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
Plumas Charter School	Taletha Washburn Executive Director	taletha@plumascharterschool.org 1-530-283-3851

Plan Summary [2021-22]

General Information

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

Plumas Charter School (PCS) is a California public charter school that serves students in Transitional Kindergarten through 12th grade in Plumas and neighboring Counties. PCS offers personalized education programs in Quincy, Greenville, Taylorsville and Chester. PCS is known for its personalized learning approach, its programmatic flexibility and its sincere attention to the needs of students. PCS is implementing an arts-enriched, and interdisciplinary learning environment aligned with state standards using a variety of curriculum that nurtures the intellectual, social, and creative growth of students that builds an inclusive community and supports the academic achievement of its students. Plumas Charter School's Mission Statement is "To provide a personalized learning environment with a culture of acceptance for a diverse community. We encourage the development of compassionate, resilient, life-long learners." Plumas Charter School operates under the core values of Responsiveness, Accountability, Compassion and Respect: For ourselves, each other and our environment. PCS serves students from six different learning centers located across Plumas County. All of the centers offer personalized learning programs that include center based courses, traditional independent study courses, facilitated home school, concurrent college enrollment, a variety of enrichment activities, online curriculum, and interest based elective courses. Individual student programs are designed upon the enrollment of each student. Beginning in the 2018-2019 school year, the Quincy program operates out of three centers throughout Quincy (535 Lawrence Street for grades TK-2, 546 Lawrence Street for grades 3-6, and 80 Main Street for grades 7-12). PCS Quincy is also in the process of securing the development of a new permanent learning center that will house TK-12 programs in Quincy. Our Indian Valley programs are located at 4352 Main Street in Taylorsville, for grades 7-12, and at 212 Pine Street in Greenville for grades TK-6. Our Chester program is located at 135 Main Street in Chester for students in grades TK-12.

Reflections: Successes

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

The following are the progress highlights of the 19/20 LCAP, and the Learning Continuity and Attendance Plan for Plumas Charter School.

Goal 1: Student Achievement: Improve student achievement through the intentional use of Student Action Plans, curriculum adoption and standards implementation, relevant professional development or teachers, engaging lessons and activities and offering a broad range of course options.

*Maintained a 90% student engagement rate during the full distance learning

*Developed and implemented a consistent hybrid learning program during the 2020-2021 school year, which included two days a week of in person learning, two days of distance learning and one day of independent study.

*Even with the distance learning, the school saw increase of students performing at or above level on iReady between 2018-2019 and 2019-2020.

*During the 2019-2020 school year, school staff selected the NWEA MAP assessment for students in grades 7-12. Staff were trained on this program, and it was implemented in the fall of 2020.

*Curriculum implementation-During the 2019-2020 school year, the math curriculum committee selected the Ready Math program for students in grades TK-6, and CPM Math for students in grades 7-12. Training was provided for these and they were implemented in the 2020-2021 school year.

*CTE Pathways: The school added an additional pathway in Outdoor Recreation Leadership for a total of seven pathways now available for students: Patient Care, Public Safety, Food Services, Agriculture, and Information
Technology; Patient Care and Outdoor Recreation and Leadership. Through CTE grant funds, five of these pathways now have appropriately credentialed teachers who also serve as Pathways Coordinators and mentors.

*130 Chromebooks were purchased for use across sites, and checked out to students for use at home.

*Center based courses were maximized at each learning center in 2020-2021 commensurate with the regulations around COVID safety protocols.

Goal 2: School culture: In an effort to encourage student engagement, school connectedness, a healthy school culture, and a sense of safety, PCS sees the need to offer consistent school activities annually, to offer formalized character building programs, and to offer varied educational opportunities that support student's needs. PCS also sees the need to secure long term facilities so that our programs can be stabilized.

*Through the beginning of 2019-2020, many activities have were offered at each site. Such activities are limited during the 2020-2021 year due to COVID, but school staff are making every effort to provide activities within the confines of the state guidance.

*All site's schedules have RTI blocks to support low performing students.

*During the pandemic, PCS continues to document attendance. The pandemic average attendance rate is 90%.

*Implementing of several surveys for families during the pandemic to assess needs and program preferences. Reestablishing of regular stakeholder surveys in the Spring of 2020-2021.

*Addition of a school counselor to help facilitate rising mental health needs.

