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Odysseyware Online Curriculum is used to support students who need access to curriculum beyond classroom instruction. Regardless of a student's needs in terms of credit, courses are available and can be completed individually at the student's own pace.	$61,000	56000	Yes
Classroom Specialists are hired to provide individual support for students. This support occurs in the classroom, during the school day, and after school.	$202,140	205759	Yes
NWEA MAP - An online assessment system for Diagnostic and Formative decisions regarding student learning. The reporting is rigorous and allows for individual student growth to be measured.	$1,855	1027	Yes
Support for Administration and reporting of NWEA MAP data- One person dedicates 15% of her time to ensure that all students are tested and that reports are prepared and reviewed with staff to make individualized instructional decisions for students.	$15,450	22813	Yes
After School Academic Support	$14,974	6505	Yes

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

Our costs for the administration and reporting of NWEA MAP increased as we had a greater need to track student progress to ensure that all students were making progress. We plan to continue this in the future as this information was helpful with our planning for instruction.

Analysis of In-Person Instructional Offerings

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

All in-person instruction began on 7/6/20 and continued throughout the school year. EDCOE leadership worked closely with ROP leadership to ensure that staff and students could safely return and to provide structures, following CDPH and Cal OSHA guidelines, that would close classrooms as needed in response to COVID cases. Although there were at least three times when classrooms needed to close, staff quickly transitioned to distance learning and then back to in-person when it was safe.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development related to online instruction throughout the 20/21 school year	$5,000	5307	No
Professional development specific to needs of EL students in a distance learning environment	$500	0	Yes
Replacement of chromebooks (as needed) for student use	$3,000	0	No
Purchase of equipment (as needed) to facilitate online instruction (teacher equipment)	$3,000	2456	No
Odysseyware Online Curriculum (accounted for in "In-Person Instructional Offerings" actions	NA	NA	Yes

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

NA

Analysis of the Distance Learning Program

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

Distance Learning was very infrequent since staff returned to sites on 7/6/20. When the school did need to transition for a health reasons, every student received instruction via Zoom daily, every student had access to a Chromebook, and there were ROP staff on hand to provide individual support and encourage participation. Students continued to learn (as demonstrated by improved NWEA scores). Staff remained in their role assigned as of 7/1/20 and all students with IEPs continued to receive the services required by their individualized plans. Since our students live on site, meals are provided as well as housing and clothing.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA MAP - Assessment for Diagnostic and Formative decisions - accounted for with In-Person Learning section	NA	NA	Yes
Support for Administration and reporting of NWEA MAP data - accounted for with In-Person Learning section	NA	NA	Yes
Professional Development focused on key standards	$1,000	724	Yes
Professional Development focused on Interim Assessment Blocks	$1,000	0	Yes

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

We did not complete a training using the Interim Assessment Blocks and, instead, used NWEA MAP as our main source of information. We will explore IAB training for the future.

Analysis of Pupil Learning Loss

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

Sites continued to measure student learning (to determine if loss was occurring) via classroom assessments and NWEA MAP testing---which was closely monitored. Training began in April to focus on priority content (via The New Teacher Project TNTP learning acceleration model). This was paid for by our Geographic Lead agency (CCFAC) and included the beginning of looking at priority content--this will continue as a goal/action in our 21-24 LCAP.

Analysis of Mental Health and Social and Emotional Well-Being

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

Ricky Robertson training was provided in August 2020 but not all staff was able to attend. There will be additional opportunities in the near future. Student surveys indicate that students enjoy project based learning when they are in school and that a majority feel connected to the adults at school. Interpreter services are provided as needed. Students continued to receive counselling and daily therapy via the ROP program and the requirements of the STRTP licensure.

Analysis of Pupil and Family Engagement and Outreach

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

Multidisciplinary meetings and IEP meetings continued throughout the year and provided connections to families. As the COVID restrictions began to lift in the fall, the sites invited parents and families to school events and there were multiple families that attended graduation ceremonies. Weekly meetings that included school and residential staff continued throughout the year to address individual student engagement needs. The return of teachers to the school buildings was warmly received by students.

