

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Environmental Charter High - Gardena

CDS Code: 19 10199 0140681

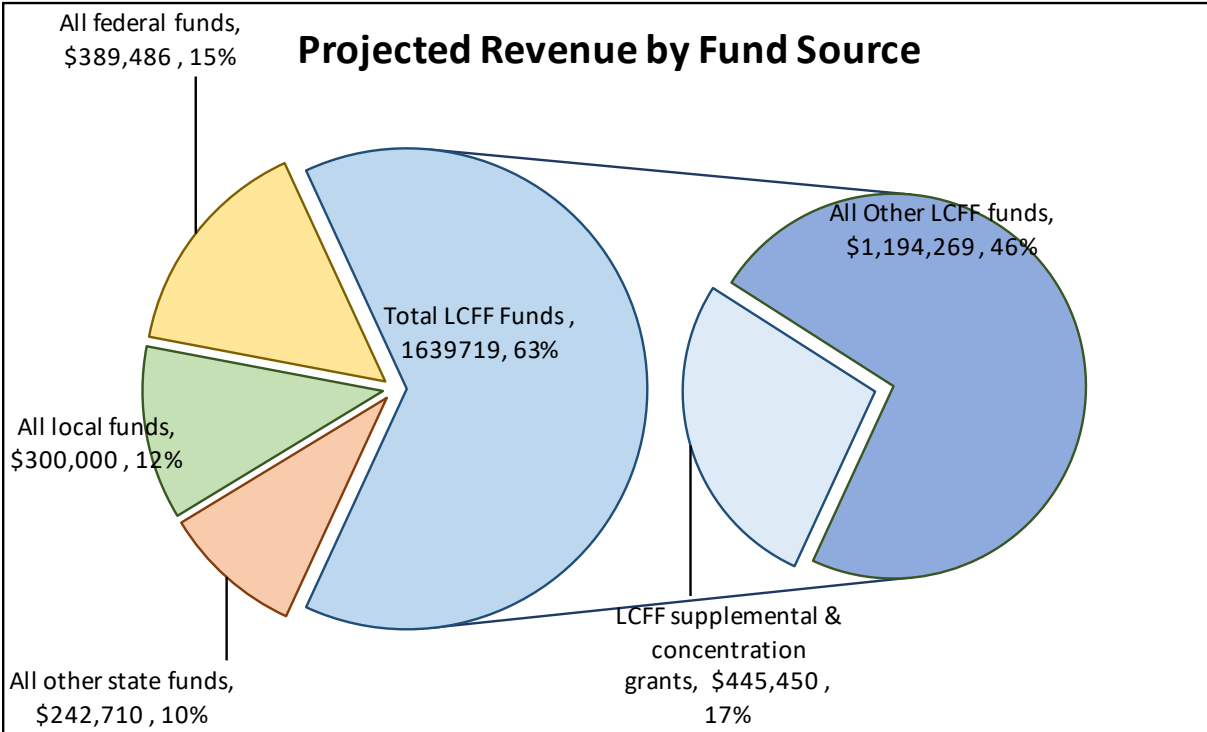
School Year: 2021 – 22

LEA contact information: Dr. Cindy Guardado, Principal - (310) 214-3408 - cindy_guardado@ecsonline.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

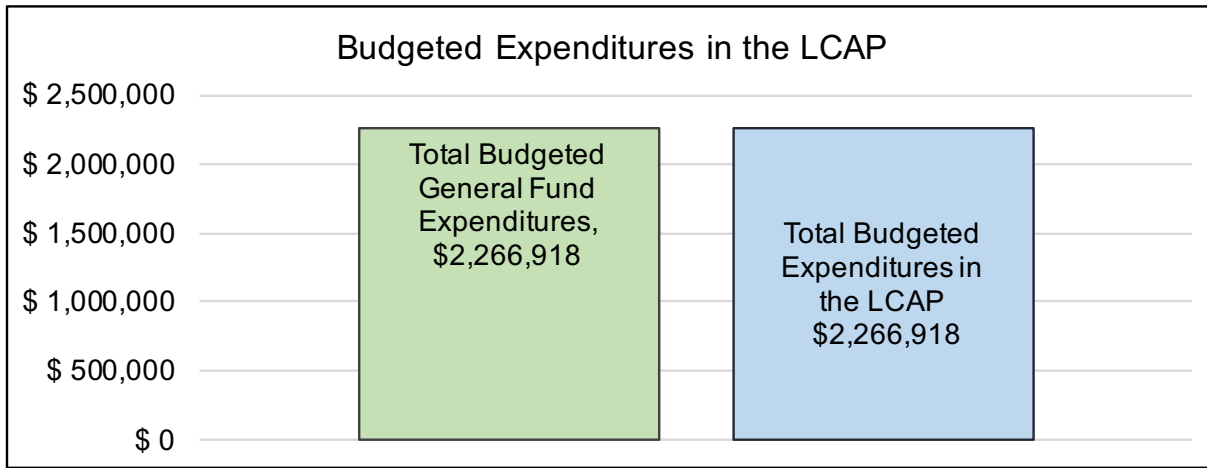


This chart shows the total general purpose revenue Environmental Charter High School - Gardena expects to receive in the coming year from all sources.

