

Local Control Accountability Plan

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

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

General Information

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

The Alameda Community Learning Center (ACLC) is a 6th through 12th grade public charter school in Alameda, California, that facilitates a democratic and leadership-focused college-prep program. Our program empowers learners through leadership opportunities, engages them through experiential learning, creates self-direction through flexible options and scheduling, increases self-esteem through community, provides individualized support, and sets the highest academic, social and ethical expectations.

The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of art, math, and science to become aware of how the universe works and to create novel tools; and developing an understanding of how government, economics, and the social sciences impact individual and global interactions. Based on their knowledge and developmental level, learners design their own goals and life plans, including responsibility to others and active citizenship. We embrace the idea that this is an ongoing process of continual change and improvement, and we seek to provide each learner with the supports needed to succeed.

We believe that an approach that empowers learners, provides them individualized support (from adults, older learners, and peers), and sets the highest academic, social, and ethical expectations, is by far more likely to achieve these goals. We provide all learners with a rigorous, Common Core-based curriculum, that promotes the practice and mastery of California's Common Core State Standards ("CCSS") by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards.

The ACLC educational model has consistently increased learning opportunities and results for all learners. ACLC's State and local school comparison has trended high in the past few years, earning one of the best dashboard rankings in the Alameda area. We were recently ranked the #2 charter school in Alameda County by Niche.com (#4 in the Bay Area at large), and have been named one of the top schools in that nation by US News & World Report this year.

The student body reflects the demographics of the ethnically and socioeconomically diverse East Bay Area. ACLC embraces its diversity and seeks to foster ways of further diversifying the student body. It is an open and accepting learning community where all students, regardless of

background or gender identity, feel safe, cared for, and supported, and receive an outstanding education that prepares them for college and/or a career.

ACLC has a total enrollment of 361 students. The ethnic/racial makeup of our student population is self-reported as 33.8% Caucasian (122 of 361), 29.6% Asian (107 of 361), 11.4% African-American (41 of 361), 10.5% Hispanic (38 of 361), 10% two or-more races (36 of 361), 8% Filipino or Pacific Islander (29 of 361), and 2.8% American Indian or Alaskan Native (10 of 361). 13.2% of our students are classified as English Learners (48 of 361) and 31.8% are eligible for Free and/or Reduced price lunch.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. The last update of the CA School Dashboard for our school was in 2019. As a result, we've largely focused our analysis and actions for this LCAP cycle on our MAP (Measures of Academic Progress) scores for more recent data from 2020 and 2021.

In 2018, our CA Schools Dashboard had us in the green or blue for every single metric, demonstrating that we are working hard to serve our changing learner community. In 2019, our strengths from the CA Schools Dashboard from 2019 show in our suspension rate (green), our college/career prep (blue), our core curriculum areas (blue in English Language Arts and green in mathematics) and the fact that we met standard for the metrics around Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

This year and last, we've used the MAP (Measures of Academic Progress) test as our main external data source for learning and growth at ACLC. Quantitative and qualitative reflections on our MAP data are below.

FALL QUINTILE PERFORMANCE ACROSS YEARS: ALL STUDENTS NWEA MAP

Fall School wide performance at ACLC is strong in both Reading and Math K-12. For each test administration, students are assigned a percentile based on their NWEA MAP score. Since the percentile cannot be averaged across students, we identify the percentage of students in each of five quintile brackets –Low, LoAvg, Avg, HiAvg, and High. This Fall, the vast majority of ACLC students are performing in the Avg, HiAvg, and High achievement quintiles, indicating at or above grade level performance, with 81% of students Avg or above in Math and 90% in Reading. In Math, 80% or more have scored Avg or above every year over the past four year. While Reading performance is typically stronger than Math at ACLC, 2020-21 is the first year 90% of students have scored Avg or above, with only 2% of students in the lowest quintile.

FALL QUINTILE PERFORMANCE ACROSS YEARS: ENGLISH LANGUAGE LEARNERS (ELL)

English language learner performance at ACLC has fluctuated over the last four years. For 2020-21, 70% of ELLs scored Avg or above in Reading, which is a 20+ percentage points jump over the three prior years. The largest increases are in the HiAvg and High quintiles, and only 4% of students scored in the lowest quintile. Math performance is holding steady from last year at 50% of ELLs Avg or above.

FALL QUINTILE PERFORMANCE ACROSS YEARS: STUDENTS IN SPECIAL EDUCATION

Students in Special Education improved over the prior year in both Math and Reading, with 75% and 73% of students Avg or above in each subject, respectively. In Math, approximately a third of students are in the Avg quintile and another third in the High quintile, and there's a significant decrease in the percentage of students in the lowest quintile, from 38% last year to 17% this Fall. In Reading, the percentage of students in the lowest quintile dropped from 29% to 9% and the percentage of students in the HiAvg and High quintiles grew substantially.

