

Local Control and Accountability Plan

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

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

General Information

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

The Eel River Charter School is located in a small, very remote valley in the northeastern mountains of Mendocino County and serves approximately 61 students, 45% of whom are Native American, 47% of whom are Hispanic, and 8% are white. The local economy is depressed, with few opportunities for employment other than ranching, education, Tribal enterprises, limited State or Federal employees, such as Cal Fire or US Forest Service, and other agricultural enterprises. 98% of our students are economically disadvantaged. Round Valley is home to one of the largest and oldest Native American reservations in California.

Mission

ERCS' mission is summed up in our mission statement: *Working with families in community through holistic teaching to develop educated, responsible, compassionate people.* The Eel River Charter School's mission is to develop students who are competent, confident, productive and responsible young adults, who will possess the habits, skills and attitudes to succeed in school, and who will be offered the challenge of a post-secondary education and satisfying employment. In addition, the mission is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning. To that end, families are encouraged to contribute 2 hours per week per child to the school, and to attend monthly school events.

The average of the classes yields a 20 to 1 student-teacher ratio. By including 3 full-time aides, the ratio of students to instructional personnel becomes 9.4 to 1. The school operates without a principal, and administrative staff is kept to a minimum in order to direct as much funding as possible into the classrooms. The school is governed by a Board composed of parents and community members.

PHILOSOPHY

The philosophy of the Eel River Charter School is grounded in the belief that learning opportunities and accomplishments can best take place when:

- students have the opportunity to exercise their own choices giving them a feeling of control over their own learning
- schooling is viewed as one aspect of an education
- learning is viewed as a boundless experience
- an educational alliance is formed with a seamless web of educators, students, parents, businesses, community services and local stakeholders - all dedicated to the learning experience

Reflections: Successes

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

Chronic absences have improved

According to the Dashboard, there was a reduction in the annual number of chronic absences as compared to the previous year. Data for academic improvement over the previous year was unavailable due to early school closures, which prevented the administration of the CAASPP, ELPAC and benchmarks tests. The Dashboard also listed the Eel River Charter School as having met the standards for Teacher Quality, Instructional Materials and Facilities, parent and family engagement, implementing academic standards, local climate survey, access to a broad course of study. Rate of suspensions in in the blue category.

Results of our local parent questionnaire indicate the following:

100% of parents reported that they feel that the school is following its mission statement

100% of parents reported that they have adequate communication or access to teachers

100% of parents reported that they were satisfied with the help they received from teachers and aides

ERCS has managed to continue remote instruction in a community where large portion of students have no connectivity to internet by recording teacher instruction and sending it home with assignments that can be accessed without internet.

Reading tutor noted improvement among students who received tutoring

School was reopened safely in the spring according to a hybrid plan

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.

The majority of students attending ERS before the pandemic school closure in March 2020 were **already below grade level** academically.

Students have experienced **large learning loss** since then because remote instruction was limited by the **lack of connectivity** to the internet. Internet resources in ELA and math curricula were not assigned, because there was a need for equity among the all families in our community. In order to minimize the gap between those with and those without Wi-Fi access, more engaging parts of the curriculum were not usable.

EL students with Spanish speaking parents were further disadvantaged because adults in the home were often unable to help their students with their school work. Moreover, many parents were working and lacked the time to help their children.

Many students were **emotionally stressed** by social isolation and boredom. Some families were stressed by grief over Covid deaths and anxiety about catching Covid 19.

Teachers and aides were discouraged by their inability to engage some students and the frustration of trying to teach them remotely. Teachers and aides were aware of students' low academic levels. Despite daily contact with most students, Instructors were often **not able to fill in learning gaps**.

Benchmark testing results were not valid when administered at home. Therefore, it was **difficult to assess the students' academic levels** remotely and to tailor instruction more accurately. Only when school reopened on a hybrid basis was it possible to get a baseline assessment of student progress on local standardized tests or reading levels.

These difficulties were compounded because teachers are teaching **multi-graded classes**, which doubles or triples preparation time for lessons sent home.

Attempts to help students:

Zoom class sessions were held daily but student attendance was spotty.

On-site instruction (when finally permitted) for limited pods of students to address learning loss

Aides phoned students daily to offer academic help, but many students said they didn't need help (out of shyness, or not knowing where to begin asking, or not wanting to deal with assignments).

Tutoring via zoom and sending home usb's that model word attack and decoding skills was offered to many students. Tutoring involved the use motivating stories at the individual students' levels. Teachers also sent home "take home" books for reading.