The total revenue projected for Environmental Charter High School - Gardena is \$2,571,915.00, of which \$1,639,719.00 is Local Control Funding Formula (LCFF), \$242,710.00 is other state funds, \$300,000.00 is local funds, and \$389,486.00 is federal funds. Of the \$1,639,719.00 in LCFF Funds, \$445,450.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



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

Environmental Charter High School - Gardena plans to spend \$2,266,918.00 for the 2021 – 22 school year. Of that amount, \$2,266,918.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All general fund expenditures are included in the LCAP.

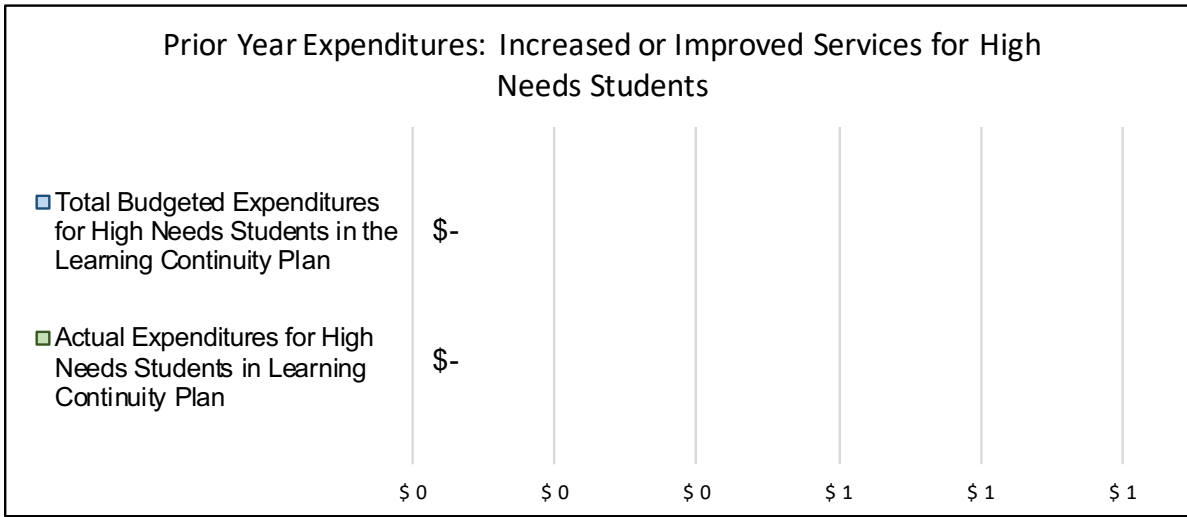
Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Environmental Charter High School - Gardena is projecting it will receive \$445,450.00 based on the enrollment of foster youth, English learner, and low-income students. Environmental Charter High School - Gardena must describe how it intends to increase or improve services for high needs students in the LCAP. Environmental Charter High School - Gardena plans to spend \$367,695.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Social workers will be assigned to support the social-emotional needs of High Needs students.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Environmental Charter High School - Gardena's Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. Environmental Charter High School - Gardena actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Environmental Charter High School-Gardena	Cindy Guardado, Principal	cindy_guardado@ecsonline.org 424-445-6958

General Information

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

Environmental Charter High School-Gardena is a public charter school serving students from Gardena and neighboring communities. As part of the non-profit Environmental Charter Schools (ECS), our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

ECHS will be small, growing to just over 550 students. Opening in fall of 2021, ECHS will provide 125 students with a unique learning experience that utilizes environmental service learning to inspire students to find authentic meaning in their studies. Each year we will add a grade level until we serve grades 9 through 12 in year 4 of operation. ECHS students will be resilient, prepared for college, motivated to continue their learning, and they desire to positively contribute to their community.

We anticipate that most of our students will qualify for free or reduced lunch. Many of our students are coming from ECMS-Gardena where in 2020-21 87% of the student body was low income, 15.5% were English learners and 14% were students with exceptionalities.

We are authorized by the Los Angeles County Board of Education.