Analysis of School Nutrition

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

Meals were provided by the Rite of Passage program and met federal nutrition guidelines. Every student received, at minimum, three meals per day and all were eligible for the free meal program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health/Social Well Being Ricky Robertson Resilience Training for Staff	$300	0	Yes
Mental Health and Social and Emotional Well-Being	Mental Health/Social Well Being Interpreter Services as needed for meetings	$500	0	Yes

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

Interpreter services were not needed and the the Ricky Robertson training was free to our staff so no costs were accumulated.

Overall Analysis

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

As most of the school year was offered in the traditional in-person model, this question is not as applicable as it might be for other programs. Staff is definitely more comfortable with the technology that has been provided for them to use to individualize instruction. Also, students expressed a great interest in working more in a project-based model and this has influence the 21-24 LCAP.

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

NWEA MAP has been used throughout the pandemic and over the last school year. IEP goals and services have been addressed as they would have in any other year as the staff was on site beginning on 7/6/20.

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

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

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

Within the 21-24 LCAP, the needs of our students (based on surveys and individual conversations) is more closely addressed in the areas of Career/Technical Education and the implementation of Project-based learning. A focus on the principles of learning acceleration is apparent in terms of seeking supplemental curriculum and aligns with priority content. Student products will also be more closely examined as we implement the principles of learning acceleration. Regular student surveys are included (the purchase of Survey Monkey for this purpose is on of our actions), and a focus on CTE after meeting with leaders in Yolo county and the NCCT program. Based on the outcomes of the 20-21 school year, our appreciation for the information received from the NWEA MAP assessment system has been very helpful for planning for student learning and is included in our LCAP. Additionally, staffing decisions are being made that include consideration for distance-based services. The success of using Zoom for some of our staffing needs during the pandemic has opened our minds to how we deliver services when sites are located so far apart.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,777,342.00	1,381,889.00
	0.00	0.00
Base	512,944.00	487,027.00
Other	60,000.00	0.00
Supplemental and Concentration	898,454.00	658,093.00
Title I	245,777.00	168,710.00
Title I-A	57,167.00	67,472.00
Title II	3,000.00	587.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,777,342.00	1,381,889.00
	27,000.00	1,500.00
1000-1999: Certificated Personnel Salaries	1,404,239.00	1,087,452.00
2000-2999: Classified Personnel Salaries	245,777.00	230,325.00
4000-4999: Books And Supplies	59,326.00	0.00
5000-5999: Services And Other Operating Expenditures	0.00	61,587.00
5800: Professional/Consulting Services And Operating Expenditures	40,000.00	1,025.00
Not Applicable	1,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,777,342.00	1,381,889.00
		0.00	0.00
	Base	500.00	1,500.00
	Other	25,000.00	0.00
	Title I-A	1,500.00	0.00
1000-1999: Certificated Personnel Salaries	Base	511,444.00	362,912.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	838,128.00	657,068.00
1000-1999: Certificated Personnel Salaries	Title I-A	54,667.00	67,472.00
2000-2999: Classified Personnel Salaries	Base	0.00	61,615.00
2000-2999: Classified Personnel Salaries	Title I	245,777.00	168,710.00
4000-4999: Books And Supplies	Supplemental and Concentration	59,326.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	61,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	587.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	35,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	1,000.00	1,025.00
5800: Professional/Consulting Services And Operating Expenditures	Title I-A	1,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	3,000.00	0.00
Not Applicable	Base	1,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,564,747.00	1,279,280.00
Goal 2	211,095.00	102,609.00
Goal 3	0.00	0.00
Goal 4	1,500.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$295,419.00	$292,104.00
Distance Learning Program	$11,500.00	$7,763.00
Pupil Learning Loss	$2,000.00	$724.00
Additional Actions and Plan Requirements	$800.00	
All Expenditures in Learning Continuity and Attendance Plan	$309,719.00	$300,591.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$11,000.00	$7,763.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$11,000.00	$7,763.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$295,419.00	$292,104.00
Distance Learning Program	$500.00	
Pupil Learning Loss	$2,000.00	$724.00
Additional Actions and Plan Requirements	$800.00	
All Expenditures in Learning Continuity and Attendance Plan	$298,719.00	$292,828.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rite of Passage Charter High School	Gabrielle Marchini Director, Curriculum, Instruction, Accountability	gmarchini@edcoe.org 5303634192