Goal 3: Parent Involvement: In an effort to increase parental involvement, PCS will hold a minimum of three parent meetings at each center annually, and will seek to expand parent participation on the Board of Directors to include a representative from each community we serve.

*Traditional parent meetings were held in the Fall of 2019, and in December of 2019. With the school closure, virtual small group and one on one meetings were held for onboarding with distance learning and end of year. The virtual meetings continue into 2020-2021.

*Regular communication with parents via School Messenger, and regular information posting to Facebook and the schools website.

*Parent Board Member participation: Three parents (1 Quincy and 1 Indian Valley, 1 Chester)

Goal 4: Staff Support: In an effort to ensure consistent and relevant staff support and development, PCS will pre schedule a minimum of four professional development activities annually which will include curriculum training and implementation, behavior support training, and software training.

*Wide range of regular professional development activities, both in person and virtual

*Weekly collaboration at the site level, three times a year at the whole school level

PCS plans to build on these successes by continuing on with the actions that allowed our progress, working towards meeting all LCAP goals, and intentionally implementing the changes to the goals, actions and services for the 2021 LCAP.

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.

PCS continues to seek improvement in levels of student academic achievement in both ELA and Mathematics as measured by the SBAC and internal local assessments. Moving into this LCAP cycle, several new actions will be added in order to add supports and program elements. Broadly these new actions will include the addition of instructional aide and teacher support time to provide for after school tutoring programs, support for students during their independent study days, and a longer RTI block during the regular on site school day. PCS also intends to work on the culture of the school as far as prioritizing student assessments and actively and regularly using student data

to drive instructional decisions. PCS will refine the RTI plan in general, adopting comprehensive intervention materials to be used with fidelity. PCS will work towards greater fidelity in implementation of core curriculum, especially at the lower grades. Grade level teams are established and actively collaborating to this end. Appropriate goals will be set for the 2021-2022 school year.

PCS continues to seek improvement in both the one year and cohort graduation rates. Modifications will be made for student's twelfth grade programs, that include greater levels of counseling and support.

PCS continues to seek improvement in the levels of students who are deemed prepared for college and career. Focus will be given to continued evolution and participation of the school's CTE programs, the addition of a CTE counselor, and the unification of the course Get Focused Stay Focused.

LCAP Highlights

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

The four core goals of Plumas Charter School's LCAP remain the same as in previous years: Student Academic Achievement; School Culture; Parent Involvement; and Staff Support. Each of these goals will have new actions and services to provide for greater amounts of specific progress. A key information component going into this cycle is the overall success of the programs and services that the school offered both during the closure in 2019-2020, and in the 2020-2021 school year. The hybrid programs developed and the technology added to the programs will continue to be utilized and added to the base programs offered.

As mentioned in the previous section, the major areas for focus in this LCAP are:

*PCS continues to seek improvement in levels of student academic achievement in both ELA and Mathematics as measured by the SBAC and internal local assessments. Moving into this LCAP cycle, several new actions will be added in order to add supports and program elements. Broadly these new actions will include the addition of instructional aide and teacher support time to provide for after school tutoring programs, support for students during their independent study days, and a longer RTI block during the regular on site school day. PCS also intends to work on the culture of the school as far as prioritizing student assessments and actively and regularly using student data to drive instructional decisions. PCS will refine the RTI plan in general, adopting comprehensive intervention materials to be used with fidelity. PCS will work towards greater fidelity in implementation of core curriculum, especially at the lower grades. Grade level teams are established and actively collaborating to this end. Appropriate goals will be set for the 2021-2022 school year.

*PCS continues to seek improvement in both the one year and cohort graduation rates. Modifications will be made for student's twelfth grade programs, that include greater levels of counseling and support.

*PCS continues to seek improvement in the levels of students who are deemed prepared for college and career. Focus will be given to continued evolution and participation of the school's CTE programs, the addition of a CTE counselor, and the unification of the course Get Focused Stay Focused.

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.

Annually, the school employs the following surveys to elicit stakeholder feedback for ongoing school improvement:
1. Mid Year Parent Involvement and Satisfaction Survey
2. Student Climate Survey
3. Leadership Evaluation Surveys
4. Staff Satisfaction and School Climate Survey
5. Graduate Survey

Because of the state wide shut down in March of 2020, our regular survey cycle was derailed, and several new surveys were developed and deployed in response to the shift to distance learning, as well as for preferences for return to school programming. It is these that will be described here.
1. 2020 Senior Graduation Survey-this survey specifically addressed how we planned to provide modified graduation ceremonies to students due to COVID. Respondents either wanted to wait until a whole school ceremony could be offered, or wanted smaller community specific ceremonies. The school elected to provide smaller community specific ceremonies.