ECS Best Practices

ECHS’s design principles include a small learning community; a challenging, interdisciplinary core academic curriculum; authentic challenges culminating in service learning projects; and partnerships with the local community. We believe that students learn better in smaller environments, where there is much support from teachers, parents, and the community. We will hold students to high expectations by providing only a college prep path-- students cannot receive Ds and must always take the most rigorous course load available, including four years of math, history, and other core subjects. Not only will our students graduate with the A-G requirements needed for admission into the California State University (CSU) and University of California (UC) systems, but they are expected to apply and be accepted to a four-year college. Our teachers use learning expeditions, problem-based learning, thematic interdisciplinary instruction, and service learning instructional strategies to make connections, so students can apply content standards to real-world problems in the local community. The instructional pedagogy is consistent with the development of students’ higher order thinking skills.

College & Career

ECHS-Gardena is adopting the rigorous college preparation program developed at our sister school, ECHS-Lawndale. Classes at Environmental Charter Schools are demanding and place an emphasis on critical thinking, problem solving, and college readiness. Students will complete college-level research projects, visit numerous colleges and will be provided with SAT preparation. In most years 97% of ECHS-Lawndale graduates receive admission to a four-year higher education institution.

Outdoor Education

ECS' outdoor education programming consists of trips promoting environmental awareness, interpersonal skills, group cohesion through team-building activities, landscape explorations, wilderness expeditions and fun! Students in every ECS grade level (9-12) participate. The trips feature developmentally appropriate challenge levels. The younger students will start with easier expeditions, which scale in difficulty and scope as they mature. Prior to coming to ECS, many of our students have never engaged in outdoor experiences. Yet over the course of their time with ECS, students will participate in one to three-day outdoor education field trips. Potential trips include backpacking and camping in locations such as the Pacific Crest Trail, Joshua Tree National Park, Catalina Island, the Santa Monica Mountains, Los Padres National Forest, Idyllwild, San Bernardino National Forest, Angeles National Forest, Big Sur, and Yosemite.

Reflections: Successes

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

ECHS-Gardena will open in the fall of 2021, so we do not have data yet.

Many of our students will be coming from Environmental Charter Middle School-Gardena. All of our students will be entering high school after more than a year of learning that was disrupted by the global pandemic.

As we prepare to receive our first class of ninth graders we will acknowledge:

- their abrupt transition to Distance Learning in the spring of 2019
- the collaborative and creative work of ECMS and other area teachers, administrators and staff to create an effective Distance Learning program
- the gains in learning our students made despite the many challenges they faced
- the resilience of our families and students to persevere through more than a year of new, unprecedented, and often tragic events

Environmental charter schools worked to align Distance Learning with ECS teaching Best Practices. As we open, ECHS-Gardena will benefit from the many successes and lessons learned over the past 18 months.

ECHS-Gardena has begun establishing relationships with the newly enrolled families in an effort to maintain the culture already established at ECMS-Gardena.

Some of the strategies in place are:

- developing meaningful, two way communication platforms (e.g., TalkingPoints, monthly meetings, monthly newsletters, website updates)
- identifying relevant information to share with parents pertaining to their students' transition to high school

- creating surveys to begin collecting parent preference data regarding meeting times, topics of interest, and ideas to contribute with ECHS-Gardena
- reaching out to parents to facilitate the enrollment process either via phone or email

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.

Due to the pandemic, the most recent Dashboard data available is from 2018-19. However, we have been able to collaborate with ECHS and ECMS-Gardena and ECMS-Inglewood and identify likely areas of need for our incoming students.

That data indicate chronic absenteeism as an area of need with both middle schools receiving “orange” for students with exceptionalities. We cannot know exactly how returning to campus will impact student attendance, but we see a need to ensure there are plenty of supports for that transition.

At ECMS-Gardena, where many of our incoming 9th graders attend, ELA CAASPP increased 10 points in 2018-19, but performance for students with exceptionalities and English learners was lower than school-wide. ECMS-G CAASPP Math scores were lower for Students with Exceptionalities and English Language Learners compared to all students.

Our LCAP actions will prioritize these students.

LCAP Highlights

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

Our plan is to implement our educational program and our teaching best practices.

Because of the impact the pandemic had on our communities, our plan also includes a focus on developing tiered systems for support to make them effective and sustainable.

As a new school, we will collaborate with other ECS schools to make our special education and English language development systems as effective and efficient as possible.

Since low-income communities of color were disproportionately impacted by the pandemic, improving our capacity to address anti-Blackness and racism and to equip our students to do likewise is key in mitigating the losses our students are experiencing due to COVID-19. We will participate in ECS’s continued efforts to confront anti-Blackness and racism.

Stakeholder Engagement

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

As a school that has not yet opened, our stakeholder engagement process involved outreaching to potential stakeholders, outreach to newly enrolled families and considering the feedback gathered by ECMS-Gardena, where most of our students currently attend.

