



**SAN CARLOS**  
CHARTER

Local **C**ontrol &  
Accountability **P**lan  
**2021-22**

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	San Carlos Charter Learning Center
<b>CDS code:</b>	41 69021 6112213
<b>LEA contact information:</b>	Jemmer Pellegrine, (650) 506-7545, jpellegrine@scclc.net
<b>Coming School Year:</b>	2021 – 22
<b>Current School Year:</b>	2020 – 21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

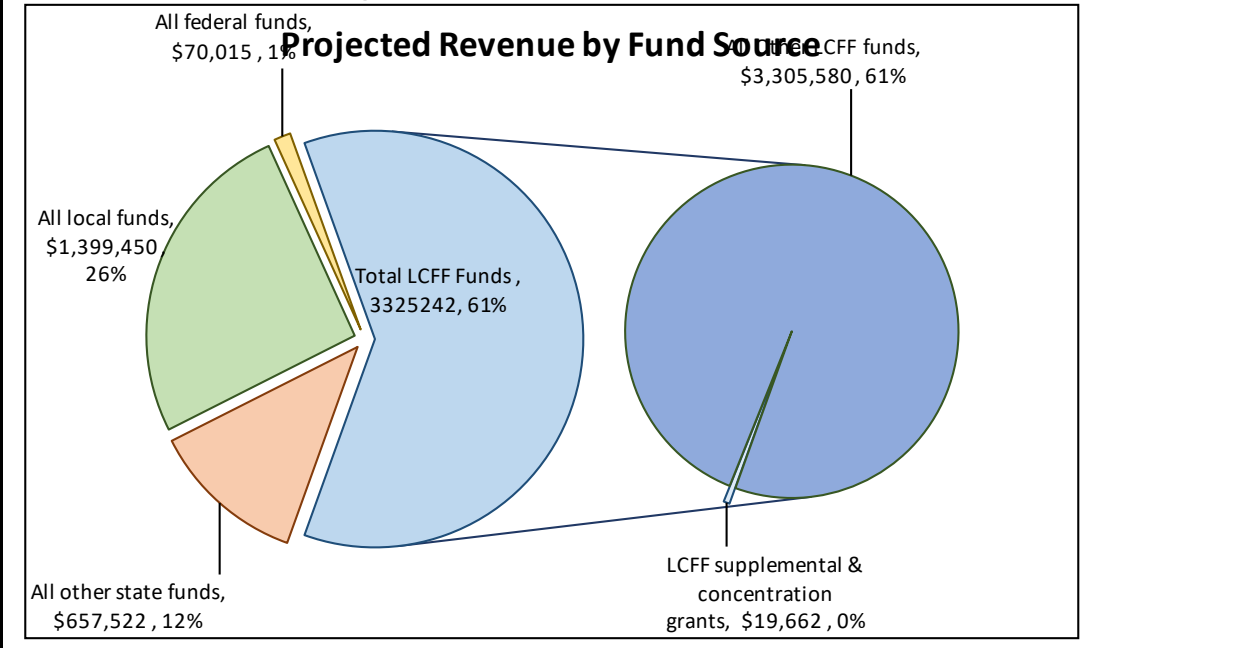
<b>Projected General Fund Revenue for the 2021 – 22 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	3,325,242
LCFF supplemental & concentration grants	\$	19,662
All other state funds	\$	657,522
All local funds	\$	1,399,450
All federal funds	\$	70,015
<b>Total Projected Revenue</b>	<b>\$</b>	<b>5,452,229</b>
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	5,343,326
Total Budgeted Expenditures in the LCAP	\$	226,750
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	147,100
<b>Expenditures not in the LCAP</b>	<b>\$</b>	<b>5,116,576</b>
<b>Expenditures for High Needs Students in the 2020 – 21 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	92,100
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	116,291

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Carlos Charter Learning Center  
 CDS Code: 41 69021 6112213  
 School Year: 2021 – 22  
 LEA contact information: Jennifer Pellegrine, (650) 508-7343, jpellegrine@scclc.net

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

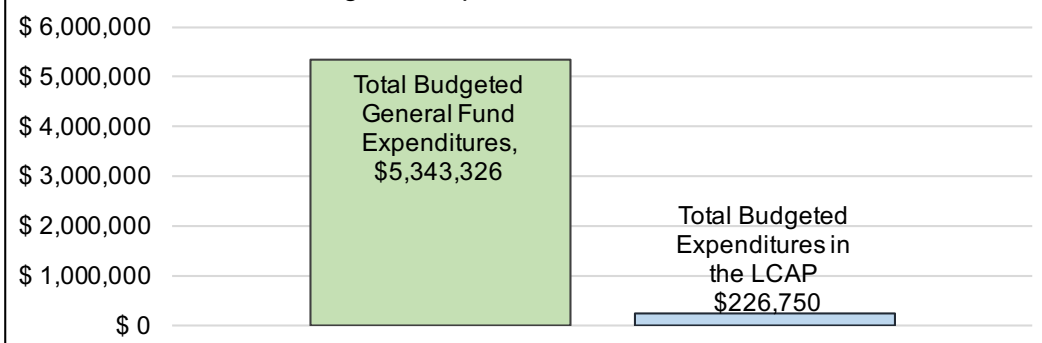


This chart shows the total general purpose revenue San Carlos Charter Learning Center expects to receive in the coming year from all sources.