All of these attempts were helpful but not enough to shore up the learning gaps.

LCAP Highlights

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

Assume that there will be in person instruction for whole school beginning in fall, but be prepared to resume hybrid or distance learning in case of unforeseen Covid difficulties.

Goal 1

State priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Hire 4th temporary aide, either full or part time

Have an Educational Consultant 2 days a week for individuals or very small groups

Provide professional development for aides for EL curriculum and for administering GUIDED READING LEVEL assessments

Install an HVAC system to improve air ventilation in the main building

Interior painting of modular classrooms as available during summer months

Goal 2

State priorities 2,4,7,8: Pupil Outcomes and pupil achievement: Implementation of State Standards, Pupil Achievement, Course Access and Pupil Outcomes

Give awards for improvement award such as awards assemblies, public recognition, phone call to parent, certificates to take home, local gift cards and/or mini awards for students who make small but measurable improvement in academics. This would include progressing from level A to B in reading, or passing math fact tests, or advancing on Renaissance Learning Benchmark tests, for example.

Take home materials for students such as take-home books, bilingual books, and flash drives with books read aloud that model reading strategies

Purchase EL curriculum and teach EL students for 30 minutes daily using specific EL curriculum for ELA.

Possible summer tutoring, extra tutoring during the school year. Maximize small group or individual instruction. School Site Council recommended reducing the amount of homework if the school day was lengthened.

Assess individual student levels and make sure assignments are close to that level. Students are motivated by material that is 80% at their level. School Site Counsel recommended splitting assignments between individual level and grade level.

Use a variety of curricula to engage and motivated students. In reading use Fountas and Pinnell, Scholastic books sets as educational texts in addition to McGraw Hill for in class instruction. Use ELD components of McGraw Hill to adjust the level of difficulty for EL or struggling students.

Emphasize teaching students to work independently at all grade levels for a minimum of 30 minutes each school day

Dyslexia tutoring service and online dyslexia sites for some individual students.

Goal 3

State and/or Local Priorities 3,5.6: Parent and Family Engagement

School attendance and school morale

School Climate

Online counseling for some individual students with parent permission

Continue health screening after pandemic to teach principles of health and to minimize contagion of all common illnesses. Explicit health instruction should improve overall attendance at school. Emphasize handwashing, shielding sneezes and coughs, staying at home, or being sent home with work when students are obviously unwell

Use holistic projects in ELA with reading presentations to parents or other classrooms (science, skits, reading jokes, student published books etc. School Site Council recommends planning the Science Fair to be followed by Game Afternoon on the same day to make the entire school day celebratory, fun, and convenient for families.

Continue to use guest speakers and parents to celebrate and inform students about different cultural heritage traditions. Parent advisory group recommends making use of local people to serve as guest speakers.

Have a whole school field trip with parents to visit places outside of Covelo.

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.

[Identify the eligible schools here]

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.

[Describe support for schools here]

N/A

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

N/A

Stakeholder Engagement

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

Extensive measures were taken to solicit input and feedback from all stakeholder groups. Teachers and staff discussed plans for re-opening throughout the pandemic closure. Office staff kept abreast of trainings online, and remained in communication with ERCS's sponsoring district for information.

Parents were surveyed in the spring regarding the LCAP for 21-22. Teachers and staff members were asked for input by conversation, a written rough draft of goals and proposed actions. The ERCS Board of Directors, composed of parents, gave input on the operations of the school during the monthly meetings held virtually throughout the school year. A parent questionnaire was sent to all families about possible changes to the 2021-2022 school year. A School Site Council bilingual meeting was held on April 15th, 2021, for parents to give feedback and ideas about the school's proposed goals and actions. The Director of Student Achievement called additional parents to solicit their ideas.

ERCS communicated with student families through calls and text messages in their fluent language (English or Spanish). Translation services, by our bilingual staff, were offered in all communications and meetings. If any stakeholder was unable to access a zoom meeting, accommodations would have been made to allow them to come into the school (socially distanced, with masks, less than 10 people at a time) per local Shelter in Place orders.

Remote participation was the preferred option for most stakeholder meetings. Remote options were through using a Zoom meeting room. All ERCS Board meetings were held via Zoom application. Agendas were posted publicly and on ERCS's Facebook page.

A summary of the feedback provided by specific stakeholder groups.

School Staff, including teachers and aides:

Agree that learning loss is best counteracted by teaching one to one or in small groups

Agree that a variety of curricula and approaches are best for piquing student interest and engagement

Recognize that holistic assignments such as reader's theatre, plays, skits and student published books are examples of activities to be encouraged at school. Such assignments incorporate different modalities of learning, and contribute to social and emotional well being of the students.