2. Distance Learning Survey-this survey was an opportunity for families to share what is working for them with distance learning and what isn't, what additional supports families need from PCS staff, improvements needed for our delivery of distance learning, and any projects or activities families wanted to share with each other. There was a vast amount of information available within this survey, and school leadership reviewed, disseminated to staff and other families, and made additional supports available as reasonable.

3. Fall Survey-this survey assessed families feelings of safety upon return to school in the fall, and what safety measures they supported (masks, physical distancing, etc.). The data from this survey overwhelmingly supported on site learning, and overall comfort with safety measures the school will employ.

4. Return to School Preferences-Staff-this survey assessed the preferred program offering for returning to school in the fall (all distance, hybrid A-50% students on campus, hybrid B-25% students on campus). 74% of staff preferred on site, and 26% preferred distance learning. Hybrid A was implemented in the fall, with the option of distance learning for those who want it.

5. Return to School Preferences-Families-this survey assessed the preferred program offering for returning to school in the fall (same as above but for families). 72% of families preferred some level of on site program, while 28% preferred distance learning. Hybrid A was implemented in the fall, with the option of distance learning for those who want it.

6. Holiday Educational Program Options-Staff-this survey assessed program preferences for the time frame between Thanksgiving and Winter Break. 35% wanted the regular hybrid A, 20% wanted distance learning for the week following each break, and 45% wanted distance

learning for the three weeks between the breaks and the one week following Winter Break. The school decided that the one week after Thanksgiving and the one week after Winter Break would be distance learning.

7. Holiday Educational Program Options-Families-this survey assessed program preferences for the time frame between Thanksgiving and Winter Break. 56% wanted the regular hybrid A, 15% wanted distance learning for the week following each break, and 29% wanted distance learning for the three weeks between the breaks and the one week following Winter Break. The school decided that the one week after Thanksgiving and the one week after Winter Break would be distance learning.

In March of 2021, the traditional survey set was deployed and the major takeaways from the data are described below:
1. Mid Year Parent Involvement and Satisfaction Survey
2. Student Climate Surveys
3. Staff Satisfaction Surveys

The schools regular stakeholder engagement cycle also include:
1. Weekly site level meeting and collaboration
2. Monthly Leadership Team meetings
3. Monthly Director Meetings
4. Monthly Board Meetings
5. Monthly PTO Meetings

Added during the 2020-2021 school year was a three meeting schedule for grade level groups (TK-6, 7-8, 9-12) to goal set based on alignment in assessment practices, using assessment data, ELA curriculum and Math curriculum. The identified goals from these groups are identified below.

A summary of the feedback provided by specific stakeholder groups.

Significant feedback was received from the annual survey bank. Many successes were highlighted by the various groups, as well as areas for improvement. It is the areas of improvement that will be focused on in the summary below.

1. Mid Year Parent Involvement and Satisfaction Survey
*Send Board and Meeting links via School Messenger to all families to create open initiations for participation monthly. This will encourage more parents to be a part of the PCS decision making.
*Public Service/Demeanor Training for all staff. Families feelings of being welcomed and respected are important. All staff need to be reminded of this.
*Regular teacher feedback to parents is a need, especially when there is an issue. Establish an expanded and formalized regular communication schedule for parent communication beyond progress reporting and report cards.
*Expansion of use of Lifesize technology for live streaming classes
*Varied Parent Meeting times
2. Student Climate Surveys

Grades 7-12
*Actively engage in relationship building activities between students to teachers and students to students.
Grades 3-6
*How do we get students more interested in their learning?
*Motivation
*Activity Interest
*Empathy training, more SEL
3. Staff Satisfaction Surveys
*Improve common expectation follow through
*Regular clarity on teacher evaluation and merit tiers= review regularly
*Training calendar for all job classifications
*Inventory of what individual needs are to perform job well
*Duty balance between teachers
*Clear evaluations across positions
*Teachers-- task equity
*Clear and simplified archiving handbook