The total revenue projected for San Carlos Charter Learning Center is \$5,452,229.00, of which \$3,325,242.00 is Local Control Funding Formula (LCFF), \$657,522.00 is other state funds, \$1,399,450.00 is local funds, and \$70,015.00 is federal funds. Of the \$3,325,242.00 in LCFF Funds, \$19,662.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



# LCFF Budget Overview for Parents

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

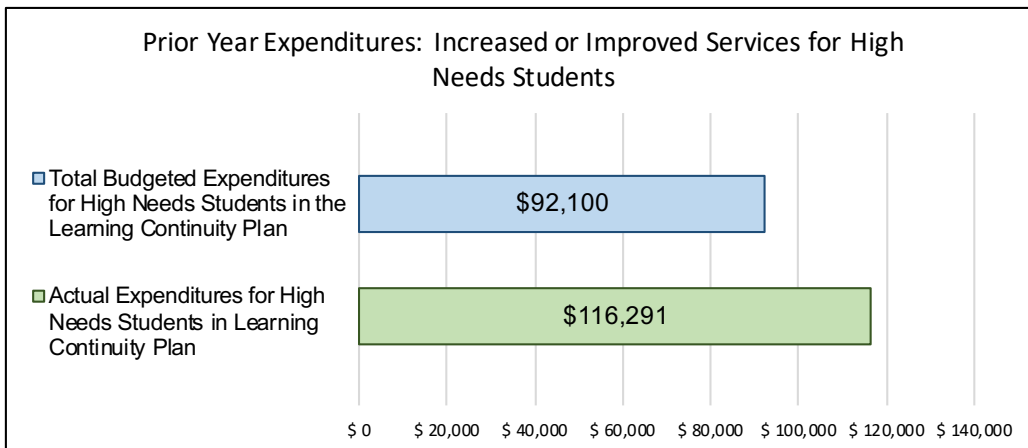
San Carlos Charter Learning Center plans to spend \$5,343,326.00 for the 2021 – 22 school year. Of that amount, \$226,750.00 is tied to actions/services in the LCAP and \$5,116,576.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our General Fund Budget is approximately \$5.5m. Of this amount, only \$226,750 is included in the LCAP (roughly 4%). The remaining 96% of our expenditures can be attributed to planned staffing and benefit

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

In 2021 – 22, San Carlos Charter Learning Center is projecting it will receive \$19,662.00 based on the enrollment of foster youth, English learner, and low-income students. San Carlos Charter Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP. San Carlos Charter Learning Center plans to spend \$147,100.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what San Carlos Charter Learning Center 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 San Carlos Charter Learning Center 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, San Carlos Charter Learning Center's Learning Continuity Plan budgeted \$92,100.00 for planned actions to increase or improve services for high needs students. San Carlos Charter Learning Center actually spent \$116,291.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Carlos Charter Learning Center	Jennifer Pellegrine, Ed.D., Executive Director	<a href="mailto:jpellegrine@scclc.net">jpellegrine@scclc.net</a> ; 650.508.7343

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

**Equip learners with resources and processes to become invested in their academic and personal growth and actively engaged in their development.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, and 7  
Local Priorities: NA

### Annual Measurable Outcomes

Expected	Actual
Benchmark assessments will be created at each grade level for at least two of the mathematics strands	This outcome is still in progress. Some grade-levels have completed at least two benchmark assessments. Some of this work was interrupted by the pandemic and will continue SY2021-2022.

SEL Exit Outcomes and essentials learnings at grade levels will be written, aligned K-8, and articulated across grade levels	This outcome is still in progress. Our educator teams have been working with designated consultants and/or educators to refine SEL expectations by grade-level. Some of this work was interrupted by the pandemic and will continue SY2021-2022.
Decrease number of points below level 3 by 3 -10 points (maintain or improve) on Mathematics SBAC	N/A: SBAC not given spring 2020
Decrease number of points below level 3 by 3 -10 points (maintain or improve) on Mathematics SBAC	N/A: SBAC not given spring 2020

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Grade level and K – 8 vertical teams will continue their mathematics benchmarking work by identifying and calibrating assessments to measure learners’ progress on math benchmarks</p> <ul style="list-style-type: none"> <li>- Grade level teams will work together to inventory current assessments and curate other assessments to fill in gaps where needed</li> <li>- K – 8 Vertical Team will collaborate to look for gaps or redundancy</li> </ul>	<ul style="list-style-type: none"> <li>● Atlas Curriculum Mapping: <b>\$3,300</b></li> <li>● Substitutes for release time for grade level team to work on Assessments: <b>\$1,500</b></li> </ul>	<ul style="list-style-type: none"> <li>● Atlas: <b>\$3,550</b></li> <li>● Subs: <b>\$1,000</b></li> </ul>
<p>Provide intervention with targeted instruction for learners that are below standard in mathematic</p> <ul style="list-style-type: none"> <li>- Gen Ed students will receive additional mathematics support in afterschool (2<sup>nd</sup> – 8<sup>th</sup>) and within the school day (5<sup>th</sup> – 8<sup>th</sup>) intervention program</li> <li>- SpEd Educators (all new to the school next year) will research and/or pilot math intervention programs for students with math IEP goals</li> </ul>	<ul style="list-style-type: none"> <li>● Educator stipends for afterschool classes: <b>\$10,000</b></li> <li>● New Teacher Induction support for four new Educators: <b>\$13,500</b></li> <li>● Release time for new educators: <b>\$600</b></li> <li>● SVMl Summer mathematics institute: <b>\$3,000</b></li> <li>● Software for assessing, monitoring, and intervention (math and ELA): <b>(\$11,300)</b> <ul style="list-style-type: none"> <li>○ <i>Let’s Go Learn</i>: \$4,800</li> <li>○ <i>DIBELS</i>: \$800</li> <li>○ <i>Dreambox</i>: \$4,300</li> <li>○ <i>Raz Kids</i>: \$400</li> <li>○ <i>Goal Book</i>: \$1,000</li> <li>○ <i>Learning A – Z</i>: \$250</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Educator stipends <b>\$5,500</b></li> <li>● New Teacher Induction <b>\$13,500</b></li> <li>● Release time for new educators: <b>\$300</b></li> <li>● SVMl Summer mathematics institute: <b>\$3,900</b></li> <li>● Software for assessing, monitoring, and intervention (math and ELA): <b>(\$9,392)</b></li> </ul>

As part of our continued work on our PBIS (Positive Behavior Intervention System), K – 8<sup>th</sup> grade staff will work as a whole group and at grade level to evaluate and revise SCC SEL program.

