

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

John McCandless Charter School is a Lincoln Unified District dependent charter school. The school opened in 2015-16 with grades Kindergarten through 3rd. Every year John McCandless added grades levels and the current students rolled up into the new grade level. For the first few years, John McCandless was housed at multiple sites. In 2019-2020, John McCandless Charter serviced students in grades TK-8, in two locations. That year Lincoln Unified School District purchased a property on Rose Marie Lane. This property is large enough to house the entire TK-8 program for John McCandless Charter. In 2020, John McCandless Charter relocated to the Rose Marie Location. John McCandless Charter School is designated a School-wide Title1 school. Our students are 44% Hispanic, 0.4% American Indian/Alaskan Native, 6% Asian, 4.7% African American, 1.3% Hawaiian/Pacific Islander, 4.1% Filipino, 32% White, 6% two or more races. English Learners make up 5.4% of our student population and 36% of our students are on free or reduced lunch. We have 7.9% of our population receiving special education services. John McCandless Charter School is dedicated to STEM education and Project Based Learning. Our mission is to provide a comprehensive, quality education, with an additional emphasis in science technology, engineering, and mathematics to prepare all students for success in a rigorous middle school and high school curriculum. Our vision is to be a leader in STEM education, preparing and inspiring our learners to meet the challenges of the 21st century through innovation, collaboration, and creative problem solving.

Reflections: Successes

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

John McCandless Charter School has been operating for 5 years. Our CAASPP data reveals that we are making steady progress as a school, increasing each year in both ELA and Math scores (74% and 73% meeting or exceeding grade level respectively in 2019). We gauge our students' overall academic successes by looking for growth during the time they have attended our school. We gauge the success of programmatic decisions by comparing assessment results to students in other schools who use similar assessments (CAASPP, MAP, DIBELS

Reading, and DIBELS Math). That data shows that students at John McCandless are learning to read and write at an achievement level the same or better than other San Joaquin Valley charter schools and Lincoln Unified School District schools. John McCandless Charter School students are showing math achievement that is significantly higher than other San Joaquin Valley charter schools and LUSD school sites. We are exceptionally proud of the overall achievement of all of our English Learners, most especially in the area of ELA. Positive Behavior Intervention and Support (PBIS) and restorative practice efforts to create a safe, conflict-free learning environment continue to positively impact our students behavior, interactions with one another, and communication. The employment of these practices also reduces discipline incidents and empowers students to have a voice as they problem solve using skills they are developing. John McCandless parents support their students in many ways. We have a strong PTSA, parent help in classrooms, and well-attended events. All events have an academic portion that shares school related student work with parents and community members. Our progress is evident on the California Dashboard with indicators of blue for ELA and Mathematics.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

John McCandless Charter School's California School Dashboard consists of blue indicators for ELA and Mathematics. However, our suspension rate fell into the orange indicator and our chronic absenteeism rate fell into the yellow indicator. Our school suspension rate in 2019 was 4.7%, which is a 2% increase from the previous year. Additional training of John McCandless staff in Positive Behavior Intervention and Support (PBIS) and restorative practices is needed to improve suspension rates. The implementation of teaching positive behaviors and conflict management skills based on Ownership, Wisdom, Learning, and Safety (OWLS) as well as restorative practices needs to be more consistent across all grade levels. In addition, social skills curriculum will continue to be implemented in grades 5 and up. Teachers will continue, to teach students the 16 Habits of Mind at all grade levels. In 2020 we implemented social emotional learning lessons to improve behavior and self regulation. John McCandless Charter School also saw an increase in Chronic Absenteeism in 2019 from 2.1% to 4.7%. Additional outreach through the use of a school counselor and office clerk was identified as a need and implemented. Personal phone calls from staff, regular attendance check-ins, home visits, and SSTs were implemented to assist in decreasing chronic absenteeism. Additional parent support through counseling and outreach has been put in place to assist families in remaining connected to John McCandless Charter School.