Plan Summary [2021-22]

General Information

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

Rite of Passage Charter High School (ROPCHS) serves students aged 13-18 who are involved in the juvenile justice and/or social service systems. The three sites that comprise ROPCHS currently serve approximately 60 students from counties mostly in California, but occasionally from across the United States. The sites include Sierra Ridge Treatment Program (SRTP) near San Andreas, California; and Qualifying House (Q House) in Minden, Nevada. Both sites offer core academic programming, credit recovery, and career/college exploration options for students. For the past 6 years, both sites have been working to implement the Road to Success Academy (RTSA) instructional model with the support of the Los Angeles County Office of Education. The RTSA model uses project-based learning to engage students in the California content standards. The model requires a multi-disciplinary focus, using trauma-informed practices, to engage students. Key social-emotional skills that were identified by our staff as most important for the success of our students as they re-entered their environment after leaving our facilities are included as areas of focus within each of five units of study. At ROPCHS, we focus on the rigor and skills needed for our students to be career and/or college ready as they exit our program. With the limitations of the COVID-19 pandemic in the 20-21 school year, training around RTSA and the full implementation of the model have been delayed. Staff looks forward to the opportunity to participate in professional development and continue to improve upon this model.

The educational program is operated under the supervision of the El Dorado County Office of Education (EDCOE) and the residential portion of the program is operated under the supervision of Rite of Passage (ROP), a private non-profit national provider of programs for troubled and at-risk youth. EDCOE and ROP have maintained a unique, mutually-beneficial partnership for more than 30 years. According to the last survey conducted by ROP, 67% of the juveniles who successfully complete the program do not re-enter the justice system within twelve months of leaving the program and 90% of the students return to school, enroll in advanced education programs or obtain jobs upon exit from the program. These indicators of success are one of the reasons why the El Dorado County Office of Education has continued to serve as the Local Educational Agency for Rite of Passage for so many years.

While the original Rite of Passage program originally served only male students, five years ago the program was expanded to include female students at Qualifying House. In addition, ROP took the necessary steps to become a certified Short-Term Residential Treatment Program

(STRTP) due to changes in California law. The students who have entered ROPCHS in the past came with a wide variety of experiences within the public school system. Since the ROP program transitioned to an STRTP, in addition to the vast difference in terms of school experience, the students arrive with a number of behavioral and emotional challenges that require intensive support and therapy. Upon enrollment, students are included in a meeting with ROP staff and school representatives to evaluate their needs while participating in our program. This meeting triggers pre-assessment of mathematics, reading, and writing skills (using NWEA MAP) as well as an evaluation of transcripts to examine credits accumulated toward receiving a high school diploma. This process is personalized and results in the development of a plan for each student to outline a path of success for them both within the school and ROP program as well as supporting their transition to programs outside of ROP when they leave the system. Many of the systems and programs that are present within ROPCHS are enhanced and developed as a result of the data collected in these meetings and in weekly follow up meetings to determine student progress.

Reflections: Successes

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

Since ROPCHS is a Dashboard Alternative School (DASS), the metrics that are used on the California Dashboard are currently evolving. We have seen great success in the Graduation Rate, in the green range for 2019, with the graduation rate improving from 59% in 2018 to 74.2% in 2020. In addition, the Suspension Rate at ROPCHS is in the blue range on the Dashboard since our rate is 0%. Since we only test 11th graders for CAASPP and the numbers of students are very low, we do not receive a color on the Dashboard for ELA and Mathematics. We do closely monitor student progress using NWEA MAP and found the following: Q House: 40% of students improved by at least one grade level in Reading, 30% of students improved at least one grade level in mathematics. SRTC: 57% of students improved at least one grade level in Reading and 51% in mathematics.

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.