Would like to temporary hire a 4th aide to help students catch up after their learning loss during the pandemic

Parents:

Want to continue to have a 6th grade at ERCS even though it means that one class will have 3 grades

Want field trips, holistic projects like the science fair, coupled with a games celebration afterwards

Want a p.e. activity/instruction director paid by a stipend

Want equity among families and vetoed the idea of homework help after school because it favors parents with the time and ability to transport their children outside of regularly scheduled school

Approve of one to one and small group instruction, training students to work independently, tutoring for dyslexic kids, counseling for those who need it, health instruction, using a variety of curricula, and a lengthened school day only if there is less homework.

Many want parent teacher group meetings (online) unless they are few, for example, once a quarter. Many parents are not interested in this.

ERCS Board:

Clarified that PE must be taught by a credentialed employee of the school

Agreed that a longer school day would be dependent on transportation home for students. If the bus was not available, then this idea would not be feasible or practical.

Supports spending for HVAC system in the Main Building and providing extra hire for tutoring in the summer and after school, and the hire of a temporary 4th full or part time aide for the 21-22 school year.

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

An aide recommended a specific curriculum that she observed was engaging to her grandchildren. That curriculum, Lexia, is being researched and will possibly be purchased.

Homework Help will not be offered, because of parent objections.

If there is a longer school day, there will be less homework assigned, according to parent wishes.

Parents would like to see a stipend offered for a PE activities director. MCOE advised that PE must be taught by a certificated teacher or as part of a multi-subject teaching assignment for elementary grade classrooms.

One parent wanted to have more local guest speakers instead of a professional motivational speaker to raise student awareness and appreciation of cultural values among different peoples, especially Native American and Latino. ERCS will attempt to reach out to locate local people in addition to our traditional speakers.

Goal 1

Goal # 1	Description: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)
[Goal 1]	<p>Improve Basic conditions of learning:</p> <ul style="list-style-type: none"> 100% of teachers appropriately credentialed for their teaching assignments. 100% of aides employed by school will be qualified Hire a temporary full-time aide or part time aid Employ 3 teachers for K-6 Employ part time educational consultant/tutor Professional Development for aides, focusing on EL curriculum <p>100% of students have access to standards-aligned instructional materials</p> <ul style="list-style-type: none"> Educational materials sent home for distance learning use Take home reading books and materials/educational games for students and families Wireless connectivity and tech support <p>ERCS school facility maintained in good repair</p> <ul style="list-style-type: none"> Facility will follow best hygiene practices to reduce the spread of Covid 19 <p>State Priorities: 1, Basic Services: Conditions of learning, qualified staff and safe facility</p> <hr/>

An explanation of why the LEA has developed this goal.

Teachers and instructional aides have learned through years of teaching experience that struggling students make noticeable improvement academically when they are taught with 1 to 1 instruction. Our goal is to hire a 4th aide and a reading tutor to provide more 1 to 1 and very small group instructive opportunities for students.

Professional development for the aides will increase their knowledge about teaching strategies, and increase their self confidence in presenting curricula, especially for the EL students who have missed the daily practice of hearing and speaking English while the school was closed during the pandemic. Using an individualized EL curriculum will also help struggling students, and engage more advanced students on an online platform. Researching and purchasing such a curriculum will help paraprofessionals to pinpoint the exact lessons needed and deliver instruction in a clear manner, with repetition as needed.

Increased sanitation and health screening of students will help to control the spread of Covid 19, and minimize absences due to illness in the future, diminishing the rate of chronic absences. This includes air purifying systems and increased ventilation.

IDENTIFIED NEED

Student achievement is dependent upon:

teachers and aides who know how to deliver instruction well

a variety of interesting, high quality, step by step curricula for all students

100% of students having access to standards-aligned instructional materials during Covid 19 distance learning, including materials for students who lack internet access at home

instruction in small groups or individually to maximize student attention and accountability. Students make the greatest progress in an individual or very small group setting with their instructor

Local Priorities: Employees are qualified, but we will need new teachers in the future years