LCAP Highlights

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

Students remain the top priority at John McCandless Charter School. School Culture and Engagement, High Academic Achievement, and Parent Involvement remain our areas of focus. The LCAP is comprised of four goals and a variety of actions which address the three areas of focus identified by our stakeholders. All goals and actions address state and local priorities. All components of the LCAP were developed based on student data and stakeholder input.

School Culture and Engagement:

All students should be and feel safe at school. We will continue to maintain clean, safe physical facilities with the addition of our newly renovated TK-8th grade campus on Rose Marie Lane. We will continue to work on teaching positive behaviors and conflict management skills to students to help them make good, safe decisions. In addition, we believe that all students should feel welcome and sense their importance to our school community. Additional social and emotional support is a key component of the LCAP to school safety and student success. To address that goal, we will continue to provide a myriad of opportunities in relation to STEM.

High Academic Achievement:

Our goals focus on providing a high quality, innovative learning environment that emphasizes science, technology, engineering and math (STEM) as well as core subject matter. We continue to work to keep teachers current on Project Based Learning, technology integration, and the Next Generation Science Standards. Student progress will be carefully monitored through multiple measures of assessment. Stakeholders addressed an increased need for improvement in writing.

Parent Involvement:

Most John McCandless parents are involved in their students' learning in one or more ways. The goal continues to be that all John McCandless parents are involved in their children's education. We will continue to promote and encourage parent involvement.

Goal 1

Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum. Priorities 1, 2, 4, 7 and 8 are addressed through this goal and these actions. Teachers will review NGSS materials, pilot and make a recommendation for adoption. Staff will be provided with professional development in key content areas and Project Based Learning. Enrichment opportunities and supplemental instructional materials will be provided to improve student success and address any learning loss due to the pandemic. Staff will be provided release time for observation, alignment, professional development, and planning. John McCandless will recruit and retain highly qualified teachers. Additionally, all students will be provided with devices and staff will receive technology to assist in access and implementation of standards based instruction.

Goal 2

Maintain the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics. Priorities 2, 4, and 8 are addressed through this goal and the following actions. Staff will receive professional development in PBL, writing, ELD, ELA, and mathematics to target students with academic need including the above identified students groups. John McCandless Charter will provide supplemental curriculum in technology, engineering, math, science, social science, and ELA to extend learning, provide support for intervention, and support the charter mission and vision. Identified students will participate in targeted small group intervention and tutoring in ELA and Math. John McCandless Charter will contract with Lincoln Unified School District to provide services to students with disabilities.

Goal 3

All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Priorities 5 and 6 are addressed through this goal and the following actions. Mental health and counseling services and professional development will be provided to staff and students to improve overall behavior on campus. Personnel will implement PBIS to actively supervise recess and assist with student behavior modification to reduce behavioral infractions. Professional development will be provided to all staff in PBIS and Restorative Practices to reduce behavioral infractions and improve school culture. Staff will implement behavior supports to improve student behavior.

Goal 4

Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Priority 3 is addressed in this goal through the following actions. Monthly parent meetings such as coffee with administration, PTSA, etc. John McCandless Charter will hold community events such as STEM Fest, Flight Museum, and APTTs. Parent education will be provided to assist parents in connecting to the school site and improve student achievement. Staff will use Parent Square for all communication.

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.

The stakeholder engagement process began in 2019. Parents, students, staff and community members were given the opportunity to provide input through various means. Monthly coffees with administration, designated LCAP input sessions, Youth Truth Survey, School Site council, and direct emails are some examples of how community members assisted in the LCAP process. Students in student leadership provided feedback during their leadership elective. Additionally, students were able to provide input through the Youth Truth Survey. Staff members provided input during staff meetings, through shared documents, through school site council, through the Youth Truth Survey, via direct message, and during specific LCAP input meetings. The input gathered by site administration, parents, teachers, other school personnel, and students was used in conjunction with student data to develop goals and actions for the LCAP.