Some of the strategies in place are:

- developing meaningful, two way communication platforms (e.g., TalkingPoints, monthly meetings, monthly newsletters, website updates)
- identifying relevant information to share with parents pertaining to their students' transition to high school
- creating surveys to begin collecting parent preference data regarding meeting times, topics of interest, and ideas to contribute with ECHS-Gardena
- reaching out to parents to facilitate the enrollment process either via phone or email

A summary of the feedback provided by specific stakeholder groups.

At this moment, 2 months before opening, parents are most concerned about confirming where ECHS-G will be located and how we will improve the site we have identified. Many families were interested to hear about the site's safety. They want to ensure access is monitored and their students will be safe. They want an opportunity to visit the school soon.

Parents were very excited to learn about potential partnerships. For example, our site is adjacent to El Camino College and families are hoping for students to have opportunities for dual enrollment.

Many families are pleased for their students to continue at an ECS school.

In reviewing feedback from students at ECMS-G, where most of our incoming 9th graders currently attend, 2020-21 surveys indicated elevated stress levels with 19% of students reporting they were frequently stressed and 24% reporting they were almost always stressed. Boredom levels during distance learning were still high, with 70% of students responding they were frequently or almost always bored in the past week. 47% of students identified lack of motivation as the biggest obstacle to completing schoolwork.

Feedback from ECMS-G parents echoes higher than normal levels of stress and disengagement. Only 65% of parents agreed or strongly agreed that their child was motivated to complete their schoolwork. When asked what they needed additional support or resources for, 23% of parents chose "Mental and Emotional Health."

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

The feedback indicating higher than normal levels of stress and disengagement informed our centering of student wellness in our LCAP through reimagining our advisory program, improving multi-tiered systems of support, and professional development to ensure we meet the

needs of student groups whose outcomes indicate equity gaps. Improving programs for English learners and students with exceptionalities will ensure that every child on our campus is seen, respected and celebrated for the gifts they bring.

Feedback from ECMS- teachers, staff, students and parents reflects the toll the global pandemic has taken on students in our community and informs LCAP actions to not only support students' mental health, but to rekindle their natural curiosity and desire to learn through actions including improving teacher facility with best practices, outdoor education, and our math and literature initiatives.

Goals and Actions

Goal

Goal #	Description
1	Improved Student Outcomes. We will improve outcomes for all students by improving instruction and programs.

An explanation of why the LEA has developed this goal.

Our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. To achieve this, we must implement our teaching best practices and develop effective programs for our students. Over the next three years, we will develop tiered interventions for attendance/engagement, behavior/social-emotional, and coursework/academics, that will address challenges specific to remote learning, the pandemic, social unrest, and transitions between learning modes. We intend these interventions to especially support students who are low income, have exceptionalities, are foster/homeless or are learning English as an additional language.

The pandemic has impacted on student learning. Strong systems for addressing students who need intervention will help us identify and address the impacts of the pandemic.

We know that student learning is tied to student well-being, so improving student academic outcomes will be tied to improving school climate and student engagement (Goal 2).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>CAASPP English Language Arts</u> Percentage of students meeting standard Average Distance from Meeting Standard (DFS)	8th grade scores				Baseline + 9 Cohorts whose 8th grade average distance from 3 is at a “high” or “very high” status level on the CA School Dashboard will maintain a high or very high status level DF3 in 11th grade. Student groups whose DF3 is two boxes away from schoolwide CA Dashboard

					will improve their 8th grade by 12 points
<p><u>CAASPP Math</u></p> <p>Percentage of students meeting standard</p> <p>Average Distance from Meeting Standard (DFS)</p>	8th grade scores				<p>Baseline + 9</p> <p>Cohorts whose 8th grade average distance from 3 is at a “high” or “very high” status level on the CA School Dashboard will maintain a high or very high status level DF3 in 11th grade.</p> <p>Student groups whose DF3 is two boxes away from schoolwide CA Dashboard will improve their 8th grade by 12 points</p>
Percentage of English Learners who make progress on ELPAC	To be determined in Y1				Increase from baseline +2% each year until we are green on CA School Dashboard
Percentage of students reclassified out of those who started the year as an English Learner	To be determined in Y1				Increase from baseline +3% each year until we are green on CA School Dashboard
Percentage of students who meet standard on state science test	To be determined in Y4				Target to be set for 23-26 LCAP
The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (a-g)	To be determined in Y4				95% of students on track to complete a-g