Teacher shortage

Hire another aide

Part time reading tutor/educational consultant

Professional development for teachers and aides

Technological support

Increased hygiene and Covid safety measures

Will help maintain an inviting school facility that is clean and safe

Measuring and Reporting Results

Metric	Baseline level For the year 20-21	Year 1 Outcome 2021-22 Fill out in 22-23 as annual update	Year 2 Outcome 2022-23 Fill out in 23-24 as annual update	Year 3 Outcome Fill out in 24-25 as annual update	Desired Outcome for 2023–24
% of teachers fully credentialed	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of teachers fully credentialed
% of aides highly qualified	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of teachers fully credentialed
Professional Development for aides and/or teachers	Teachers and aides learned how to use technology for online instruction in 20-21	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Aides and teachers have completed professional development
Covid 19 hygiene protocols implemented	Social distancing, hand washing, masks, temperature checks, health screening, Covid testing, cleaning and disinfecting daily ERCS passes all health inspections				Facility is well maintained and clean ERCS passes all health inspections and follows safety standards

Metric	Baseline level For the year 20-21	Year 1 Outcome 2021-22 Fill out in 22-23 as annual update	Year 2 Outcome 2022-23 Fill out in 23-24 as annual update	Year 3 Outcome Fill out in 24-25 as annual update	Desired Outcome for 2023–24
% of curricula and materials available to all students	All students were given offline assignments during school closure; no students lacked materials needed to complete assignments				100% of all students have access to a variety of excellent curricula
HVAC system installed	No HVAC system in the main building yet, but HVAC is in all classrooms.				HVAC system installed and maintained in main building
Interior paint modular classrooms	Interior of modular classrooms to be painted during summer				All modular classroom interiors painted

Action #	Title	Description	Total Funds	Contributing
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Action 1A	Support teacher salary	Competitive salary for teachers	\$78,863 Res.0079	Yes Quality teachers are the backbone of the educational program
Action 1 B	3 classroom aides	6 hr. classroom aides to deliver instruction in multi-grade classrooms	\$88,551 Res. 0079,3010 4127,5826	Yes Quality aides are necessary in multi-graded classrooms
Action 1C	Director of Student Achievement	Oversee CAASPP and ELPAC testing, organize SSC meetings, draft LCAP and other government documents, Special Education liaison with RVUSD Special Education services, and other duties	\$6,010 Res. 3010	Yes These are necessary services for the educational program
Action 1D	4 th temporary Aide	To work with students in all grades, individually or in groups of 2-3 students, to help students catch up and close the “learning loss” gap of the school closure due to the pandemic in 20-21	\$22,681 Res. 3212	Yes All of the recommended actions are targeted toward goals which are school wide. Even though 55% of our students are Hispanic, 98% of our school population is low income, and geographically isolated. Many lack access to online resources at home. Many parents lack the educational background to help their children with their homework. Therefore, our student body is disadvantaged. Students, who have fallen behind academically due to

				school closure of the previous year, will focus their attention better in small groups or with individual instruction. Students will benefit from more attention from instructors.
Action 1E	Educational Consultant/ Tutor	<p>To work with students in all grades, individually or in groups of 2-3 students, to help students catch up and close the “learning loss” gap of the school closure due to the pandemic in 20-21.</p> <p>Small group or individual instruction is effective in increasing student mastery.</p>	<p>\$37,996 Res. 3182 7425, 3212</p>	<p>Yes</p> <p>Experienced teacher will be able to implement curriculum tailored to individual students’ needs and help new aide in delivering instruction and other job duties</p>

Action #	Title	Description	Total Funds	Contributing
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Action 1F	Professional Development	<p>Professional development in methods of teaching EL students will make the aides more effective in teaching students who have missed a year of instruction in the English language. Professional development may include training in administering reading assessments to students.</p> <p>Aides can take on more academic tasks, increasing the instructor/student ratio.</p>	<p>\$2500 Res. 7425, 0079</p>	<p>Yes, aides will be more confident and knowledgeable in delivering services to EL and low-income students</p> <p>Reading level assessment may be given more frequently</p>
Action 1 G	EDJOIN advertising	<p>Continue search for credentialed teacher. Good teaching is necessary for students. There is a teacher shortage in our area.</p>	<p>\$750 Res. 4035</p>	<p>Yes</p> <p>This action ensures availability of quality teaching staff</p>
Action 1 H	Cleaning supplies	<p>Ensure that ample disinfectants and cleaning supplies are available for the whole campus.</p>	<p>\$3,000 Res. 3210</p>	<p>Yes</p> <p>This action allows the school to be safe, healthy and reduce absences</p>