Early in the fall John McCandless Charter develops a proposed timeline for stakeholder engagement. The timeline lists dates and times for proposed meetings with stakeholder groups. Multiple virtual meetings were held between September 2020 and May 2021 to share updates on the 2019-20 LCAP and the Learning Continuity Plan. The updates included progress based on identified metrics for state priority areas and local measures identified for the 2020-21 school year as well as progress on the implementation of actions. Stakeholders were given the opportunity to identify actions from the 2019-20 LCAP to maintain or change. Based on this input the goals for the 2020-21 LCAP were revised and shared with stakeholders at a second meeting and again stakeholders were given an opportunity to propose new actions or actions to maintain. Since meetings were being held virtually this input was gathered in Google docs.

Although the LCAP process was not completed during the 2019-20 school year, in the fall of 2019 a proposed time line was also shared with the Charter Board and in January and February of 2020 the Charter began holding stakeholder engagement meetings with the LCAP Parent Advisory Committee, School Site Council, teachers, staff, and site administration. At these meetings the CA Dashboard results and other local measures were shared with stakeholders. Stakeholders were then given the opportunity to review the current goals and implemented actions. Stakeholders then provided feedback on the actions associated with each goal. The stakeholder input from both the 2019-20 school year and the 2020-21 school year has been included in the development of the 2021-22 through 2023-24 LCAP.

A draft plan was shared with the Board of Trustees at their regularly scheduled meeting on May 20, 2021. Feedback from the board presentation has been incorporated into the plan as we prepared a final LCAP. The plan was available in hard copy at the District Office and posted on the district's website for review between May 20 and May 28, 2021. During the second input period we held two meetings for stakeholder review and input including our School Site Council and LCAP Parent Advisory Committee on May 24, 2021.

The final LCAP and budget was presented for approval by the Charter Board at the regularly scheduled board meeting on June 23, 2021.

A summary of the feedback provided by specific stakeholder groups.

Students, parents, and staff members provided feedback to influence the LCAP.

Students reported that they feel welcomed on campus and in class. They love the family and student events, want to see them continue and increase (tie dye, movie nights, STEM fest, dances, etc.). They would love more competition on campus involving staff, students, academics, and athletics. Additionally they would like to see clubs and sports return to the John McCandless campus after COVID restrictions are removed. Students reported that there needs to be more interaction across grade levels and that this should be much easier now that John McCandless Charter is located at one location. Students stated that they would benefit from tutoring offered at lunch. Finally, students reported that they would like more hands on STEM activities at lunch and for teachers to be provided professional development to continue to grow.

Parents reported that they would like to see more culturally inclusive family events and outreach. They stated that they enjoy community and family events and would like to see them continue at John McCandless Charter. Use of the gym for school rallies and whole school community building was a priority for families. Parents reported a request for additional art and music offerings. Parents noted that students would benefit from additional tutoring, additional teacher training as needed, and continued implementation of hands on activities. Parents also noted a need for more academic, athletic, and social clubs on campus. Parents noted a decline in students' writing ability and a need for additional writing instruction. Parents stressed the need for additional social and emotional support on campus for students and staff.

Staff reported a need for social and emotional support. Additional mental health support is needed for students, families, and staff. Staff commented on the need for more planning time and professional development opportunities. Additionally, staff noted a need for intervention materials, paraeducator assistance, and paraeducator training. Staff noted a need for a whole site writing program. Additional funding for hands on materials and supplies related to STEM instruction and the charter. Staff specifically noted the need for training and curriculum related to NGSS.

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

All aspects of the LCAP were influenced by stakeholder input and student data. The four goals created address student needs, stakeholder input, and state and local priorities. The LCAP is the result of all stakeholder input and work of the administration at John McCandless Charter to address the identified needs and recommendations as well as feedback received. The proposed goals were shared with all stakeholders and no further revisions to the goals were suggested. Actions identified by stakeholders as supporting the goals were maintained. Actions from the 2019-20 LCAP that have been eliminated were not specifically identified as actions to keep by stakeholders. In maintaining those actions identified by stakeholders to keep, John McCandless Charter had to consider the budgetary resources available as these resources have not increased. Whenever possible John McCandless Charter will identify increased revenue from one time monies to support an action that may not be on-going. Actions that require additional staffing and on-going funding could not be included without a reduction in other on- going costs. Stakeholders did not identify additional areas for elimination, so no new on-going actions could be added to the LCAP. However, to address areas of need John McCandless Charter will consider how best to allocate available resources and address systems that may not be ensuring resources are being fully utilized, for example, stakeholders expressed a desire for more counseling and mental health services, despite additional funds being allocated with one time monies in the Learning Continuity Plan. An analysis of how these services are being provided will be conducted as part of the LCAP action. Actions that are maintained will further be modified to address specific recommendations of stakeholders such as additional counseling services, course offerings, and facilities