- Evaluate what is currently being taught at the different grade levels
- As a whole group come together to discuss practices and curriculum that are working, identify gaps and redundancy
- Staff will determine desired outcomes at each grade level such that we create an articulated and aligned set of 'Essential SEL Learnings' K – 8<sup>th</sup> grade

- Staff work time during Staff Meetings and Team Meetings: **\$0**
- Consultant fee for guidance from SEL specialist to inform the process: **\$500**
- Curriculum resources for SEL: **\$ 200**

- Consultant fee for guidance from SEL specialist to inform the process: **\$3,600**

## Goal Analysis

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

Expenditures such as stipends for after school classes and educator release time were not fully expended due to the interruption caused by the pandemic. Educators instead participated in county-led trainings and spent their time designing virtual lessons.

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

Learners persevered this year and completed their Personal Learning Projects (PLP). We were able to leverage resources (a consultant, a new SEL teaching position, partnership with Star Vista) to provide grade-appropriate SEL support. The additional prep time needed to implement virtual classrooms did not allow for additional time to create remaining math benchmarks and SEL exit outcomes.

## Goal 2

**Support learners to become problem-solvers, motivated and able to work through real-world challenges.**

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 6  
 Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Grade levels will each have their milestone trips and calendars set and ready to be communicated to parent community	N/A: Milestones were paused spring of 2020 and 2021 due to the pandemic.
Document that articulates the shared understanding of SCC’s PBL practice (commonalities and grade level variations)	On hold: This outcome will be continued in 2021-2022 due to shifting priorities caused by the pandemic.
Educators will develop consistent communication tools used to support learners and inform parents	This outcome is still in progress. Educators pivoted on communication strategies due to the pandemic. We are currently exploring different platforms to support transparent communication regarding academic progress.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Milestone Vertical Team will: <ul style="list-style-type: none"> <li>● Recap discussions from last year to confirm proposed alterations of current milestone trips at each grade level</li> <li>● Create a statement about the purpose of milestone trips at SCC that can be shared with learners and parents</li> <li>● Create a rubric that will be used to:               <ul style="list-style-type: none"> <li>○ Evaluate a trip to make sure it is “milestone-worthy”</li> <li>○ Be used as a communication tool to explain the strength of each trip selection</li> </ul> </li> </ul>	\$0 (Will be completed at dedicated staff meetings)	\$0
K – 8 Educators will collaborate to create and document our shared understanding of PBL. This will include the following elements: <ul style="list-style-type: none"> <li>- Purpose of PBL as a key SCC instructional practice</li> <li>- Critical components of a project</li> <li>- Expectation of learner choice and voice</li> </ul>	<ul style="list-style-type: none"> <li>● Substitute pay: <b>\$1,800</b> (most work accomplished during dedicated staff meeting time but release time will be provided if needed)</li> </ul>	\$0



<ul style="list-style-type: none"> <li>- Relationship of projects to units of study across content areas</li> </ul> <p>Staff will explore frequency, method, and expectations for sharing out projects with colleagues across the grade levels. This will improve our sharing good ideas, proving and receiving critical feedback, reducing redundancy, and looking for cross-grade level opportunities</p>		
<p>With the addition of a large number of new staff members, it is time to align our process around student Personalized Learning Projects (PLPs). To do this, staff will:</p> <ul style="list-style-type: none"> <li>- Meet at grade level to review current documentation and communication about PLPs – both what is communicated to learners and to parents</li> <li>- Team level and the whole group discussion around what is working and what could be improved</li> <li>- Create (or revise existing) communication tools for PLPs. This communication should clearly articulate the roles and responsibilities of the learner, educator, and parent.</li> </ul>	<ul style="list-style-type: none"> <li>• \$0</li> </ul>	<p>\$0</p>

## Goal Analysis

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

Resources such as educator time and funding for substitutes were redistributed to areas where more support was needed in response to the pandemic, such as summer educator training for remote learning strategies.

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

Actions pivoted to respond to needs driven by the pandemic such as technology and learner engagement strategies. Enrichment classes, learner-led virtual events, and virtual field trips were some successful strategies implemented during the pandemic to support academic engagement in real-world challenges and problem-solving.

## Goal

**Create learning environments that foster creative thinking and collaboration.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7  
 Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
<p>Classroom technology is upgraded/refreshed and sufficient in 2<sup>nd</sup> – 8<sup>th</sup> grade classrooms; Chromebooks replacements as necessary, non-functional projection systems and document cameras replaced; all staff will have reliable laptops.</p> <p>Classrooms will all have APs to improve WiFi coverage</p> <p>MU room will have upgraded WiFi coverage</p>	<p>Staff laptops 2015 and older were replaced. iPads were added for K-2 and additional chromebooks were purchased to support grades three through eight.</p> <p>We are currently working to upgrade to fiber to enhance campus internet and will consider additional APs in the next few years.</p>
<p>Specialized Program SpEd class staffed with qualified, credentialed Special Education educator and program elements defined and implemented</p>	<p>Our LOFT program is now fully implemented, allowing for targeted support with a credentialed ed specialist in a balanced approach between push in, pull out, and consultant model supports.</p>

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>- Update inventory of classroom (and other teaching spaces) technology, staff laptops, wireless access points, and servers.</li> </ul>	<p>Computers, projections systems, document cameras, Access Points, PA System for Community Hall, network hardware: <b>\$40,000</b></p>	<p>Technology: <b>\$17,474</b></p>
<p>Create a Specialized Program for 5<sup>th</sup> – 8<sup>th</sup> grader needing an increased level of academic and behavioral support:</p> <ul style="list-style-type: none"> <li>- Recruit and hire qualified RSP educator</li> <li>- Select and purchase curricular materials for this group</li> </ul>	<ul style="list-style-type: none"> <li>• RSP Educator for Specialized Program: <b>\$92,000</b></li> <li>• Math and Literacy PD for SpEd staff: <b>\$2,000</b></li> </ul>	<p>RSP Educator: <b>\$121,961</b></p>

<ul style="list-style-type: none"> <li>- Create schedule that includes inclusion opportunities</li> <li>- Work to align new program with educational philosophy and key instructional practices of the school</li> </ul> <p>Provide professional development and training in the area of literacy and math interventions for the SpEd staff to increase our capacity to support learners struggling in ELA or math</p>	<ul style="list-style-type: none"> <li>• Curricular materials: <b>\$500</b></li> <li>• Furniture for the new space: <b>\$500</b></li> </ul>	<p><b>PD for SpEd staff: \$3,025</b></p> <p><b>Materials: \$792</b></p> <p><b>Furniture: \$0</b></p>
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## Goal Analysis

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

N/A

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

A qualified, effective RSP educator was recruited and successfully implemented the specialized program (LOFT).

