

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	one.Charter
<b>CDS Code:</b>	39 10397 0120717 1146
<b>LEA Contact Information:</b>	Name: Doug McCreath Position: Director II Phone: 209-468-5916
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$9,406,692
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$2,264,468
<b>All Other State Funds</b>	\$196,445
<b>All Local Funds</b>	\$0
<b>All federal funds</b>	\$170,283
<b>Total Projected Revenue</b>	\$9,773,420

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$10,889,916
<b>Total Budgeted Expenditures in the LCAP</b>	\$9,420,823
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$2,195,006
<b>Expenditures not in the LCAP</b>	\$1,469,093

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$109,255
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$137,239

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$-69,462
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$27,984

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Other General Fund budget expenditures include those for cost of core services, on-going services for high needs students, overhead, unrestricted lottery & restricted programs such as Lottery and other Grants, some one-time and multi-year in nature allocated to the charter.
<b>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of</b>	The increase in Supplemental and Concentration dollars is coming from an estimated growth in our CBK program. Since this growth is not known at this time not all dollars are being budgeted. The actions/services included in the LCAP are targeted toward the specific needs of our unduplicated students and include services to address academic, social

**the additional actions the LEA is taking to meet its requirement to improve services for high needs students.**

emotional and environmental needs that will lead to increase academic achievement.

# LCFF Budget Overview for Parents

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CDS Code: 39 10397 0120717 1146

School Year: 2021-22

LEA contact information:

Doug McCreath

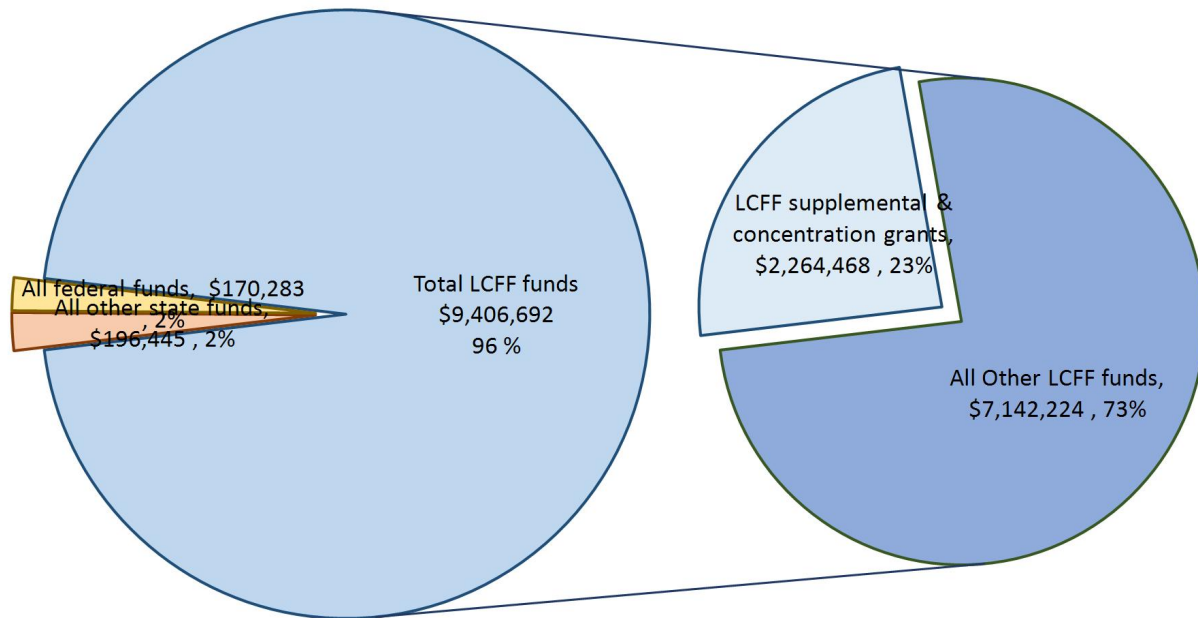
Director II

209-468-5916

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



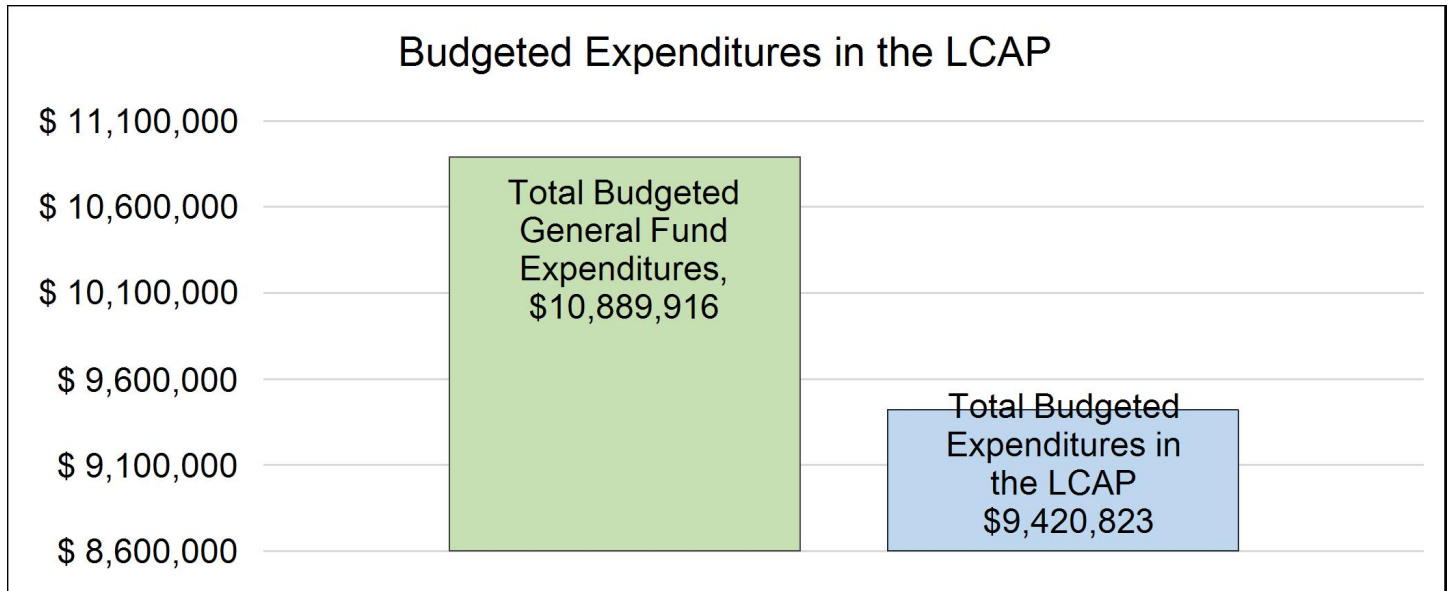
This chart shows the total general purpose revenue one.Charter expects to receive in the coming year from all sources.

The total revenue projected for one.Charter is \$9,773,420, of which \$9,406,692 is Local Control Funding Formula (LCFF), \$196,445 is other state funds, \$0 is local funds, and \$170,283 is federal funds. Of the \$9,406,692 in LCFF Funds, \$2,264,468 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

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.



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

one.Charter plans to spend \$10,889,916 for the 2021-22 school year. Of that amount, \$9,420,823 is tied to actions/services in the LCAP and \$1,469,093 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other General Fund budget expenditures include those for cost of core services, on-going services for high needs students, overhead, unrestricted lottery & restricted programs such as Lottery and other Grants, some one-time and multi-year in nature allocated to the charter.

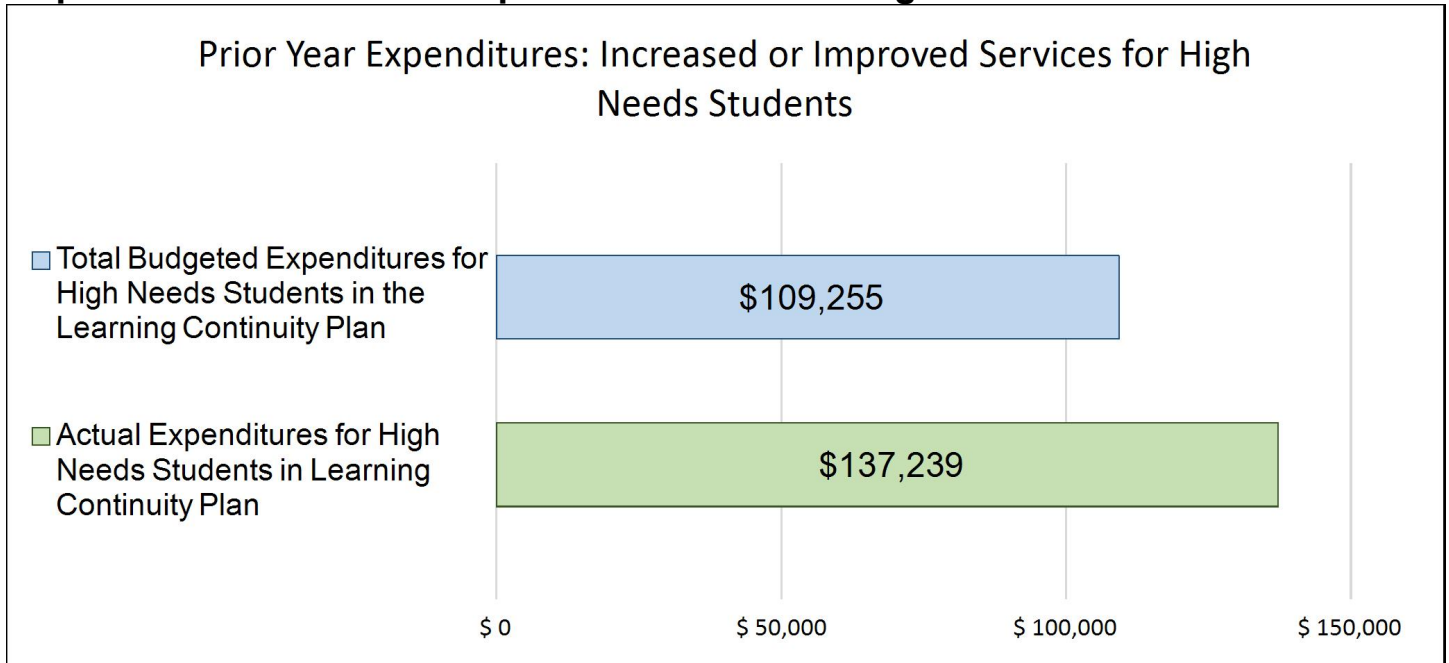
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, one.Charter is projecting it will receive \$2,264,468 based on the enrollment of foster youth, English learner, and low-income students. one.Charter must describe how it intends to increase or improve services for high needs students in the LCAP. one.Charter plans to spend \$2,195,006 towards meeting this requirement, as described in the LCAP.

The increase in Supplemental and Concentration dollars is coming from an estimated growth in our CBK program. Since this growth is not known at this time not all dollars are being budgeted. The actions/services included in the LCAP are targeted toward the specific needs of our unduplicated students and include services to address academic, social emotional and environmental needs that will lead to increase academic achievement.