enhancements as examples. We will use an ongoing cycle of inquiry to ensure that we are developing a plan that allows us to better meet the needs of all of our students and to define a meaningful direction for John McCandless Charter.

Goals and Actions

Goal

Goal #	Description
1	Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

An explanation of why the LEA has developed this goal.

Academic Indicators on the 2019 CA Dashboard showed high levels of academic performance. In the absence of CAASPP results for 2020 and 2021 John McCandless Charter will use local measures (DIBELS, MAP). Local measures indicate that there is continued need for a focus on providing all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum. John McCandless Charter developed this goal to address the needs of students regarding course selection, curriculum, instruction and standards. Stakeholders specifically commented on the need for standards based curriculum in science and project based learning aligned with standards in various content areas. We plan to achieve the goal through the implementation of the actions and will measure the effectiveness of the actions and progress toward meeting the goal using the identified metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of 5th grade students meeting or exceeding standards CAST	55% 2109				60%
Percent of grade 3-8 students meeting or exceeding standards CAASPP	74% ELA 2019 73% Math 2019				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers appropriately assigned and fully credentialed SARC	100% 2020-21				100%
Percentage of K-3 students at core or with minimal risk DIBELS	K: 66% 1: 76% 2: 83% 3: 75% Winter 2021				K: 70% 1: 78% 2: 85% 3: 78%
Percentage of Grade 3-8 students meeting or exceeding standards MAP Reading	3rd: 67% 4th: 83% 5th: 73% 6-8: 73% Winter 2021				3rd: 70% 4th: 85% 5th: 75% 6-8: 75%
Percentage of Grade 3-8 students meeting or exceeding standards MAP Math	3rd: 52% 4th: 82% 5th: 63% 6-8: 71% Winter 2021				3rd: 55% 4th: 84% 5th: 65% 6-8: 74%
Percentage of students with access to a Broad Course of Study Aeries Grades/Courses/Master Schedule	100% 2020-21				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	NGSS Pilot/Adoption	Teachers will review NGSS materials, pilot and make a recommendation for adoption.	\$15,000.00	No
2	Professional Development	Provide staff professional development in key content areas and PBL	\$5,000.00	Yes
3	Supplemental Instructional Materials	Enrichment opportunities through extracurricular activities, genius hour, school clubs, zspace, and PBL.	\$30,000.00	No
4	Staff Collaboration	Provide staff with release time to observe other staff members, collaborate, vertical articulation and plan exceptional instruction.	\$5,000.00	Yes
5	Core Services	The Charter will provide highly qualified staff (certificated, classified, management) and maintain facilities in good repair.	\$2,849,289.00	No
6	Technology	Provide devices for all students	\$10,000.00	No
7	Instructional Materials	Provide students with standards based core curriculum	\$1,000.00	No
8	Instructional Time	Ongoing costs of minutes and days exceeding the minimum requirements.	\$245,973.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Maintain the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard Academic Indicators and local measures used to measure student proficiency during the 2020-21 school show a consistent level of academic achievement of all students and identified student groups in reaching proficiency in ELA and Mathematics. This maintenance goal was developed to maintain current progress and achievement in Mathematics and ELA for identified subgroups. Students at John McCandless Charter continue to demonstrate higher than average performance in Math and ELA based on state and local assessments compared to state and local averages. Stakeholder input indicated that continuing successful instructional practices and hiring highly qualified staff was needed in order to maintain success. Additionally, student success in reclassification was due to high percentages of collaboration, use of academic vocabulary, and hands on project based learning. We plan to achieve the goal through the implementation of the actions and will measure the effectiveness of the actions and progress toward meeting the goal using the identified metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Points above standard for each measurable subgroup CA Dashboard Socioeconomically Disadvantaged (SED)	22.1 ELA SED 2019 20.4 Math SED 2019				23 ELA 21 Math
Percent of English Learners reclassified as proficient in English	27% 2019-20				20%
Percent of passing grades for students	73% Q2, 2020-21				93%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with disabilities in grades 6-8	92.8% Q4, 2020-21				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional development in Project Based Learning, writing, ELD, ELA and math	\$5,000.00	Yes
2	Supplemental Materials	Supplemental curriculum in technology, engineering, math, science, social science, and ELA to extend learning, provide support for intervention, and support the charter.	\$3,000.00	Yes
3	Intervention	Small group intervention and tutoring in ELA and Math	\$10,000.00	Yes
4	Special Education Services	John McCandless Charter will contract with Lincoln Unified School District to provide services to students with disabilities.	\$269,573.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