Action 1 I	Wireless service and tech support	Provide high speed wireless connectivity and the tech support to maintain reliable access. This action ensures that educational online curricula is available to all students.	\$10,200 Res. 0079	Yes This action supports high speed internet connectivity and tech support for online learning, testing, counseling, and tutoring
Action 1J	HVAC system	Install an HVAC system to improve air ventilation in the main room. This will help to block the spread of airborne diseases such as Covid 19 and others.	\$27,000 Res. 3212	Yes This action will contribute to the health and safety of the students and staff, improving absences by reducing airborne diseases
Action 1K	Interior paint modular classrooms	Paint interior of modular classrooms during summer break	\$4,000 Res. 6030	Yes This action will contribute to having a clean and functional, and inviting school facility

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year. **Space below is for evaluating the 2021-22 year.**

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

[Respond here]
N/A

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

[Respond here]

N/A

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

[Respond here]

N/A

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

[Respond here]

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

Goals and Actions: Goal 2

**State priorities 2,4,7,8: Pupil Outcomes and pupil achievement:
Implementation of State Standards, Pupil Achievement,
Course Access and Pupil Outcomes**

**Local Priorities: Student achievement needs to be improved, especially as measured by standardized and benchmark testing.
The focus of instruction in the future emphasizes Basic literacy and numeracy.**

<p>Goal 2</p>	<p>CA State Standards will be implemented</p> <p>All students will become proficient in English, Math, Science, Social Studies.</p> <p>All students, including numerically significant subgroups, will increase proficiency rates by 5% annually or will progress one grade/skill level. Students will be catching up from a year of school closure, so improvement on standardized tests will not be expected this year.</p> <p>ERCS will focus on helping students make progress in filling academic gaps due to a year of school closure, emphasizing individual and small group instruction, assignments tailored to individual mastery levels using assessment data</p> <p>ERCS will resume the use of Renaissance quarterly benchmark tests and GUIDED READING levels (Fontas and Pinnell) several times a year to gauge student progress.</p> <p>ERCS students will take all state mandated standardized tests, CAASPP and ELPAC</p> <p>EL students will gain academic content knowledge and progress toward English language proficiency</p> <p>100% of returning EL students will make progress toward English language proficiency as measured by ELPAC tests scores, Renaissance benchmarks and guided reading levels</p> <p>100% of EL students who are classified advanced on the ELPAC will be reclassified as EL proficient</p> <p>100% of ERCS' student body will be included in any broad course of study (see list above) that is offered for that student's grade level</p> <p>In Visual and Performing Arts, ERCS' goal is for 100% student participation in enrichment activities.</p> <p>In Physical Education and Health instruction, ERCS' goal is for 100% student participation</p>

An explanation of why the LEA has developed this goal.

ERCS students have experienced learning loss during the year that the school was closed during the pandemic. Even after the school reopened for hybrid learning in March of 2021, only half the students were able to attend at one time, the school day was shortened and there were only 4 days of instruction per week, resulting in more than 60% reduction of in-person instruction. Some of the students remained on Distance Learning model.

The majority of students attending ERCS before the pandemic school closure in March 2020 were already below grade level academically.

Students have experienced large learning loss during the school closure because remote instruction was limited by the lack of connectivity to the internet. Online Internet resources in ELA and math curricula were not assigned in order to minimize the gap between those with and those without wi-fi access.

Except for spring, 2021, ERCS was unable to collect data on student progress during school closure. Test results were statistically unreliable because some students had family members helping with the tests, while others had to test without familiarity with the test format. The resumption of testing will enable teachers to better pinpoint and track instruction levels for individual students.

EL students with Spanish speaking parents were further disadvantaged because adults in the home were often unable to help their students with their school work. Moreover, many parents were working and lacked the time to help their children.

Many students were emotionally stressed by social isolation and boredom. Some families were stressed by grief over Covid deaths and anxiety about catching Covid 19.

Teachers and aides were discouraged by their inability to engage some students and the frustration of trying to teach them remotely. Teachers and aides were aware of students' low academic levels. Despite daily contact with most students, Instructors were not able to fill in learning gaps.

Identified Need

Low CAASPP scores:

2017-18, 68 %students at grade level or made a year's growth in ELA, and 72% in math. Benchmarks are not to grade level, although students are making progress

2018-19 Most of ERCS students' benchmark tests are 1-2 grade levels below where they should be 47% EL students

2019-20 CAASPP testing cancelled and benchmark testing incomplete due to school closure. Updated statistics on standardized testing through CAASPP and ELPAC are not available. 52% EL students, 13% IEP, 94% FRPM

2020-21 Spring 2021 Benchmark assessments indicate lower student scores than before the pandemic in many cases.