# LCFF Budget Overview for Parents

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



This chart compares what one.Charter 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 one.Charter 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, one.Charter's Learning Continuity Plan budgeted \$109,255 for planned actions to increase or improve services for high needs students. one.Charter actually spent \$137,239 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
one.Charter	Doug McCreath Director II	dmccreath@sjcoe.net 209-468-5916

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            State Priority 1- Basic Services</p> <p>1A. Teachers appropriately assigned and fully credentialed.</p> <p>1B. Access to Instructional Materials</p> <p>1C. Facilities are maintained</p>	<p>1A: In the 19/20 school year 30 teachers (83.33%) were fully credentialed and 6 (16.66%) teachers were classified as without a full credential.</p> <p>Data is verified via the SARC report</p> <p>1B: In the 19/20 school year, 100% of students had access to standards aligned materials at the Charter school program.</p> <p>Data is verified via the School Accountability Report Card (SARC)</p> <p>1C: In the 19/20 school year, 100% of facilities were maintained in good repair.</p> <p>Data is verified via the School Accountability Report Card (SARC)</p>



Expected	Actual
<p><b>19-20</b> State Priority 1- Basic Services</p> <p>1A - Increase the number of fully credentialed teachers. (verified by SARC)</p> <p>1B 100% of students will have access to instructional materials. (verified by SARC)</p> <p>1C - 100% of facilities will be maintained in good repair. (verified by SARC)</p> <p><b>Baseline</b> State Priority 1- Basic Services</p> <p>1A - 66.6% of teachers are fully credentialed, verified by 15/16 SARC</p> <p>1B - 100% of students have access to textbooks and instructional materials, verified by 15/16 SARC</p> <p>1C - 100% of facilities are maintained and in good repair, verified by 15/16 SARC</p>	
<p><b>Metric/Indicator</b> State Priority 2- Implementation of SBE adopted standards</p> <p>2A. Implementation of SBE-adopted standards</p> <p>2B.How programs/services enable English Learners to access the CA Standards and ELD standards</p> <p><b>19-20</b> State Priority 2- Implementation of SBE adopted standards</p>	<p>2A: 100% of students had access to SBE-adopted academic content and performance standards in 2019-20.</p> <p>Teachers participated in multiple professional learning opportunities. Content area instructional coaches worked closely with teachers on CCSS implementation. (verified by professional development schedule/plan)</p> <p>2B: All English learner students were enrolled in integrated and designated ELD courses.</p>

Expected	Actual
<p>2A - Maintain 100% of teachers trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners will be provided designated ELD instruction, 30 minutes daily. (verified by site schedules)</p> <p><b>Baseline</b> State Priority 2- Implementation of SBE adopted standards</p> <p>2A - 100% of teachers are trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners are offered designated ELD instruction, 30 minutes daily. (verified by site schedules)</p>	<p>(verified by site schedules)</p>
<p><b>Metric/Indicator</b> State Priority 4- Pupil Achievement</p> <p>4A. State assessment</p> <p>4B. API</p> <p>4D. EL progress (CELDT)</p> <p>4E. EL reclassification rate</p> <p><b>19-20</b> State Priority 4- Pupil Achievement</p> <p>4A. CAASPP data: ELA: 7th Grade: Increase the percentage students who achieve met or nearly met status</p>	<p>4A: Statewide Assessments (SBAC)</p> <p>Fall 2019 CA School Dashboard ELA: 148.4 points below standard (-27.7) Math: 228.2 points below standard (-18.5)</p> <p>Percentage of Student Tested ELA: 40% (-29%) Math: 42% (-29%)</p> <p>2018-2019 CAASPP Report data (Data Quest) Percent of students meeting or exceeding standards. ELA: All Students: 6.15% (-5.71%) 7th Grade: Fewer than ten students tested, therefore, data is not available. 11th Grade: 4.35% (-9.6%)</p>

Expected	Actual
<p>11th Grade: Increase the percentage students who achieve met or nearly met status</p> <p>Math: 7th Grade: Increase the percentage students who achieve met or nearly met status 11th Grade: Increase the percentage students who achieve met or nearly met status</p> <p>Science: CAST baseline data will be available in 2019-2020 and is being implemented this school year.</p> <p>4B - n/a</p> <p>4D - Increase student performance on the ELPAC</p> <p>4E - Reclassify students as Fluent/English Proficient who meet the minimum standards</p> <p><b>Baseline</b> State Priority 4- Pupil Achievement</p> <p>4A. 2015/16 CAASPP data: ELA: 7th Grade: Fewer than ten students tested therefore, data is not available. 11th Grade: 13% of students met or nearly met standards.</p> <p>Math: 7th Grade: Fewer than ten students tested, therefore, data is not available. 11th Grad: 0% of students scored at or near standard.</p> <p>Science:</p>	<p>Math: All Students: 0% (-1.69%) 7th Grade: Fewer than ten students tested, therefore, data is not available. 11th Grade: 0% (no change)</p> <p>Science: All Students: 2.04% 5th Grade: Fewer than ten students tested, therefore, data is not available. 8th Grade: Fewer than ten students tested, therefore, data is not available. 12th Grade: 2.13%</p> <p>4B: API has been suspended indefinitely</p> <p>4C: Percentage of pupils who meet A-G or CTE sequences or programs of study aligned with SBE CTE standards &amp; Frameworks: 0%</p> <p>4D: English learner dashboard data reflects the English Language proficiency Assessments California (ELPAC) Summative Results. (26 students tested): 42.1% are making progress towards English language proficiency. Data is verified by the Fall 2019 California School Dashboard and Dataquest.</p> <p>4E: EL reclassification count/rate: 6 (10.9%) Data is verified by 2018-2019 Dataquest.</p> <p>4F: Percentage of pupils who pass an AP exam (3+): 0%</p> <p>4G: Percentage of pupils who participate in and demonstrate college preparedness on SBAC: 0%</p>

Expected	Actual
<p>5th Grade: Fewer than ten students tested, therefore, data is not available.</p> <p>8th Grade: Fewer than ten students tested, therefore, data is not available.</p> <p>10th Grade: Basic- 25%; Proficient- 13%; Advanced- 13%</p> <p>4B - API was suspended</p> <p>4D - 2015/16 EL Progress verified by DataQuest 11 students were CELDT tested; Advanced- 27% (3 students) Early Advanced- 9% (1 student)</p> <p>4E - No students were reclassified fluent English proficient verified by 15/16 CELDT data.</p>	
<p><b>Metric/Indicator</b> State Priority 7- Course access</p> <p>7A. A broad course of study</p> <p>7B. Programs/Services developed and provided to unduplicated pupils</p> <p>7C. Programs/Services developed and provided to individuals with exceptional needs</p> <p><b>19-20</b> State Priority 7- Course access</p> <p>7A - All students will have access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p>	<p>7A, B &amp; C: One hundred percent of students had access to and were enrolled in a broad course of study as described in Education Code 51210 and 51220. Programs and services were provided to all students, including unduplicated pupils and those with exceptional needs.</p> <p>Designated and integrated ELD instruction was accessible for all English learners.</p> <p>Foster youth and low income students were provided targeted instructional support in reading and math based on Accucess math and ELA results.</p> <p>Students with exceptional needs were provided necessary services based on their IEPs.</p> <p>An annual review of the course of study is completed in the spring of each school year. Course offerings are verified in the course catalog.</p> <p>In the 19/20 school year, three new CTE courses were added to the course catalog: Computer Science Fundamentals 1 and 2, Business Applications,</p>

Expected	Actual
<p>7B - All Unduplicated pupils will have access to broad course of study, including access to ELD instruction and Academic Lab (verified by class schedule)</p> <p>7C - Students with exceptional needs will be offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services will be provided by the Resource Specialist, (verified through SEIS)</p> <p><b>Baseline</b> State Priority 7- Course access</p> <p>7A - All students had access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils had access to broad course of study, including access to ELD instruction and Academic Lab (verified by class schedule)</p> <p>7C - Students with exceptional needs were offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services were provided by the Resource Specialist, (verified through SEIS)</p>	
<p><b>Metric/Indicator</b> State Priority 8- Other Pupil Outcome</p> <p>8A. PWA writing assessments</p> <p>8B. VAPA and Quest participation</p> <p><b>19-20</b></p>	<p>Charter (99 students) 24.24% increased their score. 33.33% remained the same. 42.42% decreased score.</p> <p>8B: 2018-19 school year:</p>

Expected	Actual
<p>State Priority 8- Other Pupil Outcome</p> <p>8A - Increase the performance of all students grades 7-12th on the program-wide Writing Assessment (verified by Program PWA data )</p> <p>8B - Increase the number of students who participate in Visual and Performing Arts activities and/or one. Program Quest activities (verified by teacher records, head count and Program Quest 16/17 data)</p> <p><b>Baseline</b> State Priority 8- Other Pupil Outcome</p> <p>8A - All 7-12th grade students participated in a program-wide Writing Assessment. PWA scores fell below 2.0 average score. Baseline data: 1.92 score based on PWA 15/16 data.</p> <p>8A - 186 students participated in Visual and Performing Arts activities in 2015/16, verified by teacher records and one. Program quest data.</p>	<p>450 Charter school program students were enrolled during the 18/19 school year and there were 119 students marked as attending a Quest and 102 marked as attending a field trip.</p> <p>Main 114 Bianchi 129</p> <p>243 Charter school program students participated in a Quest and/or Visual and Performing Arts activities. This was an increase of 20 students.</p> <p>Data is verified by teacher records and PROMIS</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Students and staff will have access to Edmentum online curriculum services</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$17,452.00</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$5,971.35</p>
<p>1.2 Technology Support Staff will support the educational programs by updating, installing, and repairing software and hardware as needed.</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$77,638.90 3000-3999: Employee Benefits Supp/Conc \$37,352.07</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$143,518.04 3000-3999: Employee Benefits Supp/Conc \$64,507.30</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.3 Enrichment Artists and Artists in Residence will provide classroom instruction for students in Visual and Performing Arts programs.</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$37,000.00 3000-3999: Employee Benefits Supp/Conc \$2,809.34 4000-4999: Books And Supplies Supp/Conc \$2,000.00 5000-5999: Services And Other Operating Expenditures Supp/Conc \$21,217.50</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$40,362.50 3000-3999: Employee Benefits Supp/Conc \$4,171.98 4000-4999: Books And Supplies Supp/Conc \$14,645.28 5000-5999: Services And Other Operating Expenditures Supp/Conc \$20,727.00</p>
<p>1.4 This action was combined with 1.8</p>	<p>N/A</p>	<p>N/A</p>
<p>1.5 Foster high levels of literacy by providing adequate technological materials, workshops and teacher led instruction to support student individual learning.</p>	<p>Five Chromebook carts 4000-4999: Books And Supplies Supp/Conc \$47,350.00</p>	<p>4000-4999: Books And Supplies CSI Funding \$47,350.00</p>
<p>1.6 This action was combined with 1.5</p>	<p>N/A</p>	<p>N/A</p>
<p>1.7 Provide core services to support student education in a safe learning environment.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$2,311,559.98 2000-2999: Classified Personnel Salaries Base \$837,312.02 3000-3999: Employee Benefits Base \$1,354,789.14</p>	<p>1000-1999: Certificated Personnel Salaries Base \$3,171,465.81 2000-2999: Classified Personnel Salaries Base \$872,934.80 3000-3999: Employee Benefits Base \$1,625,785.66</p>
<p>1.8 Provide students access to standards aligned curriculum per the curriculum adoption cycle including necessary curriculum to support program growth and/or replacement.</p>	<p>4000-4999: Books And Supplies Base \$103,435.04</p>	<p>4000-4999: Books And Supplies Base \$65,330.96</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.9 Staff will review, revise, and develop standards aligned curriculum to incorporate concepts related to program initiatives.</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$9,914.00 3000-3999: Employee Benefits Supp/Conc \$4,323.00</p>	<p>These costs were reported under Action 1.7 1000-1999: Certificated Personnel Salaries Supp/Conc \$0 3000-3999: Employee Benefits Supp/Conc \$0</p>
<p>1.10 Staff will participate in conferences and workshops designed to support the academic and behavioral needs of students.</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$15,595.00 3000-3999: Employee Benefits Supp/Conc \$3,434.00 5000-5999: Services And Other Operating Expenditures Supp/Conc \$20,000.00</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$1,662.50 3000-3999: Employee Benefits Supp/Conc \$347.36 5000-5999: Services And Other Operating Expenditures Supp/Conc \$18,016.14</p>
<p>1.11 Provide targeted students extended opportunities through intersession and summer school for credit recovery that will lead to graduation.</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$44,575.00 3000-3999: Employee Benefits Supp/Conc \$9,816.00 5000-5999: Services And Other Operating Expenditures Supp/Conc \$47,996.12</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$65,228.00 3000-3999: Employee Benefits Supp/Conc \$12,229.48 5000-5999: Services And Other Operating Expenditures Supp/Conc \$14,665.74</p>
<p>1.12 Students at all sites throughout the county receive necessary services to support their academic and social emotional needs.</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$110,048.72</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$114,634.29</p>
<p>1.13 Students will increase learning with opportunities for investigation and collaboration in the media center with the support of staff.</p>	<p>4000-4999: Books And Supplies Supp/Conc \$25,000.00</p>	<p>4000-4999: Books And Supplies Supp/Conc \$15,295.36</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.14 Continue to hire fully qualified staff. Provide assessment materials for Special Education. Provide appropriate technology to supports students with disabilities.</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$73,000.00</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$80,200.00</p>
<p>1.15 Disaggregate and analyze attendance data to identify resources to promote positive attendance.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$30,000.00</p> <p>3000-3999: Employee Benefits CSI Funding</p> <p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding</p>	<p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$13,650</p>
<p>1.16 Review the enrollment process to develop consistency within the Come Back Kids Academy.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$30,000.00</p> <p>3000-3999: Employee Benefits CSI Funding</p> <p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding</p>	<p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$0</p> <p>This was managed internally by staff and did not require an outside consulting agency.</p>
<p>1.17 Provide project based learning opportunities aligned to State Standards</p>	<p>4000-5999: Supplies and Service CSI Funding \$50,000.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding</p> <p>1000-1999: Certificated Personnel Salaries CSI Funding</p> <p>3000-3999: Employee Benefits CSI Funding</p>	<p>4000-5999: Supplies and Service CSI Funding \$153,922.08</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.18 Staff collaboration focusing on data analysis and alignment of curriculum</p>	<p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$30,000.00</p> <p>3000-3999: Employee Benefits CSI Funding</p> <p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding</p>	<p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$0</p> <p>1000-3000: Salaries &amp; Benefits CSI Funding \$4,544.92</p>
<p>1.19 Provide students with outdoor learning opportunities aligned to State Standards.</p>	<p>4000-4999: Books And Supplies CSI Funding \$32,000.00</p> <p>1000-3000: Salaries &amp; Benefits CSI Funding</p> <p>3000-3999: Employee Benefits CSI Funding</p> <p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding</p>	<p>4000-4999: Books And Supplies CSI Funding \$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$175.00</p>