An explanation of why the LEA has developed this goal.

The 2019 CA Dashboard Academic Indicators and local measures used to measure suspension and attendance rates identified a need for improvement in both areas. 2020 local data showed improvement in both areas. This goal was developed to address attendance concerns and the overall physical and emotional health of students on campus. This goal aims to improve school culture and reduce disciplinary infractions. We plan to achieve the goal through the implementation of the actions and will measure the effectiveness of the actions and progress toward meeting the goal using the identified metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate - the percentage of students who are suspended at least once during the academic year DataQuest CA Dashboard - Suspension Rate Indicator	3% 2019-20 Orange 2019-20				2% Green
School Attendance Rate - the percentage of students attending school daily on average Aeries	97.11% 2019-20				97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of TK-8 students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school CA Dashboard Chronic Absenteeism Indicator	4.7% 2019 Yellow 2019				3% Green

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health Services	Mental health and counseling services and professional development will be provided to staff and students to improve overall behavior on campus.	\$69,849.00	Yes
2	School Climate	Charter staff to support creating safe and welcoming school environments.	\$25,000.00	Yes
4	Behavioral Supports	Prioritize restorative practices and positive behavioral intervention supports (PBIS) by building on staff capacity to promote diversity, equity and inclusion.	\$5,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

An explanation of why the LEA has developed this goal.

Family and community involvement is a direct contributor to student success. Stakeholders would like to see an increase in family and student events outside of the school day. Families would also like monthly informal meetings to continue. John McCandless Charter has an involved parent community and would like to maintain the level of family involvement moving forward. We plan to achieve the goal through the implementation of the actions and will measure the effectiveness of the actions and progress toward meeting the goal using the identified metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of families attending at least one event/meeting per year	85% 2020-21				85%
Percentage of parents with active Parent square accounts	98%				99%
Youth Truth Family Survey Percentage of Positive Responses	Engagement 52% Relationships 78% Culture 69% Communications/Feed back 73% Resources 79% School Safety 72% February 2021				Engagement 65% Relationships 80% Culture 75% Communications/Feed back 80% Resources 85% School Safety 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Families completing the Youth Truth Survey Response Rate	34% February 2021				40%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Meetings and Parent communication	Monthly parent meetings such as coffee with administration and School Site Council and parent communication.	\$500.00	No
2	Community Events	John McCandless Charter will hold community events such as STEM Fest, Flight Museum, and APTTs.	\$500.00	No
3	Parent Education	Parent education will be provided to assist parents in connecting to the school site and improve student achievement.	\$500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.70%	\$134,504.00

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.

John McCandless Charter has an unduplicated pupil count of 38.5%. Based on our student data, we know that our unduplicated pupils have specific needs in academic achievement and student engagement. The following actions and services are provided on a school-wide basis, using LCFF funds, with a focus on addressing the needs of unduplicated pupils.