All of the recommended actions are targeted toward goals which are school wide. Even though 55% of our students are Hispanic, 98% of our school population is low income, and geographically isolated. Many lack access to online resources at home. Many parents lack the educational background to help their children with their homework. Therefore, our student body is disadvantaged.

Measuring and Reporting Results

Metric	Baseline level For the year 2020-2021	Year 1 Outcome 2021-22 Fill out in 22-23 as annual update	Year 2 Outcome 2022-23 Fill out in 23-24 as annual update	Year 3 Outcome Fill out in 24-25 as annual update	Desired Outcome for 2023–24
CA State Standards and mandated state testing will be implemented % of students who improved	No scores since standardized testing was unavailable	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	75% of students will show improvement on standardized tests
EL students will gain academic content knowledge and progress toward English language proficiency. % of students who improved according to state and local measurements. ELPAC scores will be one of the metrics, in addition to grades, and local benchmarks.	No comparative data since standardized testing was unavailable in the previous year 2019-2020.				100% of students will show improvement on local assessments
Purchase of EL curriculum to be used for 30 minutes each school day	School wide EL curriculum has not been purchased yet	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of EL students will receive daily extra English Language Instruction

Metric	Baseline level For the year 2020-2021	Year 1 Outcome 2021-22 Fill out in 22-23 as annual update	Year 2 Outcome 2022-23 Fill out in 23-24 as annual update	Year 3 Outcome Fill out in 24-25 as annual update	Desired Outcome for 2023–24
<p>Metrics to track student progress will include: DRA (or Guided reading) levels, quarterly benchmark tests STAR Enterprise Reading and Math assessments, Classroom tests and teacher observation, report cards portfolios</p> <p>% of students who have improved</p>	<p>Testing data available for April to June only in 20-21</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>80% of students will show a year’s progress according to local measurements</p>
<p>Parent satisfaction with academic progress according to feedback and survey</p>					<p>90 % of parents will be satisfied with their student’s progress</p>

Actions Goal 2

Action #	Title	Description	Total Funds	Contributing
Action 2A	Materials and supplies	Educational materials as needed	\$9,000 Res. 0079	Yes Materials and supplies are necessary for curriculum implementation
Action 2B	Extended learning time	<p>Extra hours of instruction will be offered to students through tutoring. Instructional staff may be paid hourly stipend for work beyond regularly scheduled school calendar days.</p> <p>4th aide and reading tutor will make small group or individual instruction more manageable</p> <p>Active certified and classified staff will be paid one-time stipend of \$2000 for continuing to support ERCS's efforts to re-open school in-person</p>	<p>\$24,000 Res. 7425, 7426, 0079</p> <p>See action 1A</p> <p>\$20,000 Res. 7422</p>	<p>Yes</p> <p>All of the recommended actions are targeted toward goals which are school wide. Even though 55% of our students are Hispanic, 98% of our school population is low income, and geographically isolated. Many lack access to online resources at home. Many parents lack the educational background to help their children with their homework. Therefore, our student body is disadvantaged.</p>

Action 2C	EL curriculum	Purchase of easily understood and carefully paced curriculum for English Learners	\$10,000 Res: 7425	Yes A school wide program specifically focusing on developing English Language skills will benefit EL students. It may also benefit our low income students because our area is linguistically impoverished
Action 2D	Take home materials/incentives	Students are given easy reading books, bilingual books, fun workbooks to motivate them at home, especially during summer. Certificates, awards, mini prizes	\$2000 Res.0079	Yes students are motivated to do work that seems diverting and non-threatening. These materials increase their practice time at home, thereby extending their school day
Action 2E	Holistic projects.	Reader's theatre for an audience of peers or parents. These can be presented on stage or in classrooms. Also student published books, young author's tea, science fair	\$400 Res. 0079	Yes Students gain confidence in public speaking and enjoy feedback from the audience. This motivates student achievement.
Action 2F	Dyslexia tutoring	Online tutoring for individual students who show dyslexic learning style. Tutoring is one to one.	\$10,000 Res. 7425, 0079	Yes This increased professional tutoring extends student learning beyond the level of individualized instruction available in a multi grade classroom

Goal Analysis [LCAP year]

An analysis of how this goal was carried out in the previous year. **To be filled out the following year.**

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

[Respond here]

N/A

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

[Respond here]

N/A

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

[Respond here]

N/A

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

[Respond here]

N/A

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 3

State and/or Local Priorities addressed by this goal:

3 Parent and Family Engagement

5 School attendance and school morale,

6 School Climate

**Local Priorities: reduce chronic absences
increase parent involvement
Improve school climate**

<p>A description of what the LEA plans to accomplish.</p> <p>Goal # 3</p>	<p>Improve school climate by increasing the engagement of parents and students: Improve parent participation, student attendance, school morale Parents will volunteer at ERCS Parents will participate in making decisions for ERCS</p> <p>Students will attain a 92% rate of attendance Students will reduce chronic absences by 5% each year Health instruction will be taught to students to minimize contagion of illnesses</p> <p>Family events, cultural awareness, motivational speakers, and celebrations will be hosted at ERCS</p>
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An explanation of why the LEA has developed this goal.