## Goal Analysis

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

All actions and services to support students, families, teachers, and staff were implemented.

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

Based on a thorough review and analysis, including stakeholder feedback, all of the actions and services in Goal #1 were deemed successful. Targeted professional development opportunities were offered to all teachers, staff and administrators and was determined based on student and teacher need, including the ongoing implementation of WRITE, assessment data analysis, standards-based curriculum, and instructional strategies, in addition to Google classroom and Web 2.0 tools.

#### Successes included:

Teachers and staff also engaged in learning around Restorative Practices, Positive Behavior Interventions and Support (PBIS) and trauma-informed care. Instructional coaching in ELD was offered to teachers with high English learner student populations.

The Administrators continued to attend Leadership Academies which focused on the development of creating an observation tool to monitor the implementation of the WRITE program. There was also a focus on beginning to develop common language and instructional norms. This continues to be an ongoing process.

One of the many successes that we experienced was related to action 1.10 regarding professional development. The primary focus of professional development was centered around the use of Google Classroom and Web 2.0 tools. This learning was intended to support teachers with the flexible environment that they teach in which includes both daily and contracted learning and to increase student engagement outside of the classroom. In addition, it increased the use of instructional technology and supported improving students' 21st century skills.

The professional learning in this area also proved to be successful when schools abruptly closed and began distance learning in March due to the COVID-19 pandemic. The use of Google Classroom, program wide, helped smooth the transition from in-person to distance learning and also allowed the continuation of our planned actions and services related to curriculum and professional development.

#### Challenges included:

Gathering and analyzing useful data sets. There is a tremendous amount of data available, sorting through it all and making meaning of it was and continues to be a challenge.

Hiring qualified staff during a teacher shortage and the growth of the student enrollment. This challenge was overcome by attending multiple teacher job fairs and direct recruitment of college graduates.

## Goal 2

Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            State Priority 3- Parental Involvement            3A- Efforts by district to seek parent input in decision making</p> <p>3B- How the district will promote parental participation in programs for unduplicated pupils</p> <p>3C- How the district will promote parental participation in programs for individuals with exceptional needs</p>	<p>3A: Charter Parent/teacher conference participation/attendance was 51.71% (1194) for the 19/20 school year. Parent/teacher conference participation/attendance increased at the Charter School program from 26.23% (203) in quarter 1 to 66.86% (468) in quarter 2 and then dropped to 62.63% (523) in quarter 3 of the 19/20 school year.</p> <p>BFA Parent/teacher conference participation/attendance was 85.71% (48) for the 19/20 school year. Parent/teacher conference participation/attendance increased at the BFA School program from 78.57% (11) in quarter 1 to 81.82% (18) in quarter 2 and then to 95.00% (19) in quarter 3 of the 19/20 school year.</p>
<p><b>19-20</b>            State Priority 3- Parental Involvement</p> <p>A - Parent participation in Parent/Teacher conferences will increase by 5% (verified by Parent/Teacher conference data)</p> <p>B - Increase parent conference participation to families of unduplicated students by providing translators.</p> <p>C - Continue to increase parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS.</p>	<p>3B: Parents and families of unduplicated students were encouraged to participate in parent conferences and translators were provided if needed. Parents were notified by phone call, email, notes home, and student contact with parent regarding time, place, date of conferences with the teacher.</p> <p>The 19/20 parent survey shows that 99.18% of parents strongly agree, agree or are neutral with the following statement, “ I feel that my involvement in my child’s education is valued at his/her school,” and 96.72% of parents strongly agree, agree or are</p>

Expected	Actual
<p><b>Baseline</b> State Priority 3- Parental Involvement</p> <p>3A - 74% parent participation in Parent/Teacher conferences (verified by 2015/16 parent sign-in sheets)</p> <p>3B - Encouraged families of unduplicated students to participate in parent conference by providing translators. No current data to support this matrix.x.</p> <p>3C - All parents of exceptional needs students were encouraged to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.</p>	<p>neutral with the following statement, “My child’s school communicates necessary information.”</p> <p>3C: Data unavailable. The CASEMIS report was not utilized in 18/19 and this data is not reported via CALPADS.</p>
<p><b>Metric/Indicator</b> State Priority 5- Pupil Engagement</p> <p>5A. School Attendance</p> <p>5B. Chronic absenteeism</p> <p>5C. Middle school dropout rate</p> <p>5D. High school dropout rate</p> <p>5E. High school graduation rate.</p> <p><b>19-20</b> State Priority 5- Pupil Engagement</p> <p>5A. Increase Daily Attendance rates (verified by PROMIS)</p> <p>5B. Decrease Chronic Absenteeism rate (verified by DataQuest)</p>	<p>5A: School Attendance Rates</p> <p>Charter: 92% (+5%) BFA: 79% (+11%)</p> <p>(PROMIS 18/19)</p> <p>5B: Chronic Absenteeism rate (K-8) 18/19 69.6% (+1.6%)</p> <p>Data verified via Fall 2019 CA School Dashboard</p> <p>Chronic Absenteeism count/rate (K-12) 18/19 244 students/26.8% (-13.1%)</p> <p>Data verified via Data Quest</p> <p>5C: Middle School Dropout Count</p>

Expected	Actual
5C. Monitor/Decrease Middle school dropout rates to zero (verified by DataQuest)	2018-2019 Dropout Count=0
5D. Decrease High school dropout rates to: zero (verified by DataQuest )	(Data is verified via 2018/19 CALPADS report 1.12) 5D: High School Dropout Rates
5E - Increase High School Graduation Rates (verified by CA School Dashboard)	2016-17 Dropout Rate 83 Students
<b>Baseline</b> State Priority 5- Pupil Engagement	As of March 5, 2021 2018-2019 & 2017-2018 data is not available via Data Quest. (Data is verified via 2017/18 Data Quest)
5A - 89% attendance rate (verified by 2015/16 CALPADS)	
5B - 24% chronic absenteeism rate (verified by CALPADS)	2018-19 Dropout Rate via CALPADS report 15.1 One.Charter 19.6% (68 Count) BFA 43.48% (20 Count)
5C - Decrease Middle school dropout rates. Baseline data: No current data to support this matrix.	(Due to the data being unavailable via Dataquest the data provided here is from the CALPADS report 15.1 Cohort Outcome - Counts and Rate report)
5D - Decrease high school dropout rates: 7 dropouts (verified by 2015/16 PROMIS)	5E: High School Graduation Rates
5E -Increase high school graduation rate: 41 graduates (verified by 2015/16 PROMIS)	2018-19 Graduation Count As of March 5, 2021 2018-2019 data is not available via Data Quest.  (Data is verified via 2018/19 Data Quest)
	2018-19 Graduation Rate 49.9% graduated (+20%)  (Data is verified via Fall 2019 CA School Dashboard)
	2018-19 Graduation Count via CALPADS one.Charter 102 count

Expected	Actual
	<p>BFA 19 Count</p> <p>(Due to the data being unavailable via Dataquest the data provided here is from the CALPADS report 15/1 Cohort Outcome - Counts and Rate report)</p>
<p><b>Metric/Indicator</b> State Priority 6- School Climate</p> <p>6A. Pupil suspension rate</p> <p>6B. Pupil expulsion rate</p> <p>6C. Other local measures, incl surveys of pupils, parents, and teachers on safety and school connectedness.</p> <p><b>19-20</b> State Priority 6- School Climate</p> <p>6A. Decrease suspension rates (verified by CA School Dashboard)</p> <p>6B. Maintain expulsion rate at zero (verified by DataQuest)</p> <p>6C. Continue to administer school climate survey to students, parents and staff and maintain positive results.</p> <p><b>Baseline</b> State Priority 6- School Climate</p> <p>6A. Student suspensions rates decreased to 36 students offenses, (verified by 2015/16 PROMIS)</p>	<p>6A: Pupil Suspension Rates</p> <p>2018-19 Suspension Count/Rate 28/2.3%</p> <p>(Data is verified via 2018/19 Data Quest)</p> <p>2018-19 Suspension Rate 2.3% (-3%)</p> <p>(Data is verified via Fall 2019 CA School Dashboard)</p> <p>6B: Pupil Expulsion Rates</p> <p>2018-19 Expulsion Count/Rate 0/0%</p> <p>(Data is verified via 2018/19 Data Quest)</p> <p>6C: Survey of pupils, parents and teachers on safety and school connectedness</p> <p>2019-20 Parent Survey 92.62% agree or strongly agree with the statement, "My child's school is a safe place to learn".</p>