Goal 1: John McCandless Charter is committed to providing our students with high quality instruction delivered by committed and trained staff, the most up to date technology, a standards aligned curriculum, and opportunities for equitable course access. "In the increasingly competitive global economy, it is crucial for American students to be well-trained in math, science and critical languages. U.S. students are currently performing below their international peers in math and science. We live in a world where technological innovation and global competition are increasing at a pace never before seen. Now is the time to invest in our children to make sure they are prepared to succeed in the 21st century." - U.S. Secretary of Education, Margaret Spellings (Action 1.4). Academic Indicators on the California Dashboard as well as local measures indicate that English learners, low income students, foster youth and homeless students have made progress. Project Based Learning (PBL) implemented sitewide continues to provide engaging access to standards based instruction across various content areas (Action 1.2). "PBL shows promise as a strategy for closing the achievement gap by engaging lower achieving students." - Boaler, 2002; Penuel & Means, 2000. "PBL can work in different types of schools, serving diverse learners." - Hixson, Ravitz, & Whisman, 2012. The charter will provide additional instructional time (Action 1.8). These services are principally directed towards, and are the most effective use of funds to meet the charter goals for its unduplicated pupils in state priority areas 1, 2, 4, 7, 8, while serving the needs of all students. Based on the improved academic achievement of unduplicated pupils it has been determined that these actions have been effective in addressing the intended outcomes and these actions have been continued.

Goal 2: John McCandless Charter is focused on improving the achievement of all students in reaching high academic standards and attaining proficiency in ELA and Mathematics. Assessments in ELA and Math indicate that John McCandless Charter is making progress in academic achievement for English Learners, low income students, Foster Youth and Homeless students. The charter will provide professional development focused on supporting English Language Development (ELD), ELA and Mathematics. Students facing academic challenges will receive intervention support during the school year and access to a summer program. Our students will benefit from skilled teachers trained to support students with unique learning and behavioral needs from diverse backgrounds (Actions 2.1, 2.2, 2.3). Professional development to support the implementation of high quality instruction and coaching support helps teachers to design effective classroom instruction and Tier 1 interventions to differentiate for the diverse needs of students (Sweeney, 2011). Professional development that occurs regularly and over the span of several months can increase student achievement (Yoon, Duncan, Lee, Scarioss, and Shapley, 2007). These actions serve as the Charter's core approach to educating all English Learners with a focus on developing language fluency and improved academic achievement (Zacarian, 2011). These specific actions are principally directed towards and are the most effective use of funds to meet the district goals for its unduplicated pupils in state priority areas 2, 4, 8, while serving the needs of all students. Based on the continued academic achievement of our unduplicated students, specifically low income students in ELA and Mathematics we believe these actions should be maintained as they have been effective in addressing the intended outcomes.

Goal 3: John McCandless Charter is committed to providing all students with a safe and supportive school culture, climate and learning environment to promote academic achievement and physical and emotional health. The Chronic Absenteeism indicator for the charter has decreased from blue to yellow for all students and from green to orange for students with disabilities and low income students. Additionally, the suspension rate is appropriately proportionate for English learners and low income students. The charter will provide counseling and mental health services, behavioral supports and support staff to assist with outreach and providing a safe and supportive learning environment (Actions 3.1, 3.2). The California Department of Education indicates that effective counseling programs and alternative academic settings allow students to resolve emotional, behavioral and academic problems, which helps them develop a clearer focus or sense of direction, important when building a positive school climate and improving student achievement. Providing social emotional support to unduplicated students helps to improve academic achievement (Jensen, 2009). The impact of attendance on student achievement has been documented by research, including how prevalent Chronic Absenteeism is (Attendance Works). These specific actions are principally directed towards and are the most effective use of funds to meet the Charter's goals for its unduplicated pupils in state priority areas 5, 6. Based on the outcomes for unduplicated pupils already achieved in both attendance and engagement we believe these actions are effective in achieving the goals for all students while also meeting the needs of our unduplicated pupils.