Since we only test 11th graders for CAASPP and the numbers of students are very low, we do not receive a color on the Dashboard for ELA and Mathematics. We do closely monitor student progress using NWEA MAP and for the 20-21 school year found the following information for students enrolled for at least 90 consecutive days: Q House: 40% of students improved by at least one grade level in Reading, 30% of students improved at least one grade level in mathematics. SRTC: 57% of students improved at least one grade level in Reading and 51% in mathematics. We are pleased to see progress, but will continue to focus on improving these numbers. Another area in need of focus is around the College/Career Indicator. This indicator is evolving for DASS schools in recognition of the fact that the students are not enrolled long enough to complete a CTE pathway and frequently do not take advanced exams like the AP exam. In this LCAP we have set a goal related to adding more career and college focused opportunities for students. It is our desire to see movement on the College/Career Indicator as a result of this work.

LCAP Highlights

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

The 2021-24 LCAP for Rite of Passage Charter High School includes goals and action specific to the needs of our students so that they leave the ROP program prepared for their transition to their high school of residence, college (or other post-secondary pursuit), or career. While the pandemic most certainly provided challenges for staff and students, there have also been some key learning opportunities which, ultimately, can benefit the students at ROPCHS.

In multiple goals, there is reference to The New Teacher Project and Learning Acceleration. Over the course of the 20/21 school year, as a result of the pandemic and concerns about interrupted learning, our staff had the opportunity to participate in a 4-part series that provided an overview of the research conducted by TNTP around interrupted learning and how to accelerate learning to improve student outcomes. Our team found that this approach to instruction actually addresses the normal conditions for students in our programs. The history of disruption to education, lack of credits toward graduation, and missing connection to school are all conditions that effect our students. The training that was started this year with TNTP sparked great interest for our staff and we will continue to pursue learning around the implementation of the key elements presented by TNTP: Identification of priority content, ensuring that teachers are addressing rigor and standards-aligned content, and access to high-quality, standards -aligned materials.

At ROPCHS we continue to implement a project-based learning model (RTSA) focused on thematic units that highlight various areas of strength in relation to the students we serve. Themes for these units include empowerment, perseverance, resiliency, integrity, and empathy. In 2019-20, we had set goals for staff training in this area and intended to use CSI funds to complete this training. With the pandemic, this was interrupted (we fit in one site visit) and we plan to continue to pursue this training in the upcoming months. This training will occur in tandem with the TNTP training so that the key elements of both initiatives are blended to best support the students that we serve.

Another highlight of our LCAP is that we are intending to offer a more robust CTE program for our students. We have explored credentialing options and courses that would benefit students and also would allow for our CTE focus to be reflected on the California Dashboard. We currently offer OSHA and SafeServe certifications. We are surveying students to explore other opportunities that might culminate in the form of a Student-Led Enterprise (an entrepreneurship opportunity for students that is captured on the California Dashboard for DASS schools in the Career/College indicator) or an internship opportunity.

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.

Rite of Passage Charter High School is currently eligible for CSI based on the graduation rate from 2018.

Support for Identified Schools

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

CSI plans for ROPCHS have evolved as student graduation rates have improved over the years. The current plan (outlined in the 2020/21 SPSA) was developed based on staff input and around the data that indicates that the graduation rate has improved significantly over the past three years. Since ROPCHS is the LEA, we are the entity that creates the plan. Staff was included in the development of the plan and data around student engagement and potential learning loss (due to the pandemic) was also considered.

Monitoring and Evaluating Effectiveness

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

The plan is monitored by annual review of activities to see if they were completed and a review of the graduation rate each year to see if progress has occurred. Current data indicates the graduation rate has improved as follows: 2018: 59%   2019: 72.9%   2020: 74.2%. It is clear that the practices that have been implemented continue to result in improvements to the graduation rate. The monitoring activities that have been in place (bi-monthly meetings with administrators, quarterly NWEA MAP testing and review of results, updates on graduation status of students) have provided us with the information needed to see success.

Stakeholder Engagement

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

The LCAP was drafted and shared with site administration, teaching staff, and other school staff to collect input. As these are the people who are most closely involved with students and applying the actions set forth in the LCAP. ROP site leadership was also involved - especially in the area of College/Career Readiness. Student input had an impact on the LCAP in terms of an emphasis on Project Based Learning--students have requested that we return to this model as we move forward beyond the pandemic.

A summary of the feedback provided by specific stakeholder groups.