Expected	Actual
<p>6B. Maintain student expulsion rates at 0, (verified by 2015/16 PROMIS)</p> <p>6C. Other local measures: School Climate survey stated that both parents and students overwhelming feel safe</p>	<p>96.72% agree or strongly agree with the statement, “I feel my involvement in my child’s education is valued at his/her school.</p> <p>2019-20 Teacher Survey 85.8% agree or strongly agree with the statement, “The school environment is safe, nurturing, and welcoming for teachers”</p> <p>The 19-20 Teacher survey did not include a question regarding how teachers felt about how safe the school environment was for students.</p> <p>Comments from the 19-20 Teacher survey all support that a positive student-teacher relationship affects overall school success.</p> <p>2019-20 biennial California Healthy Kids Survey 2019-20 biennial California Healthy Kids Survey one.Charter: Based on the 2019-20 California Healthy Kids survey, 59% of students responded Strongly Agree or Agree on the school connectedness.</p> <p>62% of students responded feeling “safe or very safe at school”</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Provide materials and refreshments for all one.Charter events</p>	<p>4000-4999: Books And Supplies Supp/Conc \$3,000.00</p>	<p>4000-4999: Books And Supplies Supp/Conc \$49,339.50</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>2.2 School Nurse and Mental Health clinicians will provide mental and physical health outreach for students.</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$133,727.10</p> <p>2000-2999: Classified Personnel Salaries Supp/Conc \$326,232.88</p> <p>3000-3999: Employee Benefits Supp/Conc \$195,957.89</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$139,836.16</p> <p>2000-2999: Classified Personnel Salaries Supp/Conc \$319,084.03</p> <p>3000-3999: Employee Benefits Supp/Conc \$180,216.59</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$7,020.00</p>
<p>2.3 Provide counseling services to support students</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$151,573.55</p> <p>3000-3999: Employee Benefits Supp/Conc \$72,350.90</p>	<p>1000-1999: Certificated Personnel Salaries Supp/Conc \$163,524.15</p> <p>3000-3999: Employee Benefits Supp/Conc \$75,661.03</p>
<p>2.4 Provide transportation for students to attend Charter events</p>	<p>van/bus rental 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,000.00</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,018.44</p>
<p>2.5 Provide bus passes for Low Income students</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$40,000.00</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc \$0</p>
<p>2.6 Provide Campus Security Technician services.</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$92,558.26</p> <p>3000-3999: Employee Benefits Supp/Conc \$41,620.16</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$131,785.29</p> <p>3000-3999: Employee Benefits Supp/Conc \$61,985.36</p>
<p>2.7 Advance Career and College readiness by implementing career exploratory activities including college and career field trips, and internship and job shadowing opportunities.</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$38,000.00</p> <p>3000-3999: Employee Benefits Supp/Conc \$6,859.26</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc \$87,836.99</p> <p>3000-3999: Employee Benefits Supp/Conc \$36,376.49</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,500.00	5000-5999: Services And Other Operating Expenditures Supp/Conc \$0
2.8 Provide meaningful outreach to all stakeholders using a range of communication strategies, including web presence, social media, messaging and school based presentations and activities.	5000-5999: Services And Other Operating Expenditures Base \$9,000.00	5000-5999: Services And Other Operating Expenditures Base \$9,000.00
2.9 Provide nutritious meals and/or snacks to support student learning and improve student attendance.	2000-2999: Classified Personnel Salaries Base \$2,395.00 3000-3999: Employee Benefits Base \$1,367.88 5000-5999: Services And Other Operating Expenditures Base \$1,500.00 2000-2999: Classified Personnel Salaries Supp/Conc \$2,395.00 3000-3999: Employee Benefits Supp/Conc \$1,367.88 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,000.00	2000-2999: Classified Personnel Salaries Base \$4,917.13 3000-3999: Employee Benefits Base \$2,592.19 5000-5999: Services And Other Operating Expenditures Base \$13,250.00 2000-2999: Classified Personnel Salaries Supp/Conc \$4,917.13 3000-3999: Employee Benefits Supp/Conc \$2,592.20 5000-5999: Services And Other Operating Expenditures Supp/Conc \$13,250.00

## Goal Analysis

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

All actions and services to support students, families, teachers, and staff were implemented.

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

All actions were deemed successful.

Successes included:

During the 19/20 school year, efforts were increased to build and strengthen our professional development collaboration with San Joaquin County Probation, Child Abuse Prevention Council and the San Joaquin Behavioral Services. This collaboration occurred through regularly scheduled professional development, as well the Annual Chronic Absenteeism Summit, the Leadership Symposium, Parent Project, Meeting of the Minds, and the Truancy Task Force. During the 19/20 school year, the Parent Project workshops were offered to parents and guardians multiple times throughout the year and pivoted to a virtual platform in response to the school closures due to the COVID-19 pandemic.

Quests were offered in the beginning of the 19-20 school year and were well attended by students.

Family Engagement Specialists held multiple parent classes throughout the year using the Parent Project curriculum, however parent cafes remained difficult to host due to low parent participation and interest. Increasing parent participation and engagement opportunities remains a focus for the program.

Challenges included:

Making sure that the variety of communication and outreach tools worked with our current technology systems.

Making arrangements with the local transportation department to provide routes to local school sites and also provide a purchasing system for the tickets.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPEs) and additional sanitation protocols to provide safety and health measures for students and staff in classrooms and offices. (IPI-1)	\$6,583.20	\$1,021.39	No
ELD Instructional Coach - In collaboration with SJCOE Educational Services, an ELD specialist works with our teachers to provide side-by-side instructional coaching with an emphasis on supporting our English Learners. (IPI-2)	N/A	N/A	No
GoGuardian - This classroom learning management system provides our teachers impactful tools to support student learning in person or virtually. (IPI-3)	\$3,752.78	\$3,752.78	No

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

There were no substantive differences between the planned actions and budgeted expenditures.

### Analysis of In-Person Instructional Offerings

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

Due to continued stay-at-home orders, the 20-21 school year started with a distance learning model still in place. By mid-October classroom-based instruction was available for students attending the one. Charter programs and in-person instruction was restarted for the majority of students in either a daily hybrid model or on an individual appointment basis with the teacher. A major success for

one.Charter was our being one of the few local school systems that actually returned to some form of in-person instruction. The Come Back Kids and Career Readiness sites offered the individual appointment model (independent study) since that was the basic model they used pre-COVID. The other sites which include Charter Elementary, Charter Main, and Charter Bianchi adopted the in-person hybrid model which provided an alternating A/B group coming to school on designated days. Beginning April 12, 2021 those schools using the hybrid model returned to their normal modified daily schedules for in-person instruction for all students 4 days a week.

Challenges to in-person instruction initially revolved around making sure staff and students completed daily screeners before coming to the site, making sure the site was cleaned and disinfected on a daily basis, and providing daily updates to staff, students, and parents on assurances that the schools were safe and responsive to individual needs. By mid-November, the school staff and students were becoming familiar with the new model of in-person instruction and were functioning as effectively as they could. Other challenges for in-person instruction using the hybrid model was making sure students and families had the needed technology to support their on-line learning when not in school. By providing students and families with chrome books and MiFis, this challenge was greatly reduced. Survey responses from stakeholders indicated that 83% of respondents felt students received the needed academic support to be successful, while 13% responded they felt students somewhat received the needed academic support.

Other challenges presented themselves when it was reported that a staff member or student tested positive for COVID. By using local and national health guidelines in reporting and tracking these incidents, no major disruptions or school shutdowns were necessary. In a stakeholder survey 89% of respondents reported they felt safe at school, while 10% reported they felt somewhat safe.

Overall, given the continual changes to guidelines, restrictions, etc., we felt the one.Charter program responded appropriately and was largely successful in supporting student learning.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MiFi units-provided to students and parents to provide connectivity to the internet so they can access on-line learning tools and programs. (DLP-1)	\$70,107.41	\$64,107.41	Yes
Ear Buds/Headphones/Web Cams - Earbuds and headphones facilitate small group learning and interaction between students and teachers. Webcams are used to allow for hybrid instruction and collaboration. (DLP-2)	\$23,326.00	\$23,325.99	Yes
5 Web 2.0 Modules - With the support of SJCOE Educational Services, we are providing five Web 2.0 trainings for all teachers to increase access to online learning tools. (DLP-3)	N/A	N/A	No
Leading Edge Certification (LEC) - In collaboration with the Stanislaus County Office of Education, we continue to offer the 8-module professional learning series. The focus of LEC is to increase capacity for online instruction with an emphasis on Web 2.0 tools and effective use of our learning management system - Google Classroom. (DLP-4)	\$25,000.00	\$3,500.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction for the majority of students in the one.Charter schools we believed would be more successful for our students and staff since a strong majority of our students already were being served in an independent model structure. There were systems and structures in place, Google Classroom and Edmentum (our on-line curriculum) are examples of some of those systems in place and being used and most of our students and staff already operated on flexible meeting schedules. The largest impact we noticed was on our Charter Elementary students who were accustomed to a 5 day a week schedule, but teachers and support staff did an excellent job of maintaining contact with students and families making sure they had needed materials, supplies, and food during stay-at-home orders. When surveyed, 75% of stakeholders were satisfied with distance learning/on-line instruction, while 15% indicated they were somewhat satisfied.

Access to Devices and Connectivity presented an early challenge in two major areas. 1) Ordering and receiving the needed chrome books and MiFi units from suppliers in a timely fashion so we could supply them to students and families. 2) Implementing a distribution process that minimized contact at school sites, but still provided a sense of convenience to students and families. We were able to provide chrome books for all students and MiFi units for those who requested them. We viewed this as a major success! When surveyed, 86% of stakeholders were satisfied with access to a chrome book and internet while 9% were somewhat satisfied.

Pupil Participation and Progress for one.Charter was not an initial challenge since we are a non-classroom based authorized program and function on an independent study instructional model. Pupil participation, progress and time value of pupil work continued to be assessed in the same manner prior to COVID-19 school closures. That process is based on student's submission of completed work and assignments as agreed upon by the teacher and parent/student using a Master Agreement and the Academic Work Record which is a monthly document that details the classes and credits a student is working on in that month. Based on our internal "possible graduates" data for the 20-21 school year, the strong majority of students slated to graduate on time did so.

Professional Development was a surprising success. Between March and May, virtual professional learning was offered to teachers in topics related to distance learning, such as using Web 2.0 tools like EdPuzzle, FlipGrid, and Padlet. Beginning in June 2020, a cohort of 20 teachers and administrators began a course in Leading Edge Certification, an 8-module program in educational technology and curriculum design. At least one more cohort of 20 teachers and administrators were able to complete the certification course throughout the 20-21 school year. When asked as a survey question if they felt the professional development offered this school year had a positive on their teaching, 81% of respondents indicated that it did.

Staff Roles and Responsibilities were adjusted to support students and families basic needs. The staff that had the most adjustments to their responsibilities were the Campus Safety Monitors who were asked to be on-site during stay-at-home orders to provide nutritional services and distribute chrome books, MiFis, and textbooks to students and families. 78% of stakeholders responded they were satisfied or somewhat satisfied in regards to having food and other basic needs met.

Support for Pupils with Unique Needs represents a small percentage of students in one."Charter. For instance, there were 3 special needs students 7-12 grade and they were attending the same school site. Initially it was a challenge for teachers, the counselor, and our resource teacher to meet with students and monitor their progress due to distance learning, but once students returned to school, they were provided with direct assistance from multiple staff. English learner students were assessed for their academic gains and tested for potential reclassification and current information indicates we are on track to reclassify the same percentage of students we have reclassified in previous years.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Using Fastbridge as an assessment tool for ELA and Math to determine current student reading and math levels. (PLL-1)	\$12,541.67	\$9,617.67	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Upon enrollment and scheduled three times throughout the year, students (which includes all low-income, foster youth, pupils with exceptional needs and pupils experiencing homelessness) take the FastBridge assessment which assesses students' foundational and grade-level knowledge in reading and math. Based on this data, 42% of students had pre-test and post-test reading assessment results. These results showed that out of the 42% of students who pre and post tested, 53% of them displayed growth in reading by one or more grade levels. In math, 44% of students had a pre and post test math assessment and 60% showed growth in one or more grade levels. Although students displayed growth in both reading and math, overall there was an increase in students who scored in the high risk category in reading when comparing fall and winter assessment results. In addition, teachers are continually monitoring student learning loss and gaps through the means of formative assessment.

In response to student learning loss, an on-line tutoring program was implemented in March of 2021 to provide instant support for students as a tiered intervention support system. In response to the needs of our EL students, ELL foundations courseware (Edmentum) was also adopted in early February of 2021 to help address learning loss and gaps for EL students that are identified as newcomers or level 1 students. In addition, extended session was offered to students during the summer of 2020 and will be available for all students to continue their learning and address credit deficiency in summer 2021.