Another aspect of stakeholder engagement that has influenced PCS goal setting and planning is Consolidated Planning Framework grade level collaboration. In this process, three groups were established (K-6, 7-8, 9-12) and consisted of teachers and administrators. Each group reviewed the topics of assessment, ELA curriculum and mathematics curriculum, in order to identify areas of alignment across PCS learning centers, and areas of misalignment that need to be addressed. Goals that arose from this process include:
*Creation and adoption of a comprehensive assessment calendar that includes all local and state assessments
*Creation and adoption of a unified data collection and interpretation tool
*Develop out a common RTI handbook to allow for consistent intervention strategies and materials
*Provide for additional and regular training in core curriculum and assessment programs
*Provide for regular cross site collaboration time to allow for ongoing alignment

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

Each LCAP goal was directly influenced by stakeholder input.

Goal 1: Student Academic Achievement
*Comprehensive assessment calendar; tool for data collection and interpretation
*ELA and Math curriculum development
*RTI handbook

Goal 2: School Climate
*Student survey data takeaways

Goal 3: Parent Involvement
*Parent survey data takeaways

Goal 4: Staff Support
*PD needed for 2021-2022 school year
*Staff survey takeaways

Goals and Actions

Goal

Goal #	Description
1	Student Academic Achievement

An explanation of why the LEA has developed this goal.
SBAC and iReady data do not display adequate student academic growth. Implementing a variety of actions, Plumas Charter School will work towards annual growth for both local and state level assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Academic Indicator/Grades 3-8, and 11 SBAC Results	Maintain or increase schoolwide performance levels. Goals for specific increases are: 2019 ELA: 2% increase to percentage of students who Meet or Exceed Standard, or who move up one performance band. From 2017-2018 and 2018-2019, this goal was met for both ELA and Mathematics. Spring 2019: ELA-41.94% Met or Exceeded Math 32.94% Met or Exceeded				The typical annual goal is a 2% increase in percentage of students who Meet or Exceed Standard in both ELA and Mathematics or who move up one performance band. However, with the COVID conditions experienced, and the potential learning loss that has occurred, it is more realistic to goal set for comparable performance to Spring of 2019. 2021-2022-2% growth from 2019 in performance bands