Teaching staff suggested that we explicitly list some of the tools that enhance their teaching in the classroom: NWEA MAP (a testing system) and Renaissance STAR and Freckle (ELA and Math assessment/ support) were both suggested. In terms of CTE, teaching staff suggested adding courses related to financial literacy and job searching skills (resume preparation, interviewing, job searching, etc.) Students specifically asked for an emphasis on project-based learning to be present on a regular basis. ROP Leadership asked for a more broad offering of CTE certifications/coursework for students.

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

Student input had an impact on the LCAP in terms of an emphasis on Project Based Learning--students have requested that we return to this model as we move forward beyond the pandemic. A goal was created specific to CTE to address the input provided by teachers and ROP site leaders in terms of students being able to acquire certifications and be exposed to a variety of career-related topics. Teachers also suggested a focus on financial literacy---this is also included in Goal #4.

Goals and Actions

Goal

Goal #	Description
1	Students will demonstrate growth in terms of their understanding of the English Language Arts and Mathematics standards as measured by academic progress as well as student interest in the courses. (Priorities 1, 2, 3, 4, 7)

An explanation of why the LEA has developed this goal.

At ROPCHS, students enter the program at multiple points during the school year and often come to the school with a very disrupted educational background. The comparisons on the California Dashboard are not useful to see individual student growth and we know that this is what is important for our students to be successful in school. For these reasons, we would like to look at each student individually and measure growth from the time they entered our school. ELA and Mathematics are often the content areas where students are most credit deficient and in need of greatest support. CAASPP scores are included as a metric as it is required by Ed Code.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP RIT scores exceed a grade-level baseline	These baselines are currently being evaluated by NWEA - LCAP will be updated when baseline becomes available.				The percentage of students meeting/exceeding the baseline score will improve by 20%
Percentage of students completing mathematics and English classes with a grade of C or better.	Mathematics SRA: Q: English SRA: Q:				At both sites, the percentage receiving a C or better in Mathematics and English will be at least 90%
Student Climate Survey	Survey will be conducted in August				School climate survey will indicate improved outcomes (to be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 and baseline will be added to LCAP				established after survey is conducted)
Teachers are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching	100%				100%
Every pupil in the school has sufficient access to standards-aligned instructional materials	100%				100%
Academic standards are implemented that are approved by the State Board of Education.	80%				100%
CAASPP Scores for ELA and Mathematics	ELA: 40.4% Nearly Met/Met Mathematics: 0% Nearly Met/Met				ELA: 60% Nearly Met/Met Mathematics: 50% Nearly Met/Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	TNTP Accelerating Learning Training	Staff will participate in TNTP Accelerated Learning Training through Fall 2021, then consider expanding training through 21-22. Currently (as of 5/21) two staff members are participating and working with a coach to focus on standards-aligned instruction and materials and identification of priority standards. Action #4 reflects potential purchase of supplemental materials. Current training costs are	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		covered by the Geo Lead (CCFAC)and we anticipate needing to cover our own costs after Fall 2021.		
2	Smaller class sizes	Students will be placed in English and Math classes of ten students or less. Each class will be taught by a fully credentialed teacher or (for support classes) and skilled Classroom Specialist.	$562,999.00	Yes
3	Online academic programs (Odysseyware)	Students will have access to Odysseyware for individualized instruction as well as chromebook to access the online modules. Odysseyware will allow for students have access to standards-aligned content and to take courses that they need to meet graduation requirements but that the school is unable to offer in person due to a small number of students needing the course. Access to a chromebook (one-one) will mean that students can access Odysseyware at any time. STAR Renaissance will be purchased.	$37,334.00	No
4	Supplemental standards-aligned materials for Mathematics and English	Supplemental materials will be identified through the TNTP process of prioritizing standards. These materials will be used for mathematics and English instructional purposes.	$20,000.00	No
5	Project Based Learning (RTSA)	Students will be provided instruction using a Project-Based Learning model, the "Road to Success Academy" (RTSA). Training will be provided as necessary (using CSI funds) in the 21-22 school year and then will be examined for the need ongoing.	$10,000.00	Yes
6	English Learner Support	English learners will receive daily ELD support through and integrated ELD model (teachers are CTEL certified). An additional class is offered for EL students for support (as needed)		Yes