The onboarding of FEV tutor is deemed successful as current data indicates that students who access the FEV tutor support show 100% proficiency on exit ticket data.

Student engagement and attendance continues to be a challenge and is a factor to be considered when addressing learning loss and remains a priority and focus. The work to address learning loss is ongoing and will be carried through the 21-22 school year and beyond.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Feedback from the parent survey indicates that 84% of parents and/or guardians were satisfied or somewhat satisfied with the support for students' social and emotional needs. Mental Health clinicians and staff offered support and therapy to all students who needed and/or wanted it and were able to utilize various tools to engage students and families. Clinicians and staff connected with students by phone calls and texts, Google Classroom, and video conferencing with Google Meet and/or Zoom.

Internet connectivity was a challenge for both students and staff due to availability and/or bandwidth. Clinicians monitored student mental health and emotional well-being through the use of weekly check-ins. They tracked students that needed or requested help and collaborated with teachers on a regular basis to discuss their needs and observation of the students. At the beginning of the school closures it was evident that there needed to be a self-referral process, so a Google form to access counselor and clinician support was created and shared with students and families through Google Classroom and Clever.

In response to staff social and emotional health and well-being, Wellness Wednesdays were instituted to help encourage healthy habits among teachers and staff, including breathing exercises and de-stressing techniques. Virtual yoga was also offered to staff during the summer of 2020 to help improve overall wellness.

Additional successes include:

- Collaborating with student services teams to reach out to students who were unresponsive over the phone. Home visits/contact were made on front porches following CDC guidelines and county safety guidelines.
- Flexible scheduling and meeting times for services were offered and often involved staff working beyond the typical day to meet the needs of working parents and students who prefer evening hours. Flexible learning modalities (distance learning or hybrid) that fit individual schedules and needs were offered.
- SJCOE informed staff of Employee Assistance Programs (EAP) services

Student engagement and attendance continues to be a challenge and is a factor to be considered when addressing mental health and social emotional well being. The work to address mental health and social emotional well being is ongoing and will be carried through the 21-22 school year.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The one.Charter established a four-tiered intervention and outreach system to track and address student engagement. This tiered system is a series of student attendance/engagement thresholds developed within the SIS platform. All tier specific interventions are identified for staff through the SIS form and narrative process. The advanced interventions within Tier 3 and 4 are supported by additional documentation. That documentation is then mailed home to parents/guardians. Students who meet the Tier 4 threshold are case managed by the A-Squad truancy intervention team and are referred to the Parent Project truancy class.

Supports and community resources are provided to families who were experiencing attendance barriers. Ongoing truancy sweeps which include SJCOE staff and community partners were conducted quarterly to locate and encourage truant students to attend school. The list of chronically disengaged students was reviewed on a weekly basis to determine if they have been enrolled with another LEA and if not a team then went to homes to identify additional barriers to attendance.

Successes in implementing family engagement outreach included the ability to pivot and continue to offer workshops and the ParentProject class in a virtual setting. In addition, the family engagement team developed the Family Connections videos to help support parents/guardians in distance learning. Topics included information about accessing Google Classroom, Google Meet, How to Create a Google Account, How to Access the Student Portal, and How to Stay Connected. Families in crisis were case managed and provided information about access to community resources available to them.

Challenges that we encountered was the ability to trackand measure family engagement efforts. In response, a tracking system is being developed through the SIS. Another challenge encountered was the low participation of parents attending and accessing Parent Project classes and workshops. In response, the workshops were recorded and now shared on the website for families to access. This also led to limited opportunities to interact with families to build partnerships and relationships.

## Analysis of School Nutrition

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

Early challenges in providing school nutrition involved establishing the needed safety protocols at our designated nutrition distribution sites and staffing those sites with additional Campus Safety Monitors to assist with the distribution process. Once those protocols and PPE supplies were in place, we were able to provide nutritional services to the students attending Charter Main, Charter Bianchi, and Charter Elementary. Charter Elementary students and families were additionally supported by staff who delivered food and supplies to the home as needed. Again, one.Charter has a strong majority of adult students on an independent schedule, so they were not requesting additional nutritional services, but for our 7-12 students at our three sites, we were able provide breakfast and lunch on a

daily basis. 80% of respondents on a survey replied they were satisfied or somewhat satisfied with the nutritional services, while only 6% said they were not. The remaining 14% of respondents marked n/a which were most likely adult students.

Some challenges encountered at the start included: limited availability of cleaning/disinfecting supplies/PPE, limited food vendor staffing, and restricted spaces for eating. We were able to address and overcome these challenges by monitoring availability and stocking when food items became available and have continued to keep up with demand. We have reduced the number of restricted spaces for eating by opening up classrooms for students in hybrid learning environments and separating students by cohort to minimize exposure and to reduce the risk of spreading of COVID-19. 91% of parents/guardians surveyed were satisfied or somewhat satisfied with the school's response and support during the COVID-19 pandemic as it pertains to providing access to basic resources, including nutrition.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Family Connections Workshops - This five-part series provided by our Family Engagement Specialists will support parents/guardians in navigating through the distance learning instructional model.	N/A	N/A	No
N/A	Disinfecting schools beyond the normal cleaning process.	\$3,280.00	\$40,187.77	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

What we learned from implementing distance learning programs and in-person learning programs has reaffirmed the goals and actions in the 2021-2024 LCAP that were established by the WASC review cycle that the one.Charter program was conducting before, during, and after the COVID-19 shutdown.

This is what we learned about ourselves and our students and families: 1) Supportive and positive relationships are extremely important. Our students need to have a supportive and nurturing staff member that is interested in the student's social-emotional well being along with their academic well being. In-person instruction is best, and will always be best, but we have learned how to communicate effectively with students and families across a multitude of mediums. 2) Our students had academic gaps that needed solid intervention and remediation programs to support their academic growth prior to schools moving to distance learning. The distance learning model made the need for these intervention and remediation programs more pronounced as students returned to in-person instruction. 3) Our students being able to identify their own social-emotional and academic needs, creating a plan in conjunction with staff, and then implementing that plan has been identified by staff and stakeholders during this pandemic as a significant focus goal.

Those three areas of need are reflected in the three main goals of the 2021-2024 LCAP which are 1) Create Individual Student Work/Assessment Portfolios Program Wide, 2) Increase Student Learning Through Challenging Academic/CTE Programs and Consistent Instructional Practices Across All School Sites, 3) Cultivate Positive Relationships Between Schools, Students, Parents and the Community.

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

**Assessment:**

Prior to the COVID-19 pandemic addressing student learning gaps and learning loss was a focus of our program. During the 20/21 school year we continued to administer locally adopted pre and post assessment via FastBridge in both reading and math for grades K-12. This assessment is administered to our students three times a year: in the fall, winter and spring. Professional development opportunities were provided throughout the school year to assist teachers with how to analyze their student achievement data and address learning loss using the academic multi-tiered system of supports. Throughout the COVID-19 pandemic we learned that our student participation in the locally adopted assessments remained at about 50%. We have learned that participation in student assessments and review of student assessment data should continue to be a focus for our program.

In addition, the program wide writing assessment (PWA) continues to be administered to students 4 times a year and is assessed using the WRITE rubric in the appropriate writing genre (narrative, compare and contrast, research, and argumentative). This assessment is given to students in grades 3-12 and has been incorporated into the student's English course through a writer's workshop model. Students completed the assessment during distance learning remotely through the use of Google Classroom.

**Academic intervention and support:**

Due to distance learning and the hold harmless approach to end of the 19/20 school year many of our students were disconnected from school, teachers, and other necessary supports. While our response was to continue to provide instructional support to students through extended session to negate additional learning loss we found that due to the COVID 19 pandemic many students remained disengaged. The lack of student engagement continues to increase learning loss gaps among students and we learned that we need to build in stronger academic interventions and supports for students as we welcome them back to in-person instruction. We learned that we will need to provide additional support for students in reading and math to help address learning loss.

**Multi-tiered system of supports:**

During the COVID pandemic the shift to distance learning had a great impact on the social emotional health not only for students but also for teachers and staff. Throughout distance learning students had access to mental health clinicians and counselors, which they could request access to through a google form. In addition, Wellness Wednesdays were implemented for staff to provide therapeutic strategies for self-care. We learned that our students' response to COVID-19 had increased our need to provide additional social and emotional well being support for our students and our staff. We also learned that we need to balance the different priorities within the multi-tiered system of supports. Our MTSS work will need to focus on how to blend academics,

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions and services identified and the actions and services implemented to meet the increased services requirement.



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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The initial reflection by staff, students, families, and other stakeholders as to how we all adjusted to distance learning, hybrid in-person, and a return to in-person was simply this; we managed rather well given the circumstances. During times of crisis and constantly changing scenarios, our staff continued to be upbeat and positive and focused on serving students and families, both academically and social-emotionally. As mentioned earlier in this report, the one.Charter program is conducting a WASC 6 six year review. This process was embraced by staff and we asked ourselves some basic questions 1) Do we know who the students and families are that we serve? 2) What are the major learning needs of our students? 3) How will we know how are students are progressing and what interventions do we need to provide? 4) What major goals and actions to support those goals do we need to focus on to meet the learning needs of our students? As we were answering those questions, we quickly realized we were being forced to immediately respond to what we were asking in a variety of academic settings forced upon us by the COVID-19 pandemic.

We needed to make sure we knew who our students and families were, where they were at and what did they immediately need to be successful academically and social-emotionally as they were asked to stay home from school. The answers to those questions as described in our previous 19-20 LCAP and 20-21 Learning Continuity and Attendance Plan are forming our responses for the WASC review and development of the new LCAP for the years 2021-2024. We are using what we learned from having to provide academic instruction and social-emotional support in a variety of settings to further strengthen our ability to meet the individual needs of our students.

With this understanding, we have created three major goals that are the same for our WASC review as well as our new three year LCAP. Those goals are: 1) Create Individual Student/Work Assessment Portfolios Program Wide, 2) Increase Student Learning Through Challenging Academic/CTE Programs and Consistent Instructional Practices Across All School Sites, 3). Cultivate Positive Relationships Between Schools, Students, Parents, and the Community. Multiple actions have been created and funds designated to those actions to support the goals. We strongly believe by committing to these goals and actions we will be able to meet the unique needs of all of our individual students.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

### **Annual Update**

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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



# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
one.Charter	Doug McCreath Director II	dmccreath@sjcoe.net 209-468-5916

## Plan Summary [2021-22]

### General Information

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

The one.Charter is comprised of several schools designed to meet the various needs of at-promise students throughout San Joaquin County. Our schools primarily serve students who have become disengaged in traditional school settings for a variety of reasons and come to us for a chance to continue their education and make positive changes to their lives as well as to their communities.

Our schools include one.Charter Bianchi, one.Charter Main, Career Readiness Academy, Charter Elementary, Building Futures Academy and Come Back Kids. one.Bianchi and one.Main are school sites for grades 7-12. Both sites have a Visual and Performing Arts focus and use enrichment instructors for the Arts to enhance the core academic programs. Career Readiness Academy is group of schools designed to serve 12th grade students who are severely deficient in credits and are not on track to graduate with their class. The main focus of these schools is to provide students with a high school diploma while focusing on career preparation. Students are required to do job shadowing or an internship/apprenticeship while earning credits for a high school diploma. Building Futures Academy is an 18-24 year old program with a construction focus along with earning a high school diploma. They are partnered with AmeriCorp and YouthBuild and provide hands-on construction skill development through Habitat for Humanity. Come Back Kids is a recent addition to the one.Charter family. The purpose of this school is to provide students 18 years or older who did not graduate from high school with an opportunity to come back to school and earn their high school diploma. There are several school sites throughout San Joaquin County to meet this need in the community. The program operates on a true Independent Study model to serve the adults who are working or facing life challenges that make it difficult to attend school on a daily basis. Finally, Charter Elementary, located in downtown Stockton, is a small K-6 site that serves students who are homeless. The focus of this school is to support the educational and emotional needs of the students as they transition between living situations and a more permanent school setting.