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

John McCandless Charter School, with input from its stakeholders, has determined that it is appropriate to utilize our supplemental and concentration funds in a charter-wide manner. The above funds are principally directed for the use of supports and services to all students at John McCandless. Services for unduplicated pupils are increased or improved by more than the required 7.7%, as compared to services provided for all students. Based on supporting research, experience, and educational theory, John McCandless Charter has determined these actions described in the LCAP are the most effective use of funds to meet the charter's goals for unduplicated pupils. With a site-wide

unduplicated pupil count of 38.5%, John McCandless Charter recognizes that a significant percentage of our pupils may come from homes that do not have the resources to provide early education, technology, outside tutoring, or other supports for student achievement and engagement. John McCandless Charter has chosen to spend the majority of our supplemental and concentration funds in a site-wide manner. We believe the above referenced research and identified actions and services provide justification for doing so. Based on alternatives considered research and experience, we have determined this approach to be the most effective use of these funds and they are principally directed toward and effective in meeting the charter's goals for unduplicated pupils because these actions focus on the identified needs of these students. Although we discussed other actions and services for alternate consideration, we were unable to identify any additional actions or services that should be provided to only our unduplicated students. In discussions with stakeholders and review of research, most of the recommended actions and services identified to address the needs of unduplicated pupils were determined to be of benefit to all students. It is our determination that funds allocated to implement best practices, assure teachers have adequate training and professional development and receive coaching, for the effective implementation of high quality instruction will meet the needs of all learners including our unduplicated pupils as well as our student subgroups where academic achievement gaps exist. Providing intervention supports, counseling and mental health services and support staff contributes to student learning in a positive and safe school culture and climate and has been deemed an effective use of supplemental funds for unduplicated pupils based on research, experience, educational theory and good educational practices. The use of Project Based Learning is an ideal means of lesson delivery to continue to lessen any present achievement gap while benefiting all students.

Although our unduplicated count of students is 38.5%, we have carefully considered how best to direct our funds and believe the utilization of these funds in a charter wide manner is most appropriate. We believe the actions and services written, as well as the identified use of our funds, will meet the goals for unduplicated pupils in all of the state and local priority areas.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,528,184.00			\$22,000.00	\$3,550,184.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,497,684.00	\$52,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	NGSS Pilot/Adoption	\$15,000.00				\$15,000.00
1	2	English Learners Foster Youth Low Income	Professional Development	\$5,000.00				\$5,000.00
1	3	All	Supplemental Instructional Materials	\$30,000.00				\$30,000.00
1	4	English Learners Foster Youth Low Income	Staff Collaboration	\$5,000.00				\$5,000.00
1	5	All	Core Services	\$2,849,289.00				\$2,849,289.00
1	6	All	Technology	\$10,000.00				\$10,000.00
1	7	All	Instructional Materials	\$1,000.00				\$1,000.00
1	8	English Learners Foster Youth Low Income	Instructional Time	\$245,973.00				\$245,973.00
2	1	English Learners Foster Youth Low Income	Professional Development	\$5,000.00				\$5,000.00
2	2	English Learners Foster Youth Low Income	Supplemental Materials	\$3,000.00				\$3,000.00
2	3	English Learners Foster Youth Low Income	Intervention	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	Students with Disabilities	Special Education Services	\$269,573.00				\$269,573.00
3	1	English Learners Foster Youth Low Income	Mental Health Services	\$48,849.00			\$21,000.00	\$69,849.00
3	2	English Learners Foster Youth Low Income	School Climate	\$25,000.00				\$25,000.00
3	4	All	Behavioral Supports	\$5,000.00				\$5,000.00
4	1	All	Parent Meetings and Parent communication				\$500.00	\$500.00
4	2	All	Community Events	\$500.00				\$500.00
4	3	All	Parent Education				\$500.00	\$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$347,822.00	\$368,822.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$347,822.00	\$368,822.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	4	Staff Collaboration	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	8	Instructional Time	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$245,973.00	\$245,973.00
2	1	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	2	Supplemental Materials	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	3	Intervention	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	1	Mental Health Services	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$48,849.00	\$69,849.00
3	2	School Climate	Schoolwide	English Learners	All Schools	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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.