Percentage of pupils who have completed CTE pathways	0%				0%
Percentage of pupils who have completed both a-g and CTE pathways	0%				0%
Percentage of pupils who pass AP exams with score of 3+	To be determined in Y3				+2% (target 30%)
Pupils prepared for college by the EAP - ELA	To be determined in Y3				N/A
Pupils prepared for college by the EAP - Math	To be determined in Y3				N/A
NWEA MAP CGI Percentage of students who are in the top 2 Fall to Spring growth quintiles for Reading	To be determined in Y1				+3%
Percentage of students who are in the bottom Fall to Spring growth quintile for Reading	To be determined in Y1				-3%
NWEA MAP CGI Percentage of students who are in the top 2 Fall to Spring growth quintiles for Language Use	To be determined in Y1				+3%
Percentage of students who are in the bottom Fall to Spring growth quintile for Language Use	To be determined in Y1				-3%

NWEA MAP CGI Percentage of students who are in the top 2 Fall to Spring growth quintiles for Math	To be determined in Y1				+3%
Percentage of students who are in the bottom Fall to Spring growth quintile for Math	To be determined in Y1				-3%

Actions

Action #	Title	Description	Total Funds	Contributing
1.a	ECS Certified	ECS personnel will provide support developing systems for analyzing and visualizing data, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning.	\$2000	N
1.b	Multi-Tiered Systems of Support/Teacher Development System (MTSS/TDS)	<p>ECS will improve systems for supporting equity in student learning. As we return to the new normal of in-person learning, we will consider how our instructional best practices evolved during the global pandemic, through distance learning, and amid a collective social awakening. We will articulate and implement an inclusive multi-tiered system of support that ensures that all ECS students become conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.</p> <p>We will articulate the highest leverage instructional best practices for students who are low-income, English learners and/or foster youth and, through our Teacher Development System, we will prepare our new teachers and provide student-centered coaching and professional development.</p> <p>In year one, we will:</p> <p>Determine which standards need to be prioritized to address the impact of the pandemic on student learning</p>	\$177,831	Y

		<p>Determine the role of teacher-created versus adopted curricula and assessments</p> <p>Audit our existing intervention systems</p> <p>Articulate high leverage instructional best practices to serve as the bedrock for each of the three tiers of academic supports</p> <p>Train and support teachers through a variety of professional development modalities</p> <p>Monitor implementation of tiered supports</p> <p>Develop organization-wide tools to make MTSS efficient and sustainable in Identifying students and providing appropriate interventions</p> <p>Draft a 3 year vision for improving MTSS at ECS</p> <p>Observe and gather data to evaluate efficacy of practices and to ensure implementation with fidelity</p> <p>In years two and three we will continue to implement our teacher development system and integrate the systems and practices identified in year one to ensure our MTSS is coordinated, data-based, sustainable and supports equitable outcomes for students.</p>		
1.d	English Language Development Program (ELD)	Collaborate with other ECS sites to create shared systems of compliance and accountability. Assign a full-time paraeducator to support 9th grade English learners	\$79,935	Y
1.e	ELD PD	Implement a scope and sequence of the delivery of ELD services through targeted professional development for general education teachers on serving English Learners at our site	\$3,000	Y
1.f	Special Ed Program	Collaborate with other ECS sites to create shared systems of compliance and accountability. ECS will also be adding a shared full-time educational specialist, who will spend time on each campus to become familiar with students and programs, so they are prepared to step in to provide additional support or seamless substitution when an education specialist is absent.	\$162,116	N
1.g	Special Ed PD	Establish systems for the initial and compliant delivery of special education services collaborating with ECS Home Office and SELPA Program Specialist and/or other SELPA team members. Provide staff foundational PDs on special education, teaching ECS philosophy and model. Participate in the SELPA's Professional Learning Offerings	\$1,318	N

1.h	Literacy & Math Initiatives	With the support of the ECS personnel, establish implementation guidelines of WestEd's Reading Apprenticeship across content areas with a focus on metacognition, text selection and classroom conditions. Collaborate with the ECS Math Specialist to begin implementation of adopted CCSS-aligned mathematics curricula	\$42,184	Y
1.j	College/Career Readiness	We will begin to provide our College/Career Readiness program modeled after our first high school, which helps low income students and English learners develop the skills needed to succeed in work and college. We will also review and refine this program, as informed by our 2020-21 workshops on Confronting Anti-Blackness & Racism. Based on this work, we intend to embed the development of each student's individual sense of purpose into advisory, counseling and College Prep/readiness classes.	\$81,182	Y

Goal

Goal #	Description
2	Climate & Engagement: We will develop a caring school culture that supports student wellness, is responsive to stakeholder feedback, and ensures organizational sustainability

An explanation of why the LEA has developed this goal.