## Reflections: Successes

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

After reviewing the Dashboards for 2018-2020, there were some successes we are very proud of, and with continued efforts we should be able to maintain those accomplishments or improve upon them further. The most notable success when reviewing three years worth of information and data is the increase in enrollment. In 2018, there were 286 students enrolled and the 2020 dashboard indicated enrollment of 737 students. This significant enrollment increase was due to growth in our Come Back Kids program, and it means we are serving more students who are in need of their high school diploma! Other successes include an increase in our graduation rate from 30% in 2018 to 50% in 2019, our suspension rate moving from the yellow band in 2018 to the blue band in 2019, and 42% of our English learner students making progress towards English language proficiency, up from 34% in 2018. We strongly believe we will be able to maintain the growth in our graduation rate based on our increased focus on developing individualized learning plans for students and providing flexible instructional settings to support those plans. Through the use of PBIS strategies and Restorative Practices, we are confident our suspension rate will continue to be very low as we have learned to respond more effectively to off-task and defiant behaviors. Finally, with the continued training on effective instructional strategies focused on English learners, the use of WRITE strategies, and using more targeted curriculum for language acquisition, we believe our English learners will continue to find success as they learn the English language.

## 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.

After reviewing the Dashboards for 2018-2020 and other local data (Fastbridge) we were able to identify key areas of need for significant improvement which were also identified in our WASC six year review process. Identified areas are: develop effective academic intervention and remediation supports and implement those supports; increase our ability to build positive relationships with our students and offer strong social-emotional support; and continue to develop our ability to offer A-G courses and Career Technical Education courses and potential pathways.

We also make decisions about our student's academic needs based on results we acquire from our Fastbridge assessments which test Reading and Math skills. This information reveals that a strong majority of our students have the academic skill set in the 4-6 grade range for both reading and math. Thus our need for strong intervention and remediation programs.

The dashboard also indicates there is a significant chronic absenteeism issue. That issue is part of our desire to build those strong relationships with students so we can better identify why they are not attending school on a regular basis and create supports and structures to assist with their attendance. What we know about our students is they have social-emotional needs that have to be addressed besides our simply saying "come to school". We have dedicated a broad goal to building relationships with our students and several actions and metrics to measure the outcomes.

Our students come to us with little or no A-G courses on their transcripts or the needed grades to directly enroll in a four year university. But a large majority do have ambitions to attend community colleges and then transfer to four year school, or attend trade schools and tech school and pursue careers that need strong academic skills. It is our responsibility to provide access to rigorous curriculum that prepares



students for their desired post-secondary education and careers. With that in mind, we have adopted Edmentum (an on-line curriculum) as an addition to our core curriculum. The majority of courses in Edmentum have already received A-G approval, and by exposing our students to this curriculum, we will be better positioned to prepare them for the rigors of post-secondary schools. We know that our students will need intervention to be successful in these courses, and that is part of the broad goals established in our LCAP. We also will continue to deepen our CTE offerings, both by hiring CTE instructors to offer in-person instruction and also make use of CTE courses offered in Edmentum.

Again, through our WASC review process, a review of the Dashboard and other local assessments and various surveys and needs assessment activities with several stakeholders, we have developed a solid understanding of who our students are. We know what their academic and additional social-emotional needs are and we must address them. This LCAP plan with its three broad goals and actions tied to those goals are a direct response to our students and their individual needs.

## LCAP Highlights

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

The one.Charter LCAP development was a collaborative effort with feedback from multiple stakeholders and we believe those efforts have resulted in a plan that will serve the needs of all students enrolled in one.Charter. Key highlights are: Two ongoing goals that respond to the major learner needs of our students. One goal is centered around student academic achievement and providing the needed intervention and remediation for all our students. The other ongoing goal is centered around the need to build positive relationships and nurture social/emotional growth. Key to our ability to promote academic growth is first building trusting relationships. Another highlight is our addition of a new goal (goal #1) which will support the creation and use of student work/assessment portfolios. These portfolios will be used by students and staff to highlight academic, CTE, and post-secondary plans, showcase student academic and social/emotional growth, and serve as a document that will allow for the student to develop life-long learning habits. Staff will also collaboratively review the portfolios and student work contained in them to develop consistency in instructional programs, enhance the rigor of our curriculum and further develop the instructional strategies used by all teachers. This robust data sample will drive instructional improvement.

## Comprehensive Support and Improvement

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

### Schools Identified

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

n/a

## Support for Identified Schools

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

Utilizing improvement science and the WASC self study process to develop a cycle of continuous improvement, staff, stakeholders, students, and administrators met throughout the school year and identified a specific CSI plan that included supporting English Learners and improving school attendance. The intent of these meetings and process was to support the schools in developing CSI plans by conducting a needs assessment for each site, reviewing specific data related to our intervention programs, and evaluating available resources to determine if there are inequities between sites that need resolution. Data that was reviewed included CAASPP scores, Dashboard Results, ELPAC scores and internal attendance and assessment data. This data confirmed the continued need to support our English Learners and other Low Socioeconomic students, specifically in attendance and academic/engagement strategies.

We will offer PBIS, Restorative Practices, Universal Design Learning training, Google Classroom training, Project Based Learning training as well as supporting the Truancy Task Force efforts to improve daily student engagement in school. WRITE training strategies will continue to be offered and are essential to assisting our students in all curricular areas.

The process for engaging stakeholders in developing the CSI plan included the following:

Electronic surveys were sent to all families, students, teachers, and support staff soliciting feedback regarding the CSI plan. Families who did not have internet connectivity were sent paper surveys through U.S. Mail. Also, our Student Services staff have multiple employees who speak a variety of languages, and they are often used to engage families and students directly when soliciting feedback about their educational and social/emotional needs.

A virtual stakeholder forum was conducted during Back-to-School Nights at one Charter sites to provide the opportunity for live feedback from parents and students and a draft of the CSI plan was shared during these Back-to-School events. Additionally, teachers in the Come Back Kids program would solicit direct responses from students (who are also the parent) via phone calls, text messaging, emails and one-on-one orientation meetings.

Engaging stakeholders that included our Mental Health Clinicians, Truancy Specialists, Special Education staff, Student Services staff, Nutrition Specialists, Technology team, Professional Education Director, Site Administrators, and Site Counselors required multiple on-line meetings, emails, phone calls and in person meetings. Through these efforts, they all had valuable input in finalizing the CSI plan for one Charter.

All stakeholder input and feedback was analyzed by the team responsible for developing this plan. This team considered the stakeholder input and balanced that against the feasibility, the safety, the legal impact, the financial impact, the technical impact, the emotional impact, etc. of the suggestions/feedback as they developed and finalized the report. The team reviewed evidence based strategies that aligned to our needs/goals and selected those that best met the needs of our students and programs.

The one.Charter program will continue to use the WASC self study process and the Cycle of Continuous Improvement to monitor the effectiveness of the interventions selected. This will include the routine practice of monitoring and evaluating data tied to increasing student attendance and graduation rates. This will be done on a monthly basis for attendance and a semi-annual basis for graduation rates.

### **Monitoring and Evaluating Effectiveness**

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

one.Charter will monitor and evaluate the CSI plan and implementation by (1) reviewing data regarding Chronic Absenteeism, (2) English Learner progress toward graduation, (3) English Learner participation rates on State testing requirements, and (4) College/Career Workshop student participation data. Staff will review the information monthly and determine next steps or changes quarterly. The effectiveness of the CSI plan to support student and school improvement will be determined with positive progress being made each month in all four areas of the CSI plan. The CSI plan will also become aligned with WASC critical areas of improvement so it becomes internalized in the overall system of improving student learning. As part of the WASC process and the LCAP process, meetings with stakeholders are conducted twice a year. At these meetings goals are reviewed as is data associated with specific goals. The purpose of these meetings is to provide all stakeholders with an opportunity to provide feedback. The CSI plan and goals will be part of these ongoing meetings. To assist with building capacity for continuous improvement, staff is being trained on using the improvement science model of determining effectiveness of goals and student outcomes. This training is then incorporated into the cycle of improvement currently used. A team of administrators, teachers, parents, and other stakeholders have been identified as the lead team to maintain focus on the continuous improvement process.

# Stakeholder Engagement

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

The overall process used to engage all stakeholders in developing the LCAP included the following activities:

Electronic surveys were sent to all families, students, teachers and support staff soliciting feedback regarding the development of the goals and actions for the LCAP. Also, one.Charter is completing a WASC review, and through multiple meetings and workshops stakeholders had an opportunity to provided input into the development of WASC goals and actions directly aligned to the LCAP.

Families who did not have internet connectivity were sent paper surveys through U.S. Mail. Also, our Student Services staff have multiple employees who speak a variety of languages, and they are often used to engage families and students directly when soliciting feedback about their educational and social/emotional needs.

A virtual and in-person stakeholder forum was conducted at one.Charter sites to provide the opportunity for live feed back from parents and students. The intent was to review specific data from previous LCAPS and WASC documents, along with current data and the use input from this review process to develop current goals and actions. Additionally, teachers in the Come Back Kids program would solicit direct responses from students (who are also the parent) via phone calls, text messaging, emails and one-on-one orientation meetings. These meetings were held on a quarterly basis beginning at the start of the school year 20-21.

The timeline for the WASC meetings occurred on a monthly basis throughout the 20-21 school year and specific LCAP meetings were held in the Spring Term 20-21 on a monthly basis. We conduct two Parent Advisory Committee meetings along with English Learner Parent Advisory Committee meetings in the Fall and in the Spring.

Engaging stakeholders that included our Parent Advisory Committee, English Learner Parent Advisory CommitteeMental Health Clinicians, Truancy Specialists, Special Education staff, Student Services staff,Nutrition Specialists, Technology team, Professional Education Director, Site Administrators, and Site Counselors required multiple on-line meetings, emails, phone calls and in person meetings. Through these efforts, they all had valuable input in developing the LCAP for one.Charter.

All documents related to the LCAP were posted on the Charter website for public review and feedback and then a public hearing was conducted prior to the board approval of the documents.

A summary of the feedback provided by specific stakeholder groups.

The specific stakeholders we received feedback from included parents, students, Parent Advisory Committee, English Learner Parent Advisory Committee, Student Services, Technical Support Services, NutritionServices, Special Education Department, Professional Development Staff, Teachers, Administrators, Probation, Truancy Prevention Staff, Mental Health Clinicians, Nurses, School Counselors,

and Family Engagement Specialists. This feedback was solicited through various processes including a Six Year WASC review, LCAP surveys and meetings, and Needs Assessments conducted at the site and district level.

Our stakeholders defined our student's major learning needs:

- Quality academic intervention and remediation support to build academic skills.
- Strong, positive relationships with staff at school.
- Mental health support.
- Quality nutrition on a regular basis.
- Language development assistance.
- Support in writing.
- Technology and training on using that technology.
- Career Technical Education opportunities.
- Career planning activities.
- Post-secondary education opportunities.
- Transportation assistance to school.

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

All stakeholders agree on these common aspects in regards to our students and their needs. First, our students have a major need for strong social/emotional support . This need will be provided through a broad goal (goal #3) that is based on identifying the social and emotional needs of individual students and then connecting them with the appropriate programs and support staff. Specific actions related to PBIS, Restorative Practices, and SEL curriculum are adopted, along with truancy intervention programs. Secondly, our students need strong academic and CTE curriculum with intervention and remediation systems built in to support the various academic and 21st Century skill requirements they will need to be successful in post-secondary schools and careers. To support their academic growth, the students need highly trained teachers in a variety of instructional modalities including in-person and on-line environments. This academic need is supported by a goal (goal #2) focused on creating rigorous academic and CTE opportunities. The last aspect that was influenced by stakeholder input was the need for authentic assessments that provide students and staff with detailed examples of skill acquisition by the students. This need led to the creation of a new goal (goal #1) and actions based on creating individual student work/assessment portfolios.