## Goal

**Create opportunities for families and educators to feel connected to SCC and equipped to positively contribute to the learning experience for all learners, including their children.**

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6  
Local Priorities: N/A

## Annual Measurable Outcomes

Expected	Actual
Number of hours recorded increase by 1000 hours (indicative of number of families utilizing signup.com and finding volunteer opportunities that work for them)	While Covid-19 impacted our ability to have parents volunteer on campus, parents volunteered by supporting enrichment classes, creating physically distant opportunities to connect with other families, putting together supply packages, and more! We will continue to work on this goal to increase parent volunteering.
At least one training opportunity for K – 4 parents and one for 5 – 8 parents	Parents K-8 had the opportunity to attend a parent education series event once per trimester (virtually).
At least three staff community building events during the school year	Staff were able to work across teams at the start of the year during workdays, through anti-racist working group meetings, and spring articulation meetings.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Volunteer Coordinator will schedule—and staff will lead—training for classroom and seminars volunteers. Training will focus on classroom management, confidentiality expectations, and ways to successfully work with their age group.	<ul style="list-style-type: none"> <li>● Volunteer Coordinator salary: <b>\$ 30,000</b></li> <li>● Stipends for staff: <b>\$1,000</b></li> </ul>	Volunteer Coordinator salary: <b>\$37,713</b> Stipends: <b>\$0</b>
Publish weekly Newsletter for consistent and relevant school □ parent communication. <ul style="list-style-type: none"> <li>- Weekly article by Executive Director</li> <li>- Volunteer Coordinator will use this medium to increase awareness of volunteer opportunities and support</li> </ul>	<ul style="list-style-type: none"> <li>● Cost of Constant Contact (newsletter): <b>\$ 800</b></li> <li>● Cost of annual signup.com license: <b>\$200</b></li> </ul>	Constant Contact: <b>\$378</b> Signup.com: <b>\$199</b>
<ul style="list-style-type: none"> <li>- Staff will lead two curriculum nights to help families better understand curriculum and instructional practices at SCC. One night will feature mathematics and the other ELA.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Stipends: <b>\$1,000</b></li> </ul>	<b>\$0</b>
Intentional focus on inclusion and onboarding of new staff and prioritizing community building opportunities to promote cohesion, collaboration, and mutual respect. <ul style="list-style-type: none"> <li>- Staff retreat focus</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Retreat: <b>\$1,000</b></li> <li>● Monthly Events: <b>\$500</b></li> </ul>	Staff Retreat: <b>\$2,991</b> Monthly Events: <b>\$0</b>

- Monthly events

## Goal Analysis

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

While curriculum nights and the staff retreat were not implemented due to pandemic restrictions, educators participated in PD over the summer to support shifts to virtual classrooms.

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

We redesigned the staff meeting calendar to allow for educators and staff to gather in different ways around different topics, helping to foster collaboration and balance the extra work-time educators needed to translate our hands-on curriculum to the virtual classroom.

## 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
Additional janitorial services	\$10,000	\$0	N

Safety and protective equipment (sneeze guards, EPE, hand sanitizer, handwashing stations, etc.)	\$5,000	\$12,368	N
Outdoor classroom space development	\$17,000	\$0	N
Logistics Planning (compensation for staff)	\$1,600	\$300	N

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

At first, we did not need additional janitorial services as the first trimester most of our learners were participating in school remotely. As more research was completed on how Covid-19 spreads, less emphasis was placed on disinfecting. As a result, we focused our energies more on distancing protocols and the personnel we needed to supervise our learners as we spread them out to different locations on-campus.

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

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

As soon as September 2020, we implemented a small cohort of learners on-campus two days a week. The learners who participated were selected using criteria from the San Mateo County SELPA. We later added an additional day for a total of three days on-campus, and two additional groups: one focusing on executive functioning, engagement, and academics and one focusing on social emotional education and mental health support (through a partnership with Star Vista).

In spring (starting in March 2021) we offered universal on-campus opportunities starting with K-1 and working our way to eighth grade by April. Our initial hybrid included two 3.5 hour days on-campus with additional instruction online. By mid-May K-4 was up to four days of on-campus instruction.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Dreambox	\$3,000	\$3,000	Y
Zoom Upgrade (to facilitate live learning sessions online)	\$3,000	\$2,630	Y
New hardware for educators and learners	\$50,000	\$99,389	Y
Professional development for online learning	\$4,000	\$3,439	Y
Educator summer planning sessions (compensation)	\$5,000	\$7,450	Y
Seesaw Learning Platform	\$1,000	\$968	Y

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.

N/A

### 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.

#### Continuity of Instruction

Platforms such as Seesaw and Google Classroom helped our educators to provide a digital platform for independent practice...

Challenges included the increase in the amount of planning time for educators in translating our teacher-curated curriculum to the virtual classroom, increase in time to review assignments and provide feedback, and difficulty for learners to show their thinking via online platforms (particularly for math).

Still, our educators delivered grade-level curriculum throughout the entire school year with appropriate scaffolding as needed.

### **Access to Devices and Connectivity**

Our main office developed a system for learners to borrow devices for distance learning. Additional devices were purchased to allow for enough devices to support distance learning and on-campus hybrid programs. Hot spots were distributed to those who needed stronger connectivity to access school remotely.

### **Pupil Participation and Progress**

We implemented a Multi-tiered Systems of Support team and process this year. The team looked at attendance data and referrals from educators and then matched team members to families for outreach and support. Learner Support Team meetings were held to implement plans when needed to address engagement, behavioral, and/or academic needs.

### **Distance Learning Professional Development**

Educators participated in PD spring and summer 2020 to prepare for fall implementation. Educators completed technology and content PD to help them translate their curricula to the virtual classroom.