FALL QUINTILE PERFORMANCE ACROSS YEARS: SOCIOECONOMICALLY DISADVANTAGED STUDENTS

In Math, the performance of socioeconomically disadvantaged students has been relatively stable over the last four years. There was a decrease in the percentage of students in the lowest quintile from 20% last year to only 11% this Fall. Reading performance for this same group has improved significantly, with 86% of students scoring Avg or above, and 0% of students in the lowest quintile, down from 19% last Fall.

FALL QUINTILE PERFORMANCE ACROSS YEARS BY RACE/ETHNICITY

Although there can be a lot of fluctuation in performance from year to year when we look at the NWEA MAP results by race and ethnicity due to the small size of some of the groups, we can identify some trends. In Math, our Black and Hispanic groups have a smaller percentage of students in the highest quintile than the other groups, although there's been a reduction in the percentage of students in the lowest quintile this Fall. In Reading, the percentage of students in the top two quintiles increased across student groups, and 80% or more students are scoring Avg or above. Across all student groups, the percentage of students in the lowest quintile in Math and Reading decreased from last Fall to 2020.

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.

As we examine our MAP and other local data, we see two prominent areas of need stand out:

1. Special Education Outcomes:

There is still a gap in outcomes for learners with special education services at our school. Within that subgroup, we have seen dramatic improvement (see "Reflections: Successes" above), but our learners who receive special education services still underperform their peers in general education when it comes to the MAP test. Meeting the needs of these students for the past 14 months during mostly distance learning has been exceptionally challenging, as many of these learners relied on 1:1, face-to-face support to help them access the curriculum. While our Math scores for learners with IEPs have been relatively high overall in the past 4 years in terms of learners scoring at or above grade level average (2017-2018 = 73%, 2018-19 = 62%, 2019-20 = 50%, 2020-21 = 75%), this is still lower than for our overall school population (2017-2018 = 84%, 2018-19 = 82%, 2019-20 = 80%, 2020-21 = 81%). For Reading, our learners with IEPs have scored similarly (2017-2018 = 72%, 2018-19 = 65%, 2019-20 = 60%, 2020-21 = 73%), while our overall school population scored higher in Math (2017-2018 = 85%, 2018-19 = 85%, 2019-20 = 82%, 2020-21 = 90%).

2. English Language Learner Outcomes:

Historically, this group has been very small at our school, but our ELLs also perform significantly below the average for the overall school population, averaging around 25% below the overall school population over the last 4 years in Math and Reading on the MAP test. Moving forward, we have increased our intervention role from half time to full time for the 2021-22 school year and beyond, are increasing staffing to support these learners, are hiring a full time ELD coordinator / instructor, and are incorporating ELD strategies into our Professional Development plan for all teachers.

LCAP Highlights

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

The 2020-21 school year has been a tumultuous year, and in many ways, ACLC has responded well to the needs of all of our learners during the Covid pandemic. Our counselor led sessions during our expanded summer Professional Development to give facilitators some concrete tools to support learners mental health, and led an effort to use research-based mental health surveys for every single learner to allow us to identify and support learners with mental health needs. We hired a Distance Learning Engagement Coordinator who worked daily to contact all families of absent learners, devise incentives, communicate directly with young people, and do home visits when necessary. We ensured that every single learner who needed one had a fully functioning Chromebook AND wi-fi hotspot to access their learning from home during the pandemic, and we increased staffing hours for intervention as well as added weekly middle and high school team meetings to talk about "Learners of Concern" as part of our MTSS (Multi Tiered Systems of Support) process. We changed the scope of our Professional Development to focus on best practices around distance and now hybrid learning, and facilitators held office hours twice a week to support learners in need, and we started a "Camp Success" in-person learning structure on Day 1 of this year and invited our most struggling learners to be on campus for distance learning with support from our staff.

At the same time, the pandemic and distance learning elevated some gaps in our practice and support of all learners to actively participate and be successful in our school. Despite this focus on engaging our community in distance learning (and recently in hybrid learning) and our overall relatively high attendance numbers (averaging about 93.5% this year), we still saw a small handful of families and learners - maybe 5% - effectively disappear from our school. These learners did not attend "Camp Success" despite our best efforts, did not show up to Zoom classes, and did not respond to emails, messages, calls, texts, home visits, or SART/SARB meetings. This level of disconnect seems Covid-specific, but with our learners who did engage, we saw that our English Language Learners and learners with Special Education needs underperformed their peers, and moving forward, we resolve to do better in supporting them through an increase in staffing hours, structures, and professional development for the adults that serve all of our learners.