Action #	Title	Description	Total Funds	Contributing
7	Parent communication - Student Success	Parents will be invited to Exhibition Days and other opportunities to celebrate student successes.	$500.00	No
8	Student surveys	Student surveys will be conducted each trimester to assess student interest in curriculum and the activities that occur as part of the learning process. Survey Monkey will be purchased for this purpose.	$900.00	
9	NWEA MAP licensing	We use NWEA MAP to assess student level upon entry to and to track progress to measure growth. We need to repurchase these licenses annually.	$1,027.00	No
10	Support for Students with IEPs	Students with IEPs will receive support from special education staff and classroom experiences that support their progress toward meeting IEP goals	$167,144.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Students will demonstrate that they have a grasp of the History/Social Science standards and the Next Generation Science Standards so that they can acquire credits toward graduation and be prepared for the next level in the respective content area. (Priorities 1, 2, 3, 4, 7)

An explanation of why the LEA has developed this goal.

At ROPCHS, students enter the program at multiple points during the school year and often come to the school with a very disrupted educational background. The comparisons on the California Dashboard are not useful to see individual student growth and we know that this is what is important for our students to be successful in school. For these reasons, we would like to look at each student individually and measure growth from the time they entered our school. CAST scores are included as a metric due to Ed Code requirements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students earning a grade of C or better in Science and History/Social Science courses.	Science: SRTC - 88%, Q House - 37% Social Science: SRTC - 87% Q House - 68%				At both sites, 90% of students will receive at least a C in all science and social science courses.
CAST Scores (Science)	Not currently available				CAST scores will indicate improvement over the course of three years.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Project Based Learning (RTSA)	Students will be provided instruction using a Project-Based Learning model, the "Road to Success Academy" (RTSA). Training will be provided as necessary (using CSI funds) in the 21-22 school year and		Yes

Action #	Title	Description	Total Funds	Contributing
		then will be examined for the need ongoing. This is fiscally accounted for in Goal #1, Action 5.		
2	Smaller class sizes	Students will be placed in History and Science classes of ten students or less. Each class will be taught by a fully credentialed teacher or (for support classes) and skilled Classroom Specialist. The cost of this action is accounted for in Goal #1, Action 2 (since Math/English teachers also teach Science and History)		Yes
3	Online academic programs (Odysseyware)	Students will have access to Odysseyware for individualized instruction as well as chromebook to access the online modules. Odysseyware will allow for students have access to standards-aligned content and to take courses that they need to meet graduation requirements but that the school is unable to offer in person due to a small number of students needing the course. Access to a chromebook (one-one) will mean that students can access Odysseyware at any time. (Already accounted for in Goal 1 Action #3)		No
4	Supplemental standards-aligned materials for History and Science	Supplemental materials will be identified through the TNTP process of prioritizing standards. These materials will be used for History and Science instructional purposes.	$20,000.00	No
5	Support for students with IEPs	Students with IEPs will receive support from special education staff and classroom experiences that support their progress toward meeting IEP goals. Costs are included in Goal 1, Action 9		No

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Students will be provided with a safe school environment for learning and will be provided with the support needed to feel connected to school. (Priorities 1, 5, 6)

An explanation of why the LEA has developed this goal.

Research indicates that students who feel safe and connected to school (and the adults there) are more likely to attend school, be successful academically, and receive a diploma. At ROPCHS, we have a number of students who have attended many schools since a young age. We aspire to make ROPCHS the school that students want to attend and do well.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey - students will indicate that they feel heard at school, safe, and connected to adults on site.	Initial survey will be conducted in August 2021 and baselines will be added to the LCAP				At least 80% of students will indicate that they feel heard at school, safe, and connected to adults on site.
Site Inspections by ROP	Site is safe and clean.				Site will be safe and clean.
Attendance Data	On average, 98% of students are in class on any given day.				On average, 99% of students will be in class on any given day.
Expulsion Rates	0%				Maintain at 0%
Dropout Rate	0%				Maintain at 0%
Graduation Rate	2020 - 74.2%				Improve graduation rate to 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	0%				Maintain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Teachers will be provided with meaningful staff development on educating at risk and traumatized youth.	$1,000.00	Yes
2	Student Climate Survey	Survey Monkey will be purchases and surveys will be conducted at the end of each trimester to assess student perceptions of school climate and learning. (Accounted for in Goal #1, Action 8)		No
3	Monthly Safety Meetings	School administrator will participate in monthly safety meetings with Rite of Passage to collaborate and solve concerns around student safety and well-being. No cost is associated with this goal.		No
4	School Support and Leadership	Support and leadership staff will be on site to assist students as needed, interpret survey results, provide students with current academic progress information, and to ensure as few disruptions as possible in the classrooms.	$328,996.00	No