In 2018-19, ADA percentage was 90%, chronic tardies were 19% and absences were 14% which correlate with low achievement

2019-20 ADA percentage was 90% through school closure in March, tardies and absences not available

Increased enrollment in 20-21 to date. Attendance very high, but completion of assigned work and retention and mastery of concepts, and autonomy in completing assignments was very low.

Many students are not motivated. State standards are above their achievement level. This leads to more misbehavior and lowers student and teacher morale.

Distance Learning was not optimal in the local environment. Connectivity is either not available or not a sustainable bandwidth for some families in Covelo.

Zoom platform is difficult for two-way communication because of time lag between statements and responses. Most families rely on aide/teacher help over the phone and flash drives with weekly lessons loaded, along with paper packets.

Parent participation is hindered by distance learning, when parents are not permitted on campus

Students miss being at school.

Measuring and Reporting Results

Metric	Baseline level for the year 2020-2021	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
Parent involvement % of parent attendance at monthly school events	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90 % parent attendance at monthly events
Parent input and decision making: Parent annual questionnaires Parent input on LCAP through SSC as recorded on sign in sheet (or minutes if meeting is virtual) Parent membership on the ERCS Board	% of parent questionnaires completed SSC meeting held Monthly ERCS Board meetings are comprised of parents	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% parent questionnaires completed LCAP will include suggestions made by parents Board meetings will be held monthly

Metric	Baseline level for the year 2020-2021	Year 1 Outcome 2021-22	Year 2 Outcome 2022-23	Year 3 Outcome 2023-24	Desired Outcome for 2023–24
Attendance rates by ADA	<p>During distance/hybrid learning, attendance was computed by presence at class zoom meetings, daily contact and/or completion of assignments.</p> <p>This is not comparable to regular school year in-person attendance and a baseline should not be established until students are back on a regular schedule.</p>				<p>Students will attain a 92% rate of attendance</p> <p>Students will reduce chronic absences by 5% each year</p>
Suspension or expulsion rates	There were no suspensions or expulsions				<p>0% expulsions</p> <p>2% suspensions</p>
Number of events held at ERCS for parents and students (performances, field trips, Young Author's Tea, etc)	Data unavailable until 2022 because of school closure				Monthly events held throughout the year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 3A	Presentations to Families	Students would read aloud to peers, cross age readings, stage readings in play performances to parents, etc. This activity would combine reading instruction with public speaking, social celebration, confidence building, sharing appreciation of literature or student created writings. This would address social emotional learning and would benefit all students at school. Student audiences in the classroom would practice listening and comprehension skills.	Materials \$1,000 Student treasures Young Author's Tea and books \$600 Sound system for each classroom \$200 Res. 0079	Yes All of the recommended actions are targeted toward goals which are school wide. Even though 55% of our students are Hispanic, 98% of our school population is low income, and geographically isolated. Many lack access to online resources at home. All students have been deprived of their usual school experience during the school closure and distance learning. Many parents lack the educational background to help their children with their homework. Therefore, our student body is disadvantaged.
Action 3 B	Teaching Health Awareness	Direct instruction to students about principles of wellness. Best practices to avoid spreading and catching illnesses which lead to reduced attendance at school and effect the entire student body and staff. Attendance is crucial to academic learning.	\$0	Yes All students benefit academically from regular attendance at school. Students learn best when they feel healthy.