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					2022-2023-2% growth from 2022 in performance bands 2023-2024-2% growth from 2023 in performance bands
Priority 8: Other pupil outcomes iReady, NWEA	Maintain or increase schoolwide performance levels. Goals for specific increases are: 2019 ELA: 2% increase to percentage of students who Meet or Exceed Standard, or who move up one performance band. From 2017-2018 and 2018-2019, this goal was met for both ELA and Mathematics. Spring 2019: ELA-37% On or Above Level Math-28% On or Above Level Establish base line for newly adopted NWEA assessment for students in grades 7-12. Fall 2020 BOY: ELA-62% Hi Average/Average				The typical annual goal is a 2% increase in percentage of students who Meet or Exceed Standard in both ELA and Mathematics or who move up one performance band. However, with the COVID conditions experienced, and the potential learning loss that has occurred, it is more realistic to goal set for comparable performance to Spring of 2019. 2021-2022-2% growth from 2019 in performance bands 2022-2023-2% growth from 2022 in performance bands 2023-2024-2% growth from 2023 in performance bands.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math-53% Hi Average/Average				
Intervention	Inconsistent implementation, and progress tracking of Student Action Plans. Lack of comprehensive and clear RTI handbook and intervention materials.				Consistent Student Action Plan Intervention and progress tracking for lowest performing students. All students identified as performing 2 or more grade levels below, as indicated by internal assessment data, will have action plans put in place that are monitored and adjusted in 8 week increments. The SPED Director will assume responsibility for supporting and monitoring this process school wide, and will assist in the generation of quarterly reports. Addition to RTI support period built in to all site schedules, as well as after school tutoring, and IS day support. The school wide RTI manual will be finalized, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					consistent materials to support remediation will be adopted.
Priority 7: Course options	PCS offers equal access program options for all students, unduplicated students, and students with exceptional needs. PCS offers many program options that include online courses, concurrent enrollment with local community colleges, small group instruction, A-G courses and CTE courses. PCS offers many course options including, access to a board course of study (English, Social Science, foreign language, physical education, science, mathematics, visual and performing arts, career technical education and driver education).				PCS will continue to offer a range of program and courses including the seven established CTE Pathways. Comprehensive course options will continue to include access to a board course of study (English, Social Science, foreign language, physical education, science, mathematics, visual and performing arts, career technical education and driver education), utilizing center based courses, online courses, traditional IS courses, and community college courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: Curriculum Fidelity	PCS instructional staff completed a cycle of review for currently adopted curriculum. Grade level/subject area teams were established, and met a minimum of one time during the year to evaluate currently adopted curriculum. New math curriculum was adopted for all grade levels during this cycle. Grade level teams continue to meet to create better alignment of resources used. CTE programs will continue to be evolved and added on to.				PCS will continue to regularly evaluate adopted curriculum, as well as consistently use adopted curriculum with fidelity. The product of this goal is a scope and sequence document for all grade levels and all subjects. One subject in each grade will be attended to each year. For 2021-2022, unified base K-6 ELA curriculum will be used. By this time, the goal is to have two new CTE pathways mapped out, with mentor teachers, to offer students.
Technology	PCS added 130 student devices to its inventory, increased bandwidth at all sites, and added LifeSize video conferencing technology to our programs.				PCS will continue to add student and teacher devices to its inventory; will upgrade bandwidth as possible with each eRate cycle and will roll out school wide use of LifeSize.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic/Teacher assignment.	All teachers continue to be appropriately assigned and credentialed. PCS continues to encourage in house instructional staff to pursue teaching credentials, and complete their internships or student teaching with us. Ending the 2019-2020 school year, we had five teachers complete their credential clearance, and two others complete the first term of the clearance program.				PCS currently has four teachers needing to clear their credentials. By this time, they should all be complete. Any new teacher hired will have the appropriate credentials and will be supported through any clearance process needed.
Priority 1: Basic/Facilities	School Director continues to inspect all facilities annually. Each of the four facilities will be well maintained and in good repair. School Director also continues to work towards the development of a school owned				The new Quincy facility should be complete by this time. Renovations are being scheduled for other sites during the 2021-2022 school year that should be complete by this time as well.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	permanent facility in Quincy.				
Priority 4: Pupil Achievement/EL Programs and Services; English Proficiency progress and reclassification rate	PCS did not have any EL students this year.				PCS provides programs and services to EL students on an individualized basis and will continue to do so.
Priority 4: Students successfully completing A-G	One or two graduates a year meet A-G.				Two or more graduates each year will complete A-G.
Priority 4: Students successfully completing CTE Pathways	For the 2019-2020 school year, PCS had no graduates that completed CTE Pathways. Seven Pathways are currently available to students.				2020-2021: 2 or more graduates will have completed CTE Pathways 2021-2022: 4 or more graduates will have completed CTE Pathways 2022-2023: 6 or more graduates will have completed CTE Pathways 2023-2024: 8 or more graduates will have completed CTE Pathways.
Priority 4: Students demonstrating college and career readiness	2018: 15.2% Prepared 2019: 27.1% Prepared				2021: 25.8% or higher prepared 2022: 27.8% or higher prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020: 25.8% Prepared				2023: 29.8% or higher prepared 2024: 31.8% or higher prepared

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum	4100-Textbook and Core: $80,000 4200-Books and Reference: $10,000 4320-Educational Software: $44,000 4325-Instructional Supplies: $15,000 Total 4000-4999: Books and Supplies: $149,000 for 2021-2022	$149,000.00	No
2	Intervention and Student Academic Support	Ongoing: 2100-Instructional Aide Salaries: $311,478 1148-SPED Director: $59,253 2103-SPED Aide Salaries: $47,858 Short Term Staffing Increases with ESSR 2 and Expanded Learning Opportunities Funds: 2100-Instructional Aide Salaries: $26,064 (ESSR 2), $28,112 (ELO)	$418,589.00	Yes
3	Certificated Salaries-Student Engagement	1100-Certificated Salaries: $1,082,051 (ongoing) 1100-Certificated Salaries: $107,200 (ELO 2021-2022) 1148-SPED Teacher Salaries: $169,558 3100 STRS: $241,968	$1,600,747.00	No

Action #	Title	Description	Total Funds	Contributing
4	CTE and Student Engagement	CTE Teachers: $61,956 CTE Coordinator: $49,296 1300-CTE Supervisor: $10,000	$170,548.00	No
5	Enrichment and Student Engagement	2101-Enrichment Instructors: $15,120	$15,120.00	Yes
6	Technology	4420-Computers/Devices: $60,000 5887-Technology Services: $10,000	$70,000.00	No
7	Educational Software	4320-Educational Software: $44,000	$44,000.00	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
2	School Culture

An explanation of why the LEA has developed this goal.