### **Staff Roles and Responsibilities**

For the most part, staff roles remained the same. We created a remote work policy to support staff in working from home to allow for flexibility.

### **Support for Pupils with Unique Needs**

Leveraging our MTSS process, we were able to assess and support pupils with unique needs through targeted literacy intervention, small cohorts on-campus, mental health supports, and other targeted programming.



## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DRA 3 Kits with online packages for facilitating assessments online	\$3,300	\$3,364	Y
Let's Go Learn	\$4,800	\$4,752	Y
Leveled Literacy Intervention Kits	\$9,400	\$9,366	Y
Summer assessments of learners with high needs (staff compensation)	\$3,600	\$3,600	Y
Summer planning for support of learners with high needs (staff compensation)	\$5,000	\$10,000	Y

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.

N/A

### 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.

According to our Let's Go Learn data, learner growth and performance are on par with results from years prior to the pandemic. We have noticed slightly lower results in certain areas of math in different grade levels. Math instruction was one of the most difficult content areas to translate in virtual learning as learners found using the online platforms cumbersome for showing their thinking, resulting in educators having a harder time adjusting instruction based on learners' thinking.

## **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.

One of the largest concerns for parents was the mental health of their learners. We worked with educators to ensure live check-ins throughout the day, opportunities to interact with peers, and check-in questions to support mental health awareness. We provided middle school grades with a wellness educator to support development of SEL strategies and understanding of the relationship between physiology and mental health. We provided K-4 educators with a consultant to support implementation of coping skills in the virtual classroom.

In a more targeted approach, we partnered with Star Vista to provide counseling groups to learners who demonstrated greater need in the area of mental health and social emotional well being.

## **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.

Parents were very responsive to school outreach, participating in focus groups, town halls, surveys, and other outreach methods. The vast majority of parents also were very responsive to individual outreach from the MTSS Team, educators, and staff in support of learners. While the pandemic limited on-campus engagement, parents did support remote volunteer opportunities as well as limited on-campus opportunities during our spring hybrid program.

## **Analysis of School Nutrition**

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

N/A

## **Additional Actions and Plan Requirements**

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional Instructional Personnel	<p>To provide both on-campus hybrid and virtual only options, we increased staffing K-4.</p> <ul style="list-style-type: none"> <li>• Additional .4 FTE (K-1)</li> <li>• Part-time temporary virtual educator (3/4)</li> <li>• Additional para-professional</li> </ul>	[\$ 0.00]	<ul style="list-style-type: none"> <li>• \$22,928</li> <li>• \$2,696</li> <li>• \$8,230</li> </ul>	Y
Additional Operations Personnel	<p>To support health screenings, allow for distancing across campus at transition times such as arrival, lunch, and recess, and other operational tasks, we added two part-time temporary roles.</p>	[\$ 0.00]	<ul style="list-style-type: none"> <li>• \$6,373</li> </ul>	N

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

To make simultaneous on-campus hybrid and virtual only instruction work, we hired additional personnel.

## 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.

In reflection on the work that was done and the work that was interrupted, our new LCAP takes the previous goals to the next level and adds a goal around inclusion and sustainability.

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

As we continue to implement our MTSS program, we will use data to look for trends in the data to strengthen our tier one supports as well as continue to monitor and provide interventions for learners needing more support to be successful with grade-level standards. We will continue to use Let's Go Learn to monitor all learners' growth and use SBAC interim assessments for mathematics to provide more targeted instruction to address instructional loss. We will also use additional reading screening tools in the younger grades to determine early intervention when needed.

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.

N/A

## **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.

While the pandemic interrupted many of the planned strategies from the 2019-2020 LCAP, we were able to lay a solid foundation for the goals and outcomes by:

Creating a MTSS team and process to address needs and monitor progress of individual learners who need support

Providing instructional opportunities that continued academic growth

Providing interventions in literacy and mental health

Creating opportunities for educators to support restorative practices, PBL planning, and data and assessment practices

The 2021-2022 LCAP will expand on the previous goals to bring our learners and organization to the next level of performance, inclusion, and sustainability.

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

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

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

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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of Pupil Learning Loss**

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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



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

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

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

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

California Department of Education  
January 2021

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Carlos Charter Learning Center	Jennifer Pellegrine, Ed.D., Executive Director	<a href="mailto:jpellegrine@scclc.net">jpellegrine@scclc.net</a> ; 650.508.7343

## Plan Summary 2021

### General Information

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

SCC learners and families generally represent the populace of the mid-peninsula region (just south of San Francisco). Though we strive to create an integrated learning community, the nature of our location, along with San Carlos demographics, make it difficult to achieve greater diversity. SCC's current enrollment is 380 learners in grades K-8.

SCC fosters an inclusive, learner-centric environment that draws from the whole community to support all of our children as learners and people. We are committed to the belief that education should focus on learners' social, emotional, academic, cognitive, and physical development. The core components of our approach: Expose and support learners to solve real-world problems; encourage collaboration; emphasize social emotional learning; promote reflection and continuous growth; and, inspire advocacy for self and others.

### Reflections: Successes

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

Though the 2020-2021 global pandemic drastically changed the format of school over the past year, SCC has remained resilient. The vast majority of learners and families remained engaged in learning according to attendance and engagement scores, and where learners struggled, SCC responded with supports and interventions. The responsiveness and adaptability of our school not only kept our learners engaged, but also yielded academic success at rates similar to those prior to the pandemic according to local data (Let's Go Learn).

Our greatest success throughout the pandemic year has been the resilience and joy of our learners. They have continued to implement their personal learning projects (PLPs), giving their presentations live or on Zoom during the last trimester of the school year. Additionally our learners' leadership council created and implemented several learner-led events over Zoom this year, including the SCC tradition of providing younger learners with a fall festival experience, a learner and staff talent show evening, a food drive, book battle, spirit days and more! Our parent volunteers also stepped up to keep families connected through physically distant ways such as lawn signs, goody drop-offs, and other activities.

Prior to the pandemic, SCC had demonstrated "met standard" in most categories, and made progress in reducing chronic absenteeism, particularly for learners with disabilities. We also saw positive responses in our last school climate survey.