The impact of the pandemic and the Black Lives Matter movement has helped ECS recenter attention on the whole child and has re-energized the mission to reimagine education in communities of color. Uncertainty and change is likely to persist. We do not know the proportion of students who will remain in distance learning next fall or how long the transition back to a fully in-person educational program will take. We do know that neighborhoods our students will come from have borne the economic and health brunt of the pandemic. To increase our students' sense of safety and connectedness, especially emerging from a pandemic, will require attention to mental health needs for our students and robust interventions for students who require additional assistance. We will leverage the new tools for engaging families developed during the pandemic to build a partnership with families, and we will support the safety and connectedness of staff, whose lives and work routines were disrupted by the pandemic.

Our actions below reflect our commitment to nurture student engagement, anticipating possible challenges with attendance and chronic absenteeism after over a year of distance learning. Through partnerships and service-learning, we will ensure their learning is meaningful and relevant to their lives in order to re-engage students whose commitment to school might have been undermined by the long break from in-person instruction.

In order to build a caring school culture we will need to persist in examining how social and political forces, such as racism, have historically shaped and currently shape the lives of our students, their local communities, and the interactions they experience on and off of campus. Improving school climate means committing to the implementation of anti-racist practices and policies that combat anti-Blackness. Anti-racist

teaching takes seriously the power and privilege we wield as educators, and asks us to actively fight against racist policies and practices through what we teach and how we teach.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	To be set Y1				95%
Chronic Absenteeism School-wide Groups with Gaps	To be set Y1				Decrease by 1% each year until reaching 5% or lower
Drop Out Rates	To be set Y1				<1%
High School Graduation Rates	To be set in Y4				N/A
Suspension Rates	To be set in Y1				The suspension rate school-wide and for statistically significant student groups will reduce by 0.1% each year until reaching 1.5%, a “low” rating on the CA School Dashboard
Expulsion Rates	To be set in Y1				<0.1%
Parent input in decision-making % of parents who agree that the school allows, seeks, and welcomes their input.	To be set in Y1				Increase by 5% annually until 90% is reached, then maintain that level.
Parent participation in programs for UDPs Percentage of parents who participate in parent conferences, ELAC and other activities aimed at	To be set in Y1				>=90%

engaging parents in school decision-making					
<p>Student Safety & Connectedness</p> <p>Percentage of students who agree or strongly agree that the school is safe on annual climate survey</p> <p>Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey</p>	To be set in Y1				Increase of 2% over baseline each year until reaching 55%
<p>Parent safety & connectedness</p> <p>Percentage of parents who agree or strongly agree that campus is a safe place for their child.</p> <p>Average percentage of parents who agree or strongly agree that school staff treat them with respect, take their concerns seriously, and are helpful to them.</p>	To be set in Y1				Increase of 2% over baseline each year until reaching 90%.
<p>Staff safety & connectedness</p> <p>Avg level of agreement with staff working environment and collegiality questions on CSSS or similar survey</p>	To be set in Y1				Increase of 2% annually until reaching 90%

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

2.a	Partnerships/Outdoor Education	<p>Quality outdoor education experiences, service learning and community service and action relies upon community partnerships. ECS and school-site leadership will develop and sustain partnerships in order to increase engagement of unduplicated pupils, so they are able to access resources, experience, and expertise related to their educational/career plans. Overnight field trips and day field trips will contribute to wellness and healing efforts as they will allow students to experience open space, wilderness, a sense of belonging in outdoor environments, and community building outside of school. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013).</p>	\$52,498	Y
2.b	CABR- MTSS (SEL)	<p>Building upon ECS' work with Dr. Kenjus Watson and Dr. Tiffani Marie, we will reimagine our advisory program to confront Anti-Blackness & Racism by providing a structure for the tenet, "Every Child Is a Blessing". Our Best Practice of Small Learning Communities recognizes that meaningful relationships with adults are critical for student learning. In advisory these relationships will act as a Tier 1 support for social emotional & academic needs. Advisory will provide a structure for ongoing healing, creating intentional miniature communities where every student belongs, can feel like a blessing and can engage in healing. Our teachers' comfort/expertise with developing small learning communities and social emotional learning will vary, so over the next three years we will identify resources and tools for advisory and develop the capacity of teachers to provide an advisory program that fulfills this vision.</p> <p>We will intentionally develop advisory to be a Tier 1 social emotional support as we develop the social-emotional side of our multi-tiered systems of support (MTSS). Tools and strategies from advisory can be incorporated in classes across content areas. Practicing building community in advisory will also increase teachers' capacity to implement Universal Design for Learning and Reading Apprenticeship in academic settings.</p>	\$76,849	Y
2.c	Parent Engagement	Leverage new parent engagement strategies, like online Town halls, to expand parent involvement in decision-making and increase	\$5,622	Y

		participation and sense of connection of parents of low-income students and English learners.		
2.e	After School Program	We will begin the initial phase of an after school program to supplement the educational program and increase student engagement and sense of connectedness	\$11,000	Y

Goal

Goal #	Description
3	Excellent Operations & Facilities. We will ensure operations and facilities are mission-aligned, meet the needs of our educational program and facilitate the achievement of student learning outcomes.