# Goals and Actions

## Goal

Goal #	Description
1	Create individual student work/assessment portfolios program wide.

An explanation of why the LEA has developed this goal.

This goal was created after multiple stakeholder meetings were conducted as part of the WASC cycle of review and LCAP development. After reviewing the Dashboard, CAASSP data, and local data sets, it was apparent we needed a robust Student Portfolio that reflected the Student Learner Outcomes that were established for all students. This portfolio would be an all encompassing document that would house student projects, work, and assessments (both state and local) that demonstrate student learner achievements and could be easily reviewed by staff, parents, and students. These portfolios become the starting point for students and staff as the student begins their learning journey with one.Charter. Monitoring the students' progress on learning outcomes over time is more focused and the ability to adjusting learning systems, support programs (including social emotional support as well as academic intervention) to meet individual student needs is enhanced. The establishment of this goal and actions will lead to a data review process that will provide teachers with a process for collaborative review of common metrics and student work. This collaboration on reviewing student learner outcomes will then provide opportunities to improve on instructional strategies which in turn will result in improved student achievement as evidenced by identified metrics.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A: Local reading and math participation percentage	Reading Fall: 57.6% Winter: 47.7%				Reading Fall: 75% Winter: 75%
*Local assessment data is being provided in lieu of state assessment data in ELA, Math and Science. Local assessment data in Reading and Math. There is not a	Math Fall: 55.0% Winter: 47.3%  20/21 Data Local SIS				Math Fall: 75% Winter: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
comparable local assessment for Science.					
<p>4A: Local reading and math pre and post assessment achievement data including: % who took a pre/post assessment &amp; % of students that took a pre/post assessment that increased their score by 1 grade level or more.</p> <p>*Local assessment data is being provided in lieu of state assessment data in ELA, Math and Science. Local assessment data in Reading and Math. There is not a comparable local assessment for Science</p>	<p>Pre/Post: Reading 50% Math 48%</p> <p>% Increased: Reading 48% Math 47%</p> <p>20/21 Data Local SIS</p>				<p>Pre/Post: Reading 60% Math 60%</p> <p>% Increased: Reading 60% Math 60%</p>
8: Percentage of EL pupils who make progress toward	<p>Level 3: 24% Level 4: 8%</p>				<p>Level 3: 30% Level 4: 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English proficiency as measured by scoring a level 3 or 4 on the summative ELPAC	19/20 PROMIS (SIS) as there is not public data for the 19/20 school year posted to Dataquest.				
8: Percentage of students completing a portfolio.	0% PROMIS (SIS)				100%
8: Percentage of portfolios reviewed by staff on a quarterly basis for collaboration purposes.	0% PROMIS (SIS)				50%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Creation of the Portfolio Platform	Provide training for staff on Google Sites to support the development of electronic based portfolios.	\$10,500.00	Yes
2	Establishment of Common Rubrics and Guidelines for Consistency	Provide training for staff to develop common benchmarks, rubrics and criterion for consistency amongst all portfolios.	\$6,000.00	No
3	Creation of Professional Learning Communities	Provide training for staff to develop Professional Learning Community (PLC) protocols to assist with data analysis and creation of individualized intervention learning plans for all Foster Youth, Low Income, English Learners, and Reclassified English Learners.	\$10,000.00	No



Action #	Title	Description	Total Funds	Contributing
6				

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Increase student learning for all students through challenging academic and CTE programs and consistent instructional practices across all school sites.

An explanation of why the LEA has developed this goal.

Due to the high percentage of At-Promis students that attend our schools, it is incumbent for our staff to make sure our students are learning and achieving at a high level so they can be competitive in the post-secondary arena as well as the job market. Also, the students that attend our schools are highly transitory and move between our different sites located throughout the county. Due to this movement, it is imperative that we provide consistent instructional practices so when students do move between sites, there is a high level of consistency that will support their on-going academic learning needs. This goal and subsequent actions bring focus to finding out what students know and what they want to do with their futures, what they need to learn to achieve that future, and how we will support that learning. The metrics provide measurement across these actions and will be analyzed to support ongoing curricular and professional growth opportunities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Percentage of teachers appropriately assigned & fully credentialed in the subject areas, and, for the pupils they are teaching; vacant positions; teachers of English Learners missassignments	Appropriately Assigned: 100% Fully Credentialed: 93% (40) Without Full Credential: 7% (3) Vacant Positions: 0 Teachers of English Learners Misassignments: 0  20/21 Data SARC				Appropriately Assigned: 100% Fully Credentialed: 100% Without Full Credential: 0% Vacant Positions: 0 Teachers of English Learners Misassignments: 0
1B. Percentage of students who have	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sufficient access to standards-aligned instructional materials	20/21 Data SARC				
1C. Percentage of school sites maintained in good repair or exemplary	100% 20/21 Data SARC				100%
2A. Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards  (Local Indicator, Priority 2 Reflection Tool)  Question1) Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or	Question 1: ELA - Common Core Standards for ELA: 4 ELD (Aligned to ELA Standards): 4 Mathematics - Common Core State Standards for Mathematic: 4 Next Generation Science Standards: 3 History-Social Science: 4  Question 2: ELA - Common Core Standards for ELA: 4 ELD (Aligned to ELA Standards): 4 Mathematics - Common Core State Standards for Mathematic: 4 Next Generation Science Standards: 3				Question 1: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 5 History-Social Science: 5  Question 2: ELA - Common Core Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards for Mathematic: 5 Next Generation Science Standards: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>curriculum frameworks identified.</p> <p>Question 2) Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified available in all classrooms where the subject is taught.</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	<p>History-Social Science: 4</p> <p>20/21 Local Indicators</p>				History-Social Science: 5
4B: Percentage of pupils who meet CSU/UC a-g college entrance requirements	<p>0%</p> <p>19/20 Data CDE Dashboard</p>				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4C: Percentage of pupils who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks	0.25% 19/20 Data CDE Dashboard				5%
4D: Percentage of pupils who have successfully completed both types of courses described in 4B and 4C	0% 19/20 Data Local SIS				0% 19/20 Data Local SIS
4 Local: Percentage of EL students who participated in the ELPAC assessment.	89.1% 19/20 Data PROMIS				95%
4E: Percentage of EL pupils who make progress toward English proficiency as measured by the ELPAC (CA School Dashboard)	42.1% 18/19 CDE Dashboard				50%
4F: Percentage of English Learners who meet the one.Charter standards to be redesignated as Fluent English Proficient.	10.9% (6) 19/20 Data Dataquest				15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4G: Percent of pupils who pass an AP exam with a score of 3 or higher	0% 19/20 Data CDE Dashboard				0%
4H: Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math	ELA: 4.35% Math: 0%  18/19 Data Dataquest				ELA: 10% Math: 10%
5E. High school graduation rate- the percentage of pupils in the four-year cohort who meet one.Charter graduation requirements	43.2% (338)  19/20 Data 2020 CDE Dashboard				60%
7: Percentage of students that had full access to a broad course of studies as defined by the California Education Code 51210 and 51220(a)-(i) through a review of the local student information system and enrollment in appropriate courses.	100%  20/21 Data Local Indicators				100%

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	Provide ongoing professional learning for all staff focused on developing academic rigor and consistency across all school sites.	\$66,636.00	Yes
2	English Learner Common Curriculum and Instructional Practices	Provide ongoing professional development focused on common curriculum, instructional practices, and assessments will be provided to improve and maintain language acquisition of English learners and reclassified English learners in order to ensure they meet the same challenging academic standards as their peers.	\$42,045.00	Yes
3	Intervention Programs	Develop common reading and mathematics intervention programs to support student learning.	\$70,602.00	No
4	Core Academic Instructional Curriculum	Provide and utilize common instructional materials and curriculum that meet current California academic standards and follow instructional frameworks.	\$52,217.00	Yes
5	Career Technical Education	Provide Career Technical Education programs and common College and Career Readiness curriculum to ensure that students are College and Career ready.	\$156,721.50	Yes
6	Enrichment Instructors/Artists in Residence	Enrichment instructors will provide classroom instruction for students in Visual and Performing Arts.	\$137,934.33	Yes
7	Dedicated MTSS staff	A multi-tiered systems of support administrator will develop a consistent support framework to nurture student academic, behavior, and social-emotional needs.	\$721,364.26	Yes

Action #	Title	Description	Total Funds	Contributing
8	Safe Learning Environment and Student Learning	Core services provided to support student education in a safe learning environment.	\$7,098,266.93	No
9	Project Based Learning	Provide hands-on and project based learning opportunities for all students that include CTE and College Career standards as well as core academic standards.	\$210,646.86	Yes
10	Technology	Provide a variety of technological learning platforms to enhance the learning options of all students.	\$26,388.67	No
11	Students with Disabilities, Core Curriculum Access	Provide ongoing training for teachers and staff to ensure students with disabilities access the core curriculum.	\$0.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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



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

# Goals and Actions

## Goal

Goal #	Description
3	Cultivate positive relationships between schools, students, parents & the community.

An explanation of why the LEA has developed this goal.

The strong majority of our students are considered At-Promis and therefore a primary focus is placed on building positive relationships between students, families, parents and our schools. As we build these strong relationships, we find that our students and families are in need of services and resources beyond the capacity of our school sites. We need to expand upon our community out-reach programs so we can refer students and their families to additional support systems. This partnering with local community service agencies and strong relationships between students and schools, we believe, will lead to enhanced learning for our students. We plan to achieve the goal through the implementation of the actions and will measure the effectiveness of the actions and progress toward meeting the goal using the identified metrics.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Self reflection rating on Parent and Family Engagement:  Building Relationships, Question #4) Rating of the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is	4) 4 - Full Implementation  9) 4 - Full Implementation  20/21 Local Indicators				5 - Full Implementation and Sustainability  5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>understandable and accessible to families.</p> <p>Seeking Input for Decision Making # 9) Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <p>(Local Indicator, Priority 3 Reflection Tool) Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>					
<p>5A: Attendance Rates based on physical attendance for daily sites and attendance credit for contracted learning sites</p>	<p>Charter Bianchi: 51% Charter Main IS: 50% Charter Elementary: 34% Career Readiness Academy (CRA): 68%</p>				<p>Charter Bianchi: 95% Charter Main: 95% Charter Elementary: 95% Career Readiness Academy (CRA): 95%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Building Futures Academy (BFA): 61% Come Back Kids (CBK): 78%  20/21 P1 Local SIS				Building Futures Academy (BFA): 95% Come Back Kids (CBK): 95%
5 Local. Percentage of students in Tier 3 & 4 truancy intervention	Tier 3 & 4: 8%  Quarter 3, 20/21 Data Local SIS				Tier 3 & 4: 5%
5B. Percentage of students K-12 identified as chronically absent-pupils who are absent from school 10% or more for the total number of days that they are enrolled in school.	30%  19/20 Data CALPADS report 14.1				Charter: 25%
5C. Middle school drop out rate- the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school.	0 Students 0%  19/20 Data CALPADS report 1.12				0 students 0%
5D. High school drop out rate- the percentage of pupils in grades 9 - 12 who stop coming to school	20%  19/20 data CALPADS report 15.1				15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and who do not enroll in another school.					
6A: Pupil suspension Rate- the percentage of pupils who are suspended at least once during the academic year & % of students with multiple suspensions	2.3% & 7.1% 18/19 Data Dataquest Suspension Rate Report				2% & 5%
6B. Pupil expulsion rate & count- the percentage of pupils who are expelled from one.Charter during the academic year	0% 0 students 19/20 Data Dataquest Expulsion Rate Report				0% 0 students
6C: Parent/Guardian LCAP Stakeholder input survey on the areas of school Connectedness and School Safety measured by the percentage of parents/guardians surveyed who:  1) Agreed or somewhat agreed that their students' school is a safe place to learn.	1) 98% 2) 56% 3) 84% 4) 92% 5) 86% 6) 86% 7) 30%  20/21 LCAP parent/guardian stakeholder survey				1) 100% 2) 100% 3) 100% 4) 100% 5) 100% 6) 100% 7) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2) Attended at least one parent/teacher conference in the current school year.</p> <p>3) Indicated that they received information on what they can do at home to help their student improve and/or advance in their learning.</p> <p>4) Indicated that they receive information on what they can do to help improve their student’s attendance and engagements at school.</p> <p>5) Indicated they receive information on what they can do to establish positive relationships between the school, students, parents and the community.</p> <p>6) Indicated they are invited to meetings (in person or virtually) so that they can learn more about what is</p>					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
going on at the school.  7) Agreed or somewhat agreed that if they had a question, concern or comment about their student that the school staff addressed it in a timely manner.					
6C: California Healthy Kids Survey on the areas of school Connectedness and School Safety.  Percentage of students surveyed who:  1) Responded Strongly Agree or Agree on the school connectedness.  2) Responded feeling Very Safe or Safe at their school.	1) 59%  2) 62%  19/20 California Healthy Kids Survey				1) 80%  2) 80%
6C: Annual Teacher survey on the areas of school	1) 96%  2) 93%				1) 100%  2) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Connectedness and School Safety</p> <p>Percentage of teachers surveyed who:</p> <p>Agreed or somewhat agreed that the school environment is safe, nurturing, and welcoming for teachers.</p> <p>Agreed or somewhat agreed that they felt connected with other teachers and staff at their school site.</p>	<p>20/21 Teacher Survey</p> <p>**Data is program wide and contains data from community, court and charter teachers.</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication Tools	Support outreach efforts to all stakeholders using a range of communication tools and strategies.	\$6,000.00	Yes
2	Community Partnerships	Build and strengthen relationships with neighboring counties and community partners and agencies including San Joaquin County Probation Department, San Joaquin Behavioral Services, and Child Abuse Prevention Council to enhance services provided to all at-risk students including foster youth, low income, English learners, and reclassified English learners.	\$145,165.76	Yes