## 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.

According to our most recent dashboard data, our area for improvement is in academic performance for learners with disabilities, who declined in both English language arts and mathematics. We have met as a Special Education Plan (SEP) team this year to study the results and determine practices and interventions to support our learners with disabilities. In response to the pandemic, we expanded on-campus learning opportunities for identified learners using county guidelines (even when conditions prohibited universal on-campus instruction). In response to the data analysis through the SEP planning process, we determined strategies such as increased executive functioning support to ensure access to grade level standards instruction, and implementation of interim assessments (for SY 2021-2022). Additionally, this year we transitioned to implementation of Multi-tiered Systems of Support (MTSS) to create a more robust response to intervention program. While in its early phases, MTSS is supporting our ability to respond to individual learner needs, review data trends, and provide both universal and targeted supports based on those data trends.

## LCAP Highlights

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

In 2017 SCC launched an organization-wide five year strategic plan, engaging all stakeholder groups in an extensive visioning and planning process. Mid-way into the five year timeline, SCC first was faced with a new site project, moving the entire school to a new campus. The next disruption during the timeline was the Covid-19 pandemic, which forced everyone to redesign how instruction is delivered and pour resources into supporting staff, learners, and families during the Covid-19 crisis.

The summer of 2020, we paused to re-evaluate where we are in the strategic plan and how to best focus our goals and strategies to keep momentum behind our long-term goals and also best address the needs caused by the current Covid-19 crisis. We chose three key goals from the 2017-2022 strategic plan and added two new goals to address social justice and sustainability to extend the five year plan for the next three years.

### Three Year Goals:

GOAL 1: LEARNERS solve real-world problems through innovation, collaboration, and critical thinking.

GOAL 2: EDUCATORS effectively support each learner's individual growth trajectory.

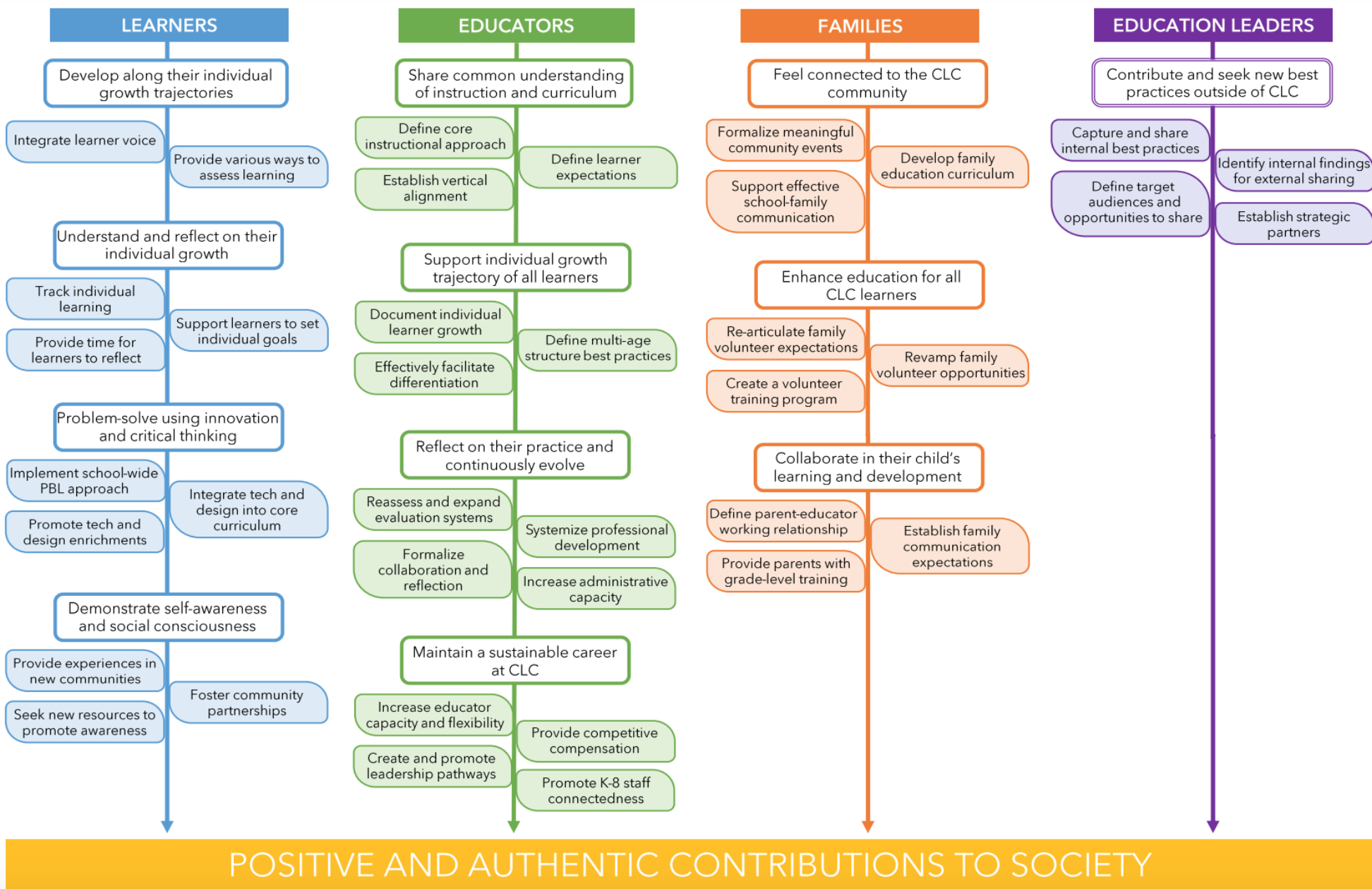
GOAL 3: FAMILIES feel connected to the SCC community and serve as partners and co-collaborators in their child's learning and development.

GOAL 4: COMMUNITY SOCIAL CONSCIOUSNESS & EQUITY

SCC fosters an inclusive, socially aware community where everyone is inspired and equipped to be advocates for themselves and for others.