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Students will be provided with a variety of opportunities to explore areas of interest in terms of the arts, career opportunities, post secondary education, and other possible pathways for their future after leaving ROPCHS. (Priorities 4, 6, 8)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Every student will develop a resume, job application experience, exit plan	This is a new initiative and there is no baseline data.				100% of students will produce a resume, demonstrate job application experience, and have a documented exit plan.
Student Climate Survey Results	To be conducted in August 2021 and baseline will be entered into LCAP				To be established after completion of August 2021 survey
School Schedule will reflect offering courses beyond Math, English, History, Science and Fitness.	School schedule currently reflects offering Study Skills and Career Opportunities courses.				School schedule will reflect offering at least 3 courses beyond Math, English, History, Science, and Fitness
Certifications completed (in lieu of	For 20/21: 25 CPR/First Aid certifications were				Certifications for CPR/First Aid, Food Handler, OSHA, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE completion for DASS schools)	issued, 27 Food Handler certifications were issued, 10 OSHA certifications were issued.				Student-Led Enterprises will be issued for at least 50% of all students enrolled for at least 90 days.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Exploratory courses will be offered.	Students will participate in OSHA, Serv-Safe, and CPR/First Aid Certification programs and other courses based on students interest and appropriate credentialing	$144,859.00	No
2	Career Exploration	Students will be provided with opportunities to research and visit programs for a variety of career opportunities. Guest speakers and field trips will also be made available to the students for support in this area.	$2,000.00	No
3	Specific student interest surveys	Student interest surveys will be explored, including the ASVAB. Survey of areas of interest for CTE offerings will be administered at least once per year. Costs are estimated based on surveys needing to be purchased	$500.00	No
4	Career/Exploratory Curriculum and Equipment	As student interest is measured and staff experience/credentialing is available, materials will need to be purchased to offer programs to students.	$5,000.00	No
5	Consumer and Career Readiness Courses	A course will be developed that will include skills such as: Building a resume, participating in mock interviews, and specific job-hunting skills. Additionally, the course will address financial/consumer literacy	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		topics such as: Financial Literacy (including filling out a FAFSA form for Financial Aid), budgeting for student loans, buying a Home/ Auto, credit/interest implications on finances.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
52.5%	$418,834

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1, Action 1: TNTP Accelerating Learning: Although this training was originally developed to target students who had experienced the pandemic and had experienced disruptions to their learning, this is the very real experience of most of our students at ROPCHS. They enter our program having missed many days of school, having attended multiple schools over their lifetime, and having numerous challenges that have resulted in many disruptions in their education. The TNTP Learning Acceleration training provides teachers with the skills to scaffold their instruction around grade-appropriate content so that students can move forward with their learning of priority content rather than continually going back multiple grade levels to learn old content. We have selected this training specifically to address our unduplicated pupils who have experienced disruptions to their learning.

Goal 1, Action 2; Goal 2, Action 2: Small Class Sizes: In order for our students to receive the individualized, scaffolded instruction that is needed (also across multiple grade levels in a classroom) a key strategy to meet each student's needs is to keep class sizes as small as possible. Within our school, in the past, student behavior data has indicated that small class sizes are more inviting for students with challenging behaviors (which constitutes up to 70% of the students in one of our classrooms) and leads to greater academic success.

Goal 1, Action 5; Goal 2, Action 1: Our school continues to focus on a project-based learning model that we call the Road To Success Academy (modeled after a program through the LA County Office of Education. Student surveys have indicated that our students prefer a project based model of instruction, but the key element of our thematic units is that they are developed around themes that specifically were determined as the areas of most significant need for our unduplicated pupils- Empowerment (feeling empowered as a learner), Perseverance (developing skills to persevere with learning in spite of challenges such as language barriers, lack of support at home due to parents working or not in the home and the inability to seek additional help), Resiliency (bouncing back in spite of multiple challenges), Integrity (development of character that highlights personal responsibility for actions/decisions), and Empathy (putting oneself in another's shoes, attempting to understand beyond one's own experience).