Action #	Title	Description	Total Funds	Contributing
3	English Learner Committees	Increase parent and community participation in English Learner advisory committees with an emphasis on having representation for foster youth, low income, English learners and reclassified English Learner students.	\$4,265.00	Yes
4	Quests and Field Trips	Provide Quest and Concept of one. activities for all students including foster youth, low income, English learners, and reclassified English learners to foster positive relationships among students, staff, and the community.	\$1,500.00	Yes
5	Family Engagement	Family Engagement Specialists will provide support for parents, guardians, and families to increase engagement and participation in school-related activities.	\$3,000.00	Yes
6	Multi-Tiered Support Adminstrator	A multi-tiered systems of support administrator will provide leadership in on-going implementation of positive behavior and intervention support (PBIS), restorative practices, and trauma informed care to foster a nurturing learning environment.	\$7,681.00	Yes
7	Attendance Monitoring	All student's attendance including foster youth, low income, English learners, and reclassified English learners, will be monitored using an intervention data tracking system. Identified at-promis students will be connected with appropriate community resources, school resources, and interventions to assist with attendance improvement.	\$19,258.30	Yes
8	Truancy Intervention	Maintain a truancy intervention team that includes school and community agencies who will establish and adjust attendance goals and incentives. Quarterly team meeting will be held to review data related to attendance.	\$84,620.99	Yes

Action #	Title	Description	Total Funds	Contributing
9	Mental Health Support	Maintain a mental health clinician team that provides mental health support for all at-risk students including foster youth, low income, English learners, and reclassified English learners to support truancy intervention.	\$348,439.33	Yes
10	Campus Safety Technician Support	Campus Safety Technicians will support truancy intervention by contacting students, parents, and families via phone calls, home visits, and social media. They will also provide and coordinate transportation for students as a truancy intervention measure.	\$177,010.27	Yes
11	Transportation	Provide local transportation options for all students to improve attendance and decrease truancy.	\$14,560.00	No

## Goal Analysis [2021-22]

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

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

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

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

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**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
31.71%	\$2,264,468

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.

The one.Charter schools (including Come Back Kids) serve some of the most vulnerable student populations in San Joaquin County, including foster youth/homeless students, English Learners and low-income students. Nearly 85% of our pupils are unduplicated. This means services marked as contributing are also being provided to all students. How unduplicated students are considered first is simple, if we can create systems and programs to effectively educate and support our most vulnerable students, then those systems and programs will easily serve our entire student population. We backward map the instructional model and supports for these students and families by asking what their academic, career, post-secondary and social-emotional goals are and then work to provide those goals.

The following are the services and supports provided that are principally directed towards unduplicated student's needs and the reasons the services and supports are effective in meeting those needs:

Goal 1: Action 1 was developed to ensure we are accurately and authentically assessing student academic, social-emotional, and college/career readiness progress. These portfolios are based on the Student Learner Outcomes that all students are expected to acquire to be successful in school and careers. The individual nature of the portfolio helps students, parents and teachers track student progress and provide specific supports as needed to ensure students are successful.

Goal 2: Actions 1, 2, 4, 5, 6, 7, and 9 are directed toward our unduplicated student population to ensure necessary academic supports are in place to meet their multifaceted needs. Goal 2 includes actions and services designed to move our English learners toward reclassification as fully English proficient. We also recognize the need for ongoing and targeted professional learning to ensure our teachers, support staff, and administrators have the necessary skills to provide the highest level of support for our students. Identifying relevant, accessible, and standards-based curriculum and instructional materials for all students remains a priority. Identifying students with the greatest need for

intervention in reading and math to accelerate their learning is also an area of focus. In addition, enrichment activities for students are prioritized in an effort to increase student engagement. Employment readiness has also been identified as a need for all students.

Goal 3: Actions 1, 2, 3, 4, 5, 6, are directed toward our unduplicated student population to reflect the need to continue to improve our capacity for building relationships between our program, students, families, and the community. Our experience shows that an increase in student and family engagement with the educational community leads to increased attendance, increased student achievement, higher graduation rates, and higher rates of reclassification of English learners. Collaboration with our partner agencies and other county offices of education continues to be a major priority for COSP. This includes cross-over professional learning to ensure philosophies and practices in support of our students are aligned with other agencies. We continue to seek ways to strengthen participation in our School Site Council and District English Language Advisory Committee. Providing Quests and Concept of one. activities for students and staff has been shown to increase positive relationships among students and the school community, therefore having an impact on student engagement and achievement. Two family Engagement Specialists continue to provide support to increase family engagement in school activities, as well as offer parenting classes for families of students. Actions 7, 8, 9, and 10 are directed toward our unduplicated student population because they are highly transient and in need of multiple interventions to support their academic and social-emotional growth. Most of our students come to us with pre-existing attendance issues from their previous schools of enrollment. In addition, our students are experiencing increased mental health needs, diagnosed and undiagnosed. School referrals to community resources continue to increase. Greater levels of articulation with our community partners are included in these actions to focus the efforts of multiple agencies on behalf of our students. In addition, transportation resources are offered to students.

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

All actions that include increased and improved services impact all foster youth, English learner, and low-income students. Descriptions of these actions and services are above.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$9,250,540.20			\$170,283.00	\$9,420,823.20

Totals:	Total Personnel	Total Non-personnel
Totals:	\$7,740,445.43	\$1,680,377.77

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Creation of the Portfolio Platform	\$10,500.00				\$10,500.00
1	2	All	Establishment of Common Rubrics and Guidelines for Consistency				\$6,000.00	\$6,000.00
1	3	All	Creation of Professional Learning Communities				\$10,000.00	\$10,000.00
1	6							
2	1	English Learners Foster Youth Low Income	Professional Learning	\$66,636.00				\$66,636.00
2	2	English Learners	English Learner Common Curriculum and Instructional Practices	\$42,045.00				\$42,045.00
2	3	All	Intervention Programs				\$70,602.00	\$70,602.00
2	4	English Learners Foster Youth Low Income	Core Academic Instructional Curriculum	\$52,217.00				\$52,217.00
2	5	English Learners Foster Youth Low Income	Career Technical Education	\$156,721.50				\$156,721.50
2	6	English Learners Foster Youth Low Income	Enrichment Instructors/Artists in Residence	\$95,202.00			\$42,732.33	\$137,934.33

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Dedicated MTSS staff	\$721,364.26				\$721,364.26
2	8	All	Safe Learning Environment and Student Learning	\$7,098,266.93				\$7,098,266.93
2	9	English Learners Foster Youth Low Income	Project Based Learning	\$210,646.86				\$210,646.86
2	10	All	Technology				\$26,388.67	\$26,388.67
2	11	Students with Disabilities	Students with Disabilities, Core Curriculum Access					\$0.00
3	1	English Learners Foster Youth Low Income	Communication Tools	\$6,000.00				\$6,000.00
3	2	English Learners Foster Youth Low Income	Community Partnerships	\$145,165.76				\$145,165.76
3	3	English Learners Foster Youth Low Income	English Learner Committees	\$4,265.00				\$4,265.00
3	4	English Learners Foster Youth Low Income	Quests and Field Trips	\$1,500.00				\$1,500.00
3	5	English Learners Foster Youth Low Income	Family Engagement	\$3,000.00				\$3,000.00
3	6	English Learners Foster Youth Low Income	Multi-Tiered Support Administrator	\$7,681.00				\$7,681.00
3	7	English Learners Foster Youth Low Income	Attendance Monitoring	\$19,258.30				\$19,258.30

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	English Learners Foster Youth Low Income	Truancy Intervention	\$84,620.99				\$84,620.99
3	9	English Learners Foster Youth Low Income	Mental Health Support	\$348,439.33				\$348,439.33
3	10	English Learners Foster Youth Low Income	Campus Safety Technician Support	\$177,010.27				\$177,010.27
3	11	All	Transportation				\$14,560.00	\$14,560.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$2,152,273.27	\$2,195,005.60
<b>LEA-wide Total:</b>	\$2,133,014.97	\$2,175,747.30
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$19,258.30	\$19,258.30

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Creation of the Portfolio Platform	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,500.00	\$10,500.00
2	1	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,636.00	\$66,636.00
2	2	English Learner Common Curriculum and Instructional Practices	LEA-wide	English Learners	All Schools	\$42,045.00	\$42,045.00
2	4	Core Academic Instructional Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,217.00	\$52,217.00
2	5	Career Technical Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,721.50	\$156,721.50
2	6	Enrichment Instructors/Artists in Residence	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: one.Charter Academy of Visual and Performing Arts, Bianchi and Main and one.Charter Elementary	\$95,202.00	\$137,934.33

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Dedicated MTSS staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$721,364.26	\$721,364.26
2	9	Project Based Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,646.86	\$210,646.86
3	1	Communication Tools	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00
3	2	Community Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,165.76	\$145,165.76
3	3	English Learner Committees	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,265.00	\$4,265.00
3	4	Quests and Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
3	5	Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
3	6	Multi-Tiered Support Administrator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,681.00	\$7,681.00
3	7	Attendance Monitoring	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Charter Bianchi, Charter Main and Charter Elementary	\$19,258.30	\$19,258.30
3	8	Truancy Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,620.99	\$84,620.99
3	9	Mental Health Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$348,439.33	\$348,439.33

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	10	Campus Safety Technician Support	LEA-wide	English Learners Foster Youth Low Income		\$177,010.27	\$177,010.27

**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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



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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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



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

## Expenditure Tables

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

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

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

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

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

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.