Action #	Title	Description	Total Funds	Contributing
Action 3C	Parent/student events at school	Increasing parent involvement after a year of distance learning. Re-creating a feeling of community and support of student achievement. Social/emotional healing leading to student/ parent engagement with school. Student pride in school fosters academic progress. Field trips, sports days with parents, games, awards assemblies, back to school night, etc.	\$2000 Res. 0079	Yes Parent participation, crucial to student motivation, and community building for which builds student pride will engender enthusiasm for the school and a feeling of belonging honoring all cultures.
Action 3D	Multicultural studies	Families decorate the main room according to their traditional holidays and introduce students to new foods, customs and possibly music. Guest speakers share cultural stories and practices. Native American cultural recognition, increase physical health, broaden horizons	Guest presenters \$5500 Materials \$1795 Res.4510 Materials \$3000 Res. 0079	Yes Students will develop more confidence in a place where they feel that their culture is respected. Greater self esteem leads to more attempts to learn.
Action 3 E	Online counseling	Individual students with parent consent, will be eligible for confidential counseling through an approved school provider for weekly personal counseling.	\$5,000 Res. 7425, 3214	Yes Even though this action would be available to individual students, (not the whole school) the emotional gains made by troubled persons improve the atmosphere of the whole school, as in the case of students who are acting out in class.

Goal Analysis [LCAP Year]

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

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

[Respond here]

N/A

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

[Respond here]

N/A

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

[Respond here]

N/A

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

[Respond here]

N/A

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
40.07%	\$190,563

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.

1) How the needs of foster youth, English Learners and low-income students were considered first:

In planning for meeting student needs, the stakeholders considered all of our students, 98% of whom meet the description above. Half of the school student body are EL students, and 98% of the school are low income. Therefore, there are not special subgroups; all students are considered to be in this category. All goals and actions were based on the perceived needs of these students, according to teacher observation, work submitted, local tests and assessments.

2) How the actions below are effective in meeting the goals for these students.

- A) Actions are designed to increase educational opportunities by providing more attention and instruction for students. All students benefit from increased attention in small groups tailored to their individual levels of academic mastery.**
- B) By improving the quality and quantity of educational materials, students are motivated by highly engaging texts and programs. By extending their assignments to include projects, learning becomes individualized and applicable to many facets of learning. Students appreciate new opportunities for applying classroom knowledge and new curricula that is refreshing and variable.**
- C) Promoting activities that include family and cultural awareness leads students to feel validated by an atmosphere of inclusiveness. By inviting parents to be part of the planning and fun, elements of students' lives come together in the home-school connection. Students feel less fragmented and can recognize that parents and teachers are working together for their sake. Being part of a community feeds students' sense of security; they learn better in an emotionally satisfying environment. Social learning becomes recognized as an important ingredient of education.**

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.

2021-22

All expenditures to achieve the goals stated in the 8 priorities will apply to the whole school because it is so small (60 students) and because approximately 98% of the students are “unduplicated pupils.” There are no significant subgroups other than the Free and Reduced Meal Program.

Supplemental and Concentration Grant funding, federal consolidated application funding and special COVID ESSER, GEER, LLMF, ELO, and IPI funds will be spent on:

A) Actions designed to increase educational opportunities by providing more attention and instruction for students. All students benefit from increased attention in small groups tailored to their individual levels of academic mastery.

Hiring a 4th aide to all for one to one and small group instruction

small class sizes of 24 or fewer students

Extended learning time

An educational consultant for reading instruction

possible online student services in dyslexia and counseling

Teaching health awareness which will eventually increase student attendance and well-being of students

Professional Development for aides / teachers

Competitive salaries for teachers/aides to recruit and retain qualified staff

Edjoin to recruit good teachers

B. Improving the quality and quantity of educational materials. Students are motivated by highly engaging texts and programs, and by extending their assignments to include projects that are individualized and applicable to many facets of learning. Students appreciate new opportunities for applying classroom knowledge and new curricula that is refreshing and variable.

State Standards curriculum, Materials and supplies

EL classroom curriculum and instruction

Take home materials

Holistic projects that include presentations to families and classrooms

wireless service, and technological support

C. Promoting activities that include family and cultural awareness. Students feel validated by an atmosphere of inclusiveness. By inviting parents to be part of the planning and fun, elements of students' lives come together in the home-school connection. Students feel less fragmented and can recognize that parents and teachers are working together for their sake. Being part of a community feeds students' sense of security; they learn better in an emotionally satisfying environment.

parent events to improve parent engagement, to increase communication and trust between families and the school, and to increase student engagement and thus improve attendance.

Multicultural celebrations and guest speakers

Awards assemblies and certificates

Incentives honoring improvement

Field trips

Family sports events

Healthy and safe environment

All of these items are directly related to student achievement.

Funding is applied school-wide. Projected enrollment for 2021-22 is 61, with an ADA of 55.

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

22-23

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

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.

2023-24

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

[Provide description here]

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

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.

2024-25

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

[Provide description here]

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.