Goal 1, Action 6: English Learner Support - Beyond the Integrated ELD offered in the classrooms by CTEL-authorized staff, English Learners have been found to benefit with additional support that enhances the classroom experience...specifically around vocabulary within the content areas. A support class is offered for English Learners and is also available for other students with similar needs. This class has been primarily developed for English Learners (we have very few currently in our schools so this class is quite small).

Goal 3, Action 1: Professional development is to be offered specifically for the populations that we serve and around the concept of students who have experienced trauma and best practices to meet their needs in the classroom.

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

The current expenditures related to increasing/improving services for our unduplicated pupils currently exceeds $500,000 which exceeds our minimum percentage of 52.5%. As part of our base program, Rite of Passage Charter High School will provide standards-aligned materials and develop whole group, individualized and intervention lessons based on state standards. All students will have access to standards-based instructional materials via core textbooks and online learning. In order to increase or improve services to meet the unique needs of our students, staff will individualize learning and whole group instruction. Training for staff will be provided so that we are best prepared to meet the unique needs of the students that we serve. These services that we are providing for our unduplicated pupils enhance our base level of support resulting in increased and improved services for our low income, English learner, and foster youth.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$910,009.00	$95,268.00		$313,982.00	$1,319,259.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,206,998.00	$112,261.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Foster Youth	TNTP Accelerating Learning Training	$15,000.00				$15,000.00
1	2	English Learners Foster Youth Low Income	Smaller class sizes	$439,816.00			$123,183.00	$562,999.00
1	3	All	Online academic programs (Odysseyware)	$37,334.00				$37,334.00
1	4	All	Supplemental standards-aligned materials for Mathematics and English				$20,000.00	$20,000.00
1	5	English Learners Foster Youth Low Income	Project Based Learning (RTSA)				$10,000.00	$10,000.00
1	6	English Learners	English Learner Support					
1	7	All	Parent communication - Student Success	$500.00				$500.00
1	8		Student surveys	$900.00				$900.00
1	9	All	NWEA MAP licensing	$1,027.00				$1,027.00
1	10	Students with Disabilities	Support for Students with IEPs		$95,268.00		$71,876.00	$167,144.00
2	1	English Learners Foster Youth Low Income	Project Based Learning (RTSA)					
2	2	English Learners Foster Youth Low Income	Smaller class sizes					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Online academic programs (Odysseyware)					
2	4	All	Supplemental standards-aligned materials for History and Science				$20,000.00	$20,000.00
2	5	Students with Disabilities	Support for students with IEPs					
3	1	Foster Youth Low Income	Professional Development	$1,000.00				$1,000.00
3	2	All	Student Climate Survey					
3	3	All	Monthly Safety Meetings					
3	4	All	School Support and Leadership	$328,996.00				$328,996.00
4	1	All	CTE Exploratory courses will be offered.	$78,936.00			$65,923.00	$144,859.00
4	2	All	Career Exploration	$2,000.00				$2,000.00
4	3	All	Specific student interest surveys	$500.00				$500.00
4	4	All	Career/Exploratory Curriculum and Equipment	$2,000.00			$3,000.00	$5,000.00
4	5	All	Consumer and Career Readiness Courses	$2,000.00				$2,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$455,816.00	$588,999.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$455,816.00	$588,999.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	TNTP Accelerating Learning Training	Schoolwide	Foster Youth	All Schools	$15,000.00	$15,000.00
1	**2**	Smaller class sizes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$439,816.00	$562,999.00
1	**5**	Project Based Learning (RTSA)	Schoolwide	English Learners Foster Youth Low Income	All Schools		$10,000.00
1	**6**	English Learner Support	Schoolwide	English Learners	All Schools		
2	**1**	Project Based Learning (RTSA)	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2**	Smaller class sizes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	**1**	Professional Development	Schoolwide	Foster Youth Low Income	All Schools	$1,000.00	$1,000.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.