In an effort to encourage student engagement, school connectedness, a healthy school culture and a sense of safety, PCS sees the need to offer consistent school activities annually, to offer formalized character building programs, and to offer varied educational opportunities that support student's needs. PCS also sees the need to secure long term facilities so that our programs can be stabilized.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement	Attendance rates: 2017-2018 Average: 92.5 2018-2019 Average: 94.6 2019-2020 Average: 95 (COVID) Middle School drop out rates: 0 One year High School Graduation Rate: 2018: 90% 2019: 85% 2020: 81.6% Cohort Rate: 2018: 62.5% 2019: 83.9%				Attendance rates: 2% increase in average attendance rates annually until a high of 96% is reached and maintained. Middle School drop out: maintain a 0% rate High School Graduation rate: 2% increase annually in graduation rates until a high of 96% is reached and maintained. Chronic Absenteeism rates:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020: 78.1% Chronic absenteeism rates: 2018: 9.5% 2019: 6.9% 2020: N/A				2% decline in this percentage until a low of 2% is reached and maintained.
Priority 6: School Climate	Suspension rates: 0 Expulsion rates 0 Sense of safety and connectedness (School Climate Survey): 2018-2019 Grades 3-6 104 responses (100% of enrolled students) 2019-2020-No Survey 2020-2021 71 Responses (87%) 2018-2019 Grades 7-12 133 responses (76%) 2019-2020-No Survey 2020-2021-147 responses (82%)				Suspension rates: Maintain 0% Expulsion rates: Maintain 0% School climate survey: Increase participation by 2% annually until 100% is reached. In response to the student survey data from 2020-2021, we will: *Focus on relationship building between staff and students, and students and students. *Actively seek ways to get students more interested and motivated in their learning. *Offer more SEL and empathy activities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Annual Activities Calendar	Staff will collaborate to create and implement annual events/activities calendars for each learning center, which will include a minimum of four student centered events for each center. 5830-Field Trips and Student Activities: $25,000	$25,000.00	Yes
2	Social Emotional Learning-Curriculum	Continued training in and implementation of Second Step curriculum, Morning Meetings; implementation and oversight of Behavior Support Plans, continued implementation and support of the Nurtured Heart Approach; Personalized Learning training; Social Emotional Learning training; Reading with Relevance; NewsELA; Studies Weekly. 4200-Books and Other Reference Materials: $5,000	$5,000.00	Yes
3	Counseling	2102-Classified Counselors: $46,920	$46,920.00	Yes
4	Facilities	The school Director continues to actively work towards school owned long term stable facility for Quincy programs. Other center's will receive needed upgrades. Quincy: Construction contribution $60,000 Landscaping/Fencing $130,000 Outdoor Seating/Space $50,000 Greenville: Widows $15,000 Bathroom Remodel $15,000 Landscaping/Other $5,000	$340,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Indian Valley Academy: Bathroom Remodel $30,000 Landscaping/Other $15,000 Chester: Furniture/Supplies $20,000		
5	Sports	5874-Athletics: $5,000	$5,000.00	No
6	Continue to refresh and refine student centered class environments through the use of creative and flexible seating and other furniture.	4410-Furniture: $15,000 (Ongoing) 4410-Furniture: $150,000 (One time expense)	$165,000.00	No
7	Food Service	4710-Student Food Services: $55,000	$55,000.00	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
3	Parent Involvement

An explanation of why the LEA has developed this goal.