GOAL 5: EDUCATORS AND STAFF have a sustainable career at SCC.

Below is a graphic representing the referenced original five year strategic plan:



# Comprehensive Support and Improvement

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

## Schools Identified

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

N/A

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

Throughout the year, staff, learners, and families were engaged through surveys, focus groups, and other forums such as town hall meetings and board meetings. At each board meeting, progress towards our goals was reported to the public.

A summary of the feedback provided by specific stakeholder groups.

Through surveys and focus groups, parents reported priorities around mental health and social emotional learning. Staff reported wanting more professional development around teaching about race, social emotional learning, and more opportunities to learn from each other as a staff. Most learners reported feeling connected to their educators and peers and being able to access their learning and having clearer expectations during fall distance learning when compared to the previous spring (2020).

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

Goals were derived from the 2017 strategic planning process that involved extensive stakeholder input. The goals were selected, refined, and tweaked based on initial feedback from stakeholders over summer 2020, prioritizing individual learner support and social emotional learning and adding goals around social justice and organizational sustainability.

# Goals and Actions

## Goal

<b>Goal 1</b>	LEARNERS solve real-world problems through innovation, collaboration, and critical thinking.
<b>[Goal 1]</b>	By implementing this goal, our learners will better demonstrate 21st century competencies of problem-solving/critical thinking and collaboration. By focusing on real-world applications and authentic learning experiences (through problem/project based learning), we will provide our learners with the opportunity to develop and demonstrate skills that will help them not only be successful in the 21st century workplace, but also as change agents and leaders in their communities.

An explanation of why the LEA has developed this goal.

Problem solving, collaboration, and critical thinking are essential 21st century competencies according to the World Economic Forum. The Future Jobs Report findings include complex problem solving and critical thinking are the top two competencies needed to be successful in the 2020 workplace, while competencies involving collaborations such as people management and coordinating with others are ranked as numbers four and five. These competencies are necessary for our learners to be successful not only in learning and in the workplace, but also as people, a critical part of our mission.

While Project/Problem-Based Learning (PBL), problem-solving, collaboration, and critical thinking are happening throughout SCC classrooms, practices are varied and not yet implemented consistently. Our goal is to create consistent and vertically aligned practices in PBL, complex problem solving, critical thinking, and collaboration across K-8. In order to create that consistency and alignment, we will start by codifying current best practices, creating common definitions, and baseline practices. Therefore, while these practices currently exist, we will start with a baseline of zero as we codify and define each practice.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of classrooms observed demonstrating PBL	Not Yet Tracked				100%
Percentage of classrooms observed demonstrating collaboration	Not Yet Tracked				100%
Percentage of classrooms observed demonstrating higher-level thinking according to Bloom’s Taxonomy	Not Yet Tracked				100%

Percentage of learner participation in a school-wide design challenge	Not Yet Tracked				80%
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Steering Committee	Establish a Core Curriculum Steering Committee to drive the development of a schoolwide, vertically integrated Project-Based Learning curriculum. <ul style="list-style-type: none"> <li>Curriculum Coordinator(s) <b>[\$5,000]</b></li> <li>Community Engagement Specialist (to help coordinate community partners and resources to align with PBL units) <b>[\$20,400]</b></li> </ul>	\$25,400	N
2	Professional Development	Provide Professional development in creating project/problem-based unit and lesson planning. <ul style="list-style-type: none"> <li>PBL <b>[\$800]</b></li> <li>Design-thinking <b>[\$1,250]</b></li> </ul>	\$2,050	N
3	Unit Plans	Create vertical maps and unit guides for each grade level band. <ul style="list-style-type: none"> <li>Atlas Curriculum Mapping Program <b>[\$3,600]</b></li> </ul>	\$3,600	N
4	Project/Problem Based Units	Integrate technology and design thinking into core curriculum.	\$0.00	N

## Goal Analysis [2021-2022]

An analysis of how this goal was carried out in the previous year. **[N/A: 2021-2022 is the first year of the three year LCAP cycle.]**

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

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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



## Goal

<b>Goal 2</b>	<b>EDUCATORS effectively support each learner’s individual growth trajectory.</b>
<b>[Goal 2]</b>	Part of our mission is to support our learners in being independent thinkers. Therefore, we must provide our learners with the tools and guidance they need to own their learning journey. By fulfilling this goal, our educators will be able to provide our learners opportunities and tools to apply a growth mindset in setting goals, selecting strategies to meet their goals, tracking their own progress, and reflecting on their own growth.

An explanation of why the LEA has developed this goal.

During the Covid-19 pandemic, different learners responded differently to the conditions of the pandemic, including being away from campus. We prioritized the goal of supporting each learner’s growth trajectory in order to focus on meeting each and every learner’s needs. From a long-term perspective, we want to empower learners to understand their own learning journey and be empowered to advocate for themselves. In order for learners to understand and reflect on their growth, educators must provide structures and supports.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who individually conference with educator/mentor on a monthly basis	Not Yet Tracked				100%
Percentage of students who are aware of the goals and demonstrate where they are in relation to their goal (verbally or physically on a goal tracking sheet)	Not Yet Tracked				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS	Implement a robust Multi-Tiered Systems of Support Team and Program.	\$ 0	Y
2	Intervention	Provide academic and mental health supports to respond to needs assessed through MTSS process.	\$114,500	Y

		<ul style="list-style-type: none"> <li>• Additional counseling and mental health services <b>[\$75,000]</b></li> <li>• An additional .4 FTE for literacy and math interventions <b>[\$39,500]</b></li> </ul>		
3	Assessment and Universal Screening	<p>Provide benchmark assessments to progress monitor learner grade level performance and inform instruction and intervention.</p> <ul style="list-style-type: none"> <li>• Let's Go Learn <b>[\$5,000]</b></li> <li>• DIBELS <b>[\$1,800]</b></li> <li>• Data and Assessment Coordinator <b>[\$1,500]</b></li> </ul>	\$8,300	Y
4	Technology	<p>Adopt a software system to incorporate longitudinal data from multiple sources to support data analysis disaggregated at different levels to inform instruction and intervention and create a digital portfolio system to capture key learner work.</p> <ul style="list-style-type: none"> <li>• Software program <b>[\$5,000]</b></li> </ul>	\$5,000	Y

## Goal Analysis [2021-2022] [N/A: 2021-2022 is the first year of the three year LCAP cycle.]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

### Goal

<b>Goal 3</b>	FAMILIES feel connected to the SCC community and serve as partners and co-collaborators in their child’s learning and development.
<b>[Goal 3]</b>	Families are the backbone of our schools and communities. As a parent participation school, we empower our families to be a part of implementing our innovative and rich academic programming. We realize that our parents have many talents, skills, and perspectives that will benefit our learners and overall organization. By implementing this goal, our families, including learners, their parents, and other household members will be engaged in and feel a sense of belonging in our community that will contribute to each learner’s success and our success as a school.