An explanation of why the LEA has developed this goal.

To achieve student learning outcomes, operations and facilities must support the educational program. With the support of the ECS Home Office, we will establish operations that support the smooth functioning of our school. We will work with our landlord to develop our facility to embody the sustainable practices Environmental Charter Schools are known for.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully credentialed & appropriately assigned	To be set in 21-22				0
Instructional Materials: Percentage of students with access to standards-aligned instructional materials.	To be set in 21-22				100%

School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	To be set in 21-22				The facility will receive ratings of good on all inspected systems and an overall rating of good.
Course Access	To be set in 21-22				100% of students have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.

Actions

Action #	Title	Description	Total Funds	Contributing
3.a	Employees for Ed. Program	School will employ certificated employees necessary to implement educational programs.	\$362,086	N
3.b	Employees for Operations	School will employ staff necessary for school operations and facilities to ensure student safety and support implementation of educational program	\$109,920	N
3.c	Insurance/Benefits	School will maintain required insurance and will offer competitive employee benefits packages.	\$237,429	N
3.d	Curriculum	School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational programs. Students will be provided with free and reduced lunch.	\$235,902	N
3.e	Professional Services	School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational programs. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	\$607,793	N
3.f	Capital Improvements	School site will make capital improvements as required to ensure student safety and support implementation of educational programs.	\$0	N

		Over the next three years we plan to continue collaborating with our sites' landlord to make improvements to facilities.		
3.g	CMO Classified	ECS personnel will provide the school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support the school's implementation of standards and work to secure additional resources needed to implement educational programs.	\$5,000	N

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
37%	\$445,450

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

Required Descriptions

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

Goal 1

After researching the needs, conditions and circumstances of our low income students and our English learners, we learned that the pandemic has resulted in a lower average standard scores at both ECS middle schools than in previous years. In order to address this condition of our low-income students and English learners, we will improve instruction via our teacher development system (Action 1.b) and our Literacy & Math Initiatives (Action 1.h), and increase effectiveness and sustainability of interventions by improving our Multi-Tiered systems of support (Action 1.b).

In California, lower percentages of English learners (24.7%) and low-income students (42.8%) graduate meeting UC/CSU requirements, compared to 50.9% statewide. In order to address these conditions, we will provide all students with our College/Career Readiness program and we will refine the program as informed by our 2020-21 workshops on Confronting Anti-Blackness & Racism (Action 1.j).

These actions are being provided on an LEA-wide basis and we expect/hope that all students whose grades have declined during the pandemic will benefit. However, because of the significant course passage rates of low-income students and ELs, and because the actions meet needs most associated with these students we expect that course passage, as well as other academic measures for our low-income students and English learners will increase significantly.

Goal 2

After researching the needs, conditions and circumstances of our low income students and our English learners, we found that our sister high school saw lower attendance rates and higher rates of chronic absenteeism during the pandemic. According to the California school dashboard, ECMS-G, the school many of our students attend for 8th grade, has had higher rates of chronic absenteeism among English learners. In order to address this condition of our low-income students and English learners, we will provide outdoor education and service learning opportunities to our students (Action 2.a), reimagine advisory to confront anti-Blackness and racism and improve and increase MTSS social emotional supports (Action 2b). We will also provide a robust afterschool program to increase student engagement and sense of connectedness (Action 2.e).

These actions are being provided on an LEA-wide basis and we expect/hope that any ECHS-G student who struggles with attendance and engagement will benefit. However, because of the significantly higher chronic absenteeism rates of low-income students at our sister high school and English learners at our feeder middle school, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status and the needs most associated with the stresses of being an English learner we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of other student groups.

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

Through the implementation of these actions and services made possible by the supplemental and concentration funds received and assigned to them, our unduplicated student groups will be given increased support and improved services in order to ensure their academic growth and success.