In an effort to increase parental involvement, PCS will continue to improve upon communication with parents, will continue to improve upon volunteer opportunities, will hold a minimum of three parent meetings at each center annually, will seek to expand parent participation on the Board of Directors to include a representative from each community we serve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental involvement-Efforts to seek parental input in decision making; Promotion of parent participation	Each center holds a minimum of three parent meetings over the course of each year. PCS has three parent board members representing the four communities served.				Each center will continue to hold a minimum of three parent meetings each year. PCS will maintain a minimum of 3 parent board members, representing each community served. In response to the survey data from 2020-2021, we will be: *Sending all board meeting information and links to all parents *Enforcing a regular cycle of teacher feedback with parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					that includes monthly check ins, immediate communication around any issues, quarterly progress reports and semester report cards.
Priority 3: Parental involvement-Annual Parent Involvement Survey	PCS implements the parent involvement and satisfaction survey in order to continually assess parent's opinions on involvement opportunities. The overall goal is to improve the percentage of parents who take advantage of the involvement opportunities that PCS offers.				2020-2021: 87% participation in survey 2021-2022: 89% 2022-2023: 91% 2023-2024: 93%
Priority 3: Parental involvement-Use of School Messenger	PCS uses School Messenger to keep parents informed of all school happenings.				PCS will continue to School Messenger to keep parents informed of all school happenings.
Priority 3: Parental involvement-Participation in	Parents of unduplicated students are provided with the				How does this change when offering after school, IS and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for unduplicated pupils	same involvement opportunities as parents of non-unduplicated students.				Summer School Support? Parents of unduplicated students will continue to be provided with the same involvement opportunities as parents of non-unduplicated students. During the 2021-2022 and 2022-2023 school years, PCS will be using one time funds to offer after school programs and limited summer school support. These will be available to all students, but unduplicated students will receive individual phone calls encouraging participation.
Priority 3: Parental involvement- Participation in programs for individuals with exceptional needs	Approximately 12.5% of PCS's total student population is designated as having exceptional needs and as such have designated IEPs. Parents of students				Parents of students with IEPs will continue to engage in regular communication with SPED and Gen Ed staff through trimester goals reporting, quarterly CAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with IEPs engage in regular communication with SPED and Gen Ed staff through trimester goals reporting, quarterly CAC meeting opportunities, annual IEP meetings, and triennial reevaluation meetings.				meeting opportunities, annual IEP meetings, and triennial reevaluation meetings. Based on the SPED Family Survey data from 2020-2021 (50% participation rate), we will: *At the annual IEP, reiterate opportunities to communicate any need for additional support at IEP meeting or anytime throughout the year. *Have Case Managers reach out at least once throughout the year (outside of annual IEP) to see how families are feeling about their child's special education program.
Priority 3-Parental Involvement-Mountain Valley Parents Club	Mountain Valley PTO is established, and formally meeting monthly. They have established an independent bank account and have assumed				Mountain Valley Parents Club will continue operations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	responsibility for fundraising. The PTO will continue to fund raise on behalf of PCS and to assist in funding various activities.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Messenger	5881-School Information System: $2,637	$2,637.00	No
2	Parent Meetings	4720-Other Food: $2,200 (dinner for meetings)	$2,200.00	No
3	Site Level Leadership	1300-Certificated Supervisor & Administrator Salaries: $97,415	$97,415.00	

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	Staff Support

An explanation of why the LEA has developed this goal.

In an effort to ensure consistent and relevant staff support and development, PCS will annually schedule a minimum of four professional development activities which will include curriculum training and implementation, behavior support training, and software training. PCS Leadership will facilitate an annual evaluation cycle that encourages staff growth and development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Priority 2: State Standards-Conditions of Learning Local Measure-provision of professional development	PCS administration plans for professional development activities in advance and provide staff with a PD calendar at the beginning of the school year. PCS commits to consistent funds for PD. Professional Development Overview: Annual conferences Administrator collaboration monthly				PCS administration plans for professional development activities in advance and provide staff with a PD calendar at the beginning of the school year. Based on the 2020-2021 Staff Survey data (93%), we will: *Plan for core curriculum, assessment, RTI, teamwork and SEL training *Allow for cross site collaboration time a minimum of three times per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School wide collaboration three times a year Site level meetings weekly				
Staff Evaluation	Teachers: There is a well defined teacher evaluation system in place that will be reviewed and updated annually. Classified: There is an evolving instructional aide and other classified evaluation system. Administrative: There is an evolving administrative evaluation system in place.				Teachers: There is a well defined teacher evaluation system in place that will be reviewed and updated annually. Classified: There is a well defined instructional aide and other classified evaluation system. Administrative: There is a well defined administrative evaluation system in place. Based on the 2020-2021 Staff Survey data, we will: *Regularly review and discuss evaluations *Ensure that all staff evaluations have a feedback loop that includes constructive feedback,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					accountability, and praise.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	5215-Travel and Mileage: $8,300 5863-Professional Development: $20,000	$28,300.00	No
2	Site Leadership	1300-Certificated Supervisor & Administrator Salaries: $97,415	$97,415.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9%	$275,612