An explanation of why the LEA has developed this goal.

As a parent participation school, family engagement is critical to our mission. Both our recent campus move and the Covid-19 pandemic have limited family’s access to campus. Honing in on this goal helps us to re-establish our high rate of parent participation and help families reconnect with each other and our school.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of families who self identify as feeling connected to CLC	Not currently tracked				90%
Number of parent volunteer hours	Not currently tracked				Average of 100 hours per family

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement Committee	Establish a Family Engagement Committee to compile and assess the current family education curriculum. <ul style="list-style-type: none"> <li>Parent Volunteer Coordinator <b>[\$20,400]</b></li> </ul>	\$20,400	N

2	New Family On-boarding Process	Revise new family onboarding process to include family education series, regular targeted communication throughout the first year at Charter, and events and activities that foster connection with veteran families and the greater school community. <ul style="list-style-type: none"> <li>Enrollment platform <b>[\$5,000]</b></li> </ul>	\$5,000	N
3	Family Engagement Opportunities	Provide meaningful ways for families to connect with the school and each other and support effective communication between the school and families. <ul style="list-style-type: none"> <li>Annual events [other funding]</li> <li>Parent Education Series <b>[\$1,000]</b></li> <li>Weekly Newsletter <b>[\$800]</b></li> </ul>	\$1,800	N

## Goal Analysis [2021-2022] [N/A: 2021-2022 is the first year of the three year LCAP cycle.]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

## Goal

<b>Goal 4</b>	<b>COMMUNITY SOCIAL CONSCIOUSNESS &amp; EQUITY SCC fosters an inclusive, socially aware community where everyone is inspired and equipped to be advocates for themselves and for others.</b>
<b>[Goal 4]</b>	By fulfilling this goal, we will improve staff and learner retention and increase a sense of belonging among all our stakeholders. Long-term, by improving the inclusiveness of our practices and policies, we will support our stakeholders in becoming active change agents in their communities.

An explanation of why the LEA has developed this goal.

In June 2020, the SCC Board of Directors passed a resolution to support racial equity in response to explicit and systemic racism highlighted by recent tragic deaths of George Floyd, Breonna Taylor and Ahmaud Abery, amongst many other people of color, and the Black Lives Matter movement. This goal responds to the community and board's call to action and also seeks to ensure all staff, learners, and families have a sense of belonging in our community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of staff, learners, families demonstrating a sense of belonging to the community	Not yet tracked				95%
Percent of units that include connections to social justice	Not yet tracked				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>Provide professional development to key faculty and staff to be able to facilitate inclusive meetings and workshops and turnkey relevant information and strategies to all stakeholders.</p> <ul style="list-style-type: none"> <li>Facilitative Leadership <b>[\$7,500]</b></li> <li>Coaching for Equity <b>[\$2,400]</b></li> </ul>	\$9,900	Y
2	Curriculum, Policy, & Practice Review	<p>Review key policies, practices, and curricula with an anti-racist, inclusive, and culturally responsive lens.</p> <ul style="list-style-type: none"> <li>Policy review <b>[\$10,000]</b></li> <li>Educator stipends <b>[\$1,800]</b></li> </ul>	\$11,800	Y

## Goal Analysis [2021-2022] [N/A: 2021-2022 is the first year of the three year LCAP cycle.]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

## Goal

<b>Goal 5</b>	<b>EDUCATORS AND STAFF have a sustainable career at SCC.</b>
<b>[Goal 5]</b>	By fulfilling this goal, we will increase staff retention and opportunities for educators to grow in their careers at SCC. We will also foster best practices in professional development in education and leadership that we can share beyond our school, which supports part of our mission.

An explanation of why the LEA has developed this goal.

Being a school where educators design curriculum and are involved in much of the leadership and decision making at the school, we need to be mindful of sustainability of these roles. Also given the teacher shortage in the Bay Area and recent staff turnover, we must plan for short-term support of new teachers and long-term support of teacher capacity, teacher recruitment and retention, and leadership pipelines.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Educator and staff retention rate	82%				94%

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development & Leadership Pipeline	Provide leadership opportunities for staff that leverage in-house talent to foster peer support and collaboration. <ul style="list-style-type: none"> <li>● Coaching Coordinator stipend <b>[\$5,000]</b></li> <li>● Coaching stipends <b>[\$5,000]</b></li> </ul>	\$10,000	N
2	Teacher Pipeline	Create a “pipeline” for existing and future community members to pursue a teaching credential in response to the Bay Area teacher shortage and to provide opportunities for community members to increase their professional capacity to work with our learners. <ul style="list-style-type: none"> <li>● New Teacher Induction <b>[\$9,000]</b></li> <li>● Teacher Intern Program [other funding]</li> </ul>	\$9,000	N
3	Compensation Review	Review our current educator and staff compensation systems to ensure equity and alignment to our core values.	\$0.00	N

## Goal Analysis [2021-2022] [N/A: 2021-2022 is the first year of the three year LCAP cycle.]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

**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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0.59%	\$19,662

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.

Unduplicated students represent 3% of our total enrollment. Because SCC is a one-school LEA and we serve a relatively small number of unduplicated students, we gear the majority of our goals to benefit all our learners.

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

These funds will be spent on literacy supports, which will have a direct impact on our unduplicated student population.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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



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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

## Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.