Services will be improved as we implement our refinement cycle:

- collecting, disaggregating and visualizing data to monitor equity
- sharing data and collaborating with stakeholders, including teachers, staff, families and colleagues from other ECS schools
- synthesizing and prioritizing
- implementing refinements and monitoring implementation metrics
- reflecting on the effectiveness of our actions and repeating the cycle

This cycle will be enacted as we implement our teacher development system (TDS), launch our MTSS, provide targeted professional development for ELD and Special Education, and implement literacy and math initiatives. Feedback from families, staff and students will be part of every LCAP action to help us adjust our plans to best meet the needs of our students.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,691,617	\$ 445,588	\$ -	\$ 116,460	2,253,665	\$ 979,055	\$ 1,274,610

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.a	ECS Certificated	All	\$ -	\$ 2,000	\$ -	\$ -	\$ 2,000
1	1.b	Multi-Tiered Sys of Support/TDS	All	\$ 172,831	\$ -	\$ -	\$ 5,000	\$ 177,831
1	1.d	ELD Program	English Learners	\$ 2,000	\$ -	\$ -	\$ 77,935	\$ 79,935
1	1.e	ELD PD	English Learners	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
1	1.f	Special Ed Program	Students with Excep	\$ 53,089	\$ 75,502	\$ -	\$ 33,525	\$ 162,116
1	1.g	Special Ed PD	Students with Excep	\$ 1,318	\$ -	\$ -	\$ -	\$ 1,318
1	1.h	Literacy & Math Initiatives	All	\$ 41,184	\$ 1,000	\$ -	\$ -	\$ 42,184
1	1.i	Specialty Classes	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	1.j	College/Career Readiness	All	\$ 81,182	\$ -	\$ -	\$ -	\$ 81,182
2	2.a	Partnerships/Outdoor Education	All	\$ 52,498	\$ -	\$ -	\$ -	\$ 52,498
2	2.b	CABR- MTSS (SEL)	All	\$ 76,849	\$ -	\$ -	\$ -	\$ 76,849
2	2.c	Parent Engagement	All	\$ 5,622	\$ -	\$ -	\$ -	\$ 5,622
2	2.d	Student Engagement	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2.e	Afterschool program	All	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000
3	3.a	Employees for Educational Program	All	\$ -	\$ 362,086	\$ -	\$ -	\$ 362,086
3	3.b	Employees for Operations	All	\$ 109,920	\$ -	\$ -	\$ -	\$ 109,920
3	3.c	Insurance/Benefits	All	\$ 237,429	\$ -	\$ -	\$ -	\$ 237,429
3	3.d	Curriculum	All	\$ 235,902	\$ -	\$ -	\$ -	\$ 235,902
3	3.e	Professional Services	All	\$ 607,793	\$ -	\$ -	\$ -	\$ 607,793
3	3.f	Capital Improvements	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3.g	Home Office Classified	All	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 361,695	\$ 367,695
LEA-wide Total:	\$ 361,695	\$ 367,695
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.a	ECS Certificated	LEA-wide		All	\$ -	\$ 2,000
1	1.b	Multi-Tiered Sys of Support/TDS	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 172,831	\$ 177,831
1	1.d	ELD Program	LEA-wide		All	\$ 2,000	\$ 79,935
1	1.e	ELD PD	LEA-wide	English Learners	All	\$ 3,000	\$ 3,000
1	1.f	Special Ed Program	LEA-wide		All	\$ 53,089	\$ 162,116
1	1.g	Special Ed PD	LEA-wide		All	\$ 1,318	\$ 1,318
1	1.h	Literacy & Math Initiatives	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 41,184	\$ 42,184
1	1.i	Specialty Classes	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ -	\$ -
1	1.j	College/Career Readiness	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 81,182	\$ 81,182
2	2.a	Partnerships/Outdoor Education	LEA-wide	English Learners, Foster Youth, Low Income	All	\$ 52,498	\$ 52,498
2	2.b	CABR- MTSS (SEL)	LEA-wide		All	\$ 76,849	\$ 76,849
2	2.c	Parent Engagement	LEA-wide		All	\$ 5,622	\$ 5,622
2	2.d	Student Engagement	LEA-wide	English Learners, Foster Youth,	All	\$ -	\$ -
2	2.e	Afterschool program	LEA-wide	English Learners, Foster Youth,	All	\$ 11,000	\$ 11,000
3	3.a	Employees for Educational Program	LEA-wide		All	\$ -	\$ 362,086
3	3.b	Employees for Operations	LEA-wide		All	\$ 109,920	\$ 109,920
3	3.c	Insurance/Benefits	LEA-wide		All	\$ 237,429	\$ 237,429
3	3.d	Curriculum	LEA-wide		All	\$ 235,902	\$ 235,902
3	3.e	Professional Services	LEA-wide		All	\$ 607,793	\$ 607,793
3	3.f	Capital Improvements	LEA-wide		All	\$ -	\$ -
3	3.g	Home Office Classified	LEA-wide		All	\$ -	\$ 5,000

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis: xxx

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.