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

Required Descriptions

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

Goal 1, Action 2-Intervention and Student Academic Support: $265,328 Instructional Aide support (ongoing)
Goal 1, Action 2-Intervention and Student Academic Support: $54,176 Instructional Aide support (one time using ESSR 2 and ELO)
In planning for this action, the needs of the above mentioned student groups were considered first in that it is typically these groups of students who are lower performing and need additional academic support. The intent of the instructional aide positions is to support student groups during designated intervention periods, small group instruction and one on one tutoring. While all students benefit from this level of staffing, the unduplicated group can proportionally see more benefit as they are targeted more for the skill support based on performance.

Goal 1, Action 5: Enrichment: $15,120
In planning for this action, the needs of the above mentioned student groups were considered first in that we presume that unduplicated students have less access to enrichment activities such as art and music outside of school. It is a goal for all of our students to be exposed to a variety of enriching activities outside of regular curriculum.

Goal 2, Action 1: Field Trips: $20,000
In planning for this action, the needs of the above mentioned student groups were considered first in that we presume that unduplicated students have less access to field trips, particularly out of county, such as camping near the coast. It is a goal for all of our students to be exposed to a variety of enriching activities outside of regular curriculum.

Goal 2, Action 2: Social Emotional Curriculum and Programs: $5,000

In planning for this action, the needs of the above mentioned student groups were considered first in that we presume that unduplicated students have greater needs centered around their social emotional well being. It is a goal for all of our students to receive quality and consistent programming around social emotional health and learning.

Goal 2, Action 3: School Counseling: $46,920
In planning for this action, the needs of the above mentioned student groups were considered first in that we presume that unduplicated students have greater needs centered around their mental, social and emotional well being. It is a goal for all of our students to receive quality counseling services if needed.

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

The apportionment received annually to specifically support our unduplicated students is used in the manner described above. With this funding, these services can be maintained at the levels described above. Each of these actions are reviewed annually in order to determine effectiveness. Actions will be expanded on decreased as deemed appropriate.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,715,204.00	$360,876.00		$261,811.00	$3,337,891.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,205,004.00	$1,132,887.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Curriculum	$80,000.00	$36,000.00		$33,000.00	$149,000.00
1	2	English Learners Foster Youth Low Income	Intervention and Student Academic Support	$305,160.00	$54,176.00		$59,253.00	$418,589.00
1	3	All	Certificated Salaries-Student Engagement	$1,323,989.00	$107,200.00		$169,558.00	$1,600,747.00
1	4	All	CTE and Student Engagement	$93,048.00	$77,500.00			$170,548.00
1	5	English Learners Foster Youth Low Income	Enrichment and Student Engagement	$15,120.00				$15,120.00
1	6	All	Technology	$20,000.00	$50,000.00			$70,000.00
1	7	All	Educational Software	$8,000.00	$36,000.00			$44,000.00
2	1	English Learners Foster Youth Low Income	Annual Activities Calendar	$25,000.00				$25,000.00
2	2	English Learners Foster Youth Low Income	Social Emotional Learning-Curriculum	$5,000.00				$5,000.00
2	3	English Learners Foster Youth Low Income	Counseling	$46,920.00				$46,920.00
2	4	All	Facilities	$340,000.00				$340,000.00
2	5	All	Sports	$5,000.00				$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	All	Continue to refresh and refine student centered class environments through the use of creative and flexible seating and other furniture.	$165,000.00				$165,000.00
2	7	All	Food Service	$55,000.00				$55,000.00
3	1	All	School Messenger	$2,637.00				$2,637.00
3	2	All	Parent Meetings	$2,200.00				$2,200.00
3	3		Site Level Leadership	$97,415.00				$97,415.00
4	1	All	Professional Development	$28,300.00				$28,300.00
4	2		Site Leadership	$97,415.00				$97,415.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$397,200.00	$510,629.00
LEA-wide Total:	$397,200.00	$510,629.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Intervention and Student Academic Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$305,160.00	$418,589.00
1	5	Enrichment and Student Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,120.00	$15,120.00
2	1	Annual Activities Calendar	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
2	2	Social Emotional Learning-Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	3	Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,920.00	$46,920.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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