Given this context and the relatively consistent underperformance of our English Language Learners and Special Education Learners, our key goals remain the same, but we are aligning and increasing resources in new ways to support our 3 goals:

- Goal 1: Collect and analyze data to drive instruction and curriculum access for learners
- Goal 2: Support learners in becoming college and career ready
- Goal 3: Ensure that learners have access to basic services, supports, and intervention

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

ACLC Learners, Families, Staff, and Community Members have had input in this process, in examining data, and in the creation and validation of the goals of this LCAP. Through a combination of formal and informal surveys to parents, learners, and staff which were in turn analyzed and discussed in committee meetings which also included learners and staff; weekly updates from the principal; learners participating in our committees; parent, learner, and community members sitting on our board as well as public invitations and links to all board meetings, we have done a lot to make our school's past, present, and future plans transparent and public.

The ACLC Board, comprised of elected learners, family members, staff, and community members, has examined data, reviewed the report, gotten bimonthly updates on our LCAP goals, and discussed and given feedback on the goals. We have shared our goals and actions with staff in Professional Development, gotten feedback on action steps, and shared future plans with staff.

A summary of the feedback provided by specific stakeholder groups.

From all of these various stakeholder groups, the feedback was fairly consistent: we have identified the right goals, these goals are hard to reach, and that we need to keep our focus on better aligning financial, programmatic, and human resources to meet these goals. Specifically, we need to prioritize support for our English Language Learners and our learners who struggle academically and emotionally (including, but not limited to, our learners who receive Special Education services).

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

As we consider our continued goals and the new changes we will make to meet them, the shifts that we are making in staffing and structure align directly with stakeholder feedback:

1. We need to continue the Covid-based focus on Social and Emotional Learning for our learners moving forward.
2. We need to continue to offer more effective Tier 2 interventions, and as a result, we are increasing our Intervention Aid's support from 20 hours/week to full time moving forward as well as adding in a full time Family and Learner Liaison role to better engage all learners and families with our school.
3. We are increasing our instructional coaching role from 1/2 time to full time to ensure that all facilitators get coaching and regular observations/feedback on their practice in service of all of our learners.

Goals and Actions

Goal

Goal #	Description
1	COLLECT AND ANALYZE DATA TO DRIVE INSTRUCTION AND CURRICULUM ACCESS FOR LEARNERS.

An explanation of why the LEA has developed this goal.

ACLC values our democratic model and participation by all stakeholders in our community as well as data-based decision-making. As such, we will regularly collect, analyze, & respond to data from multiple stakeholder sources as well as academic data in order to increase program effectiveness and respond to community need.

This will happen in the instructional program via curriculum-embedded assessments as well as external, standards-aligned assessments like MAP & SBAC/CAASPP. We will use Staff Professional Development (PD) time to make meaning of, plan around, and respond to this data. We will continue to work with our staff in using formative assessments as well as summative assessments in determining instructional moves.

We will continue to use school-wide structures like our Leadership class and schoolwide events like “ConCon Day” (“Constitutional Convention Day”) as well as surveys of our staff, learners, and guardians to gather information about other aspects of ACLC’s programming, and use the ACLC Board as a vehicle to make meaning of and respond to this data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner, Family, and Staff Surveys	1 survey sent per year to each stakeholder group and processed in Culture Committee.				2 surveys sent per year to each stakeholder group and processed in Culture Committee.
MAP Data Analysis & Proficiency for Facilitators	70% of facilitators can proficiently analyze MAP data, print reports, and find useful information for teaching and re-				90% of facilitators can proficiently analyze MAP data, print reports, and find useful information for teaching and re-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teaching without direct support from administration or coaches.				teaching without direct support from administration or coaches.
Use of Benchmarks	65% of all courses (including electives) utilize 2 or more benchmarks in their courses.				85% of all courses (including electives) utilize 2 or more benchmarks in their courses.
Updated Course Landing Pages	50% of courses have updated and accurate Course Landing Pages to warehouse curriculum and capture course goals.				85% of courses have updated and accurate Course Landing Pages to warehouse curriculum and capture course goals.
Percent of Staff Receiving Instructional Coaching	25% of our facilitators receive non-supervisory instructional coaching - mostly new facilitators and some returning.				65% of our facilitators receive non-supervisory instructional coaching - a mix of new and returning facilitators across all departments.
CA Schools Dashboard - English Language Learner Scores	Based on the most recent CA Schools Dashboard data, 40% of our English Language Learners are making progress towards English language proficiency. This puts us in the "Low" designation.				Based on the most recent CA Schools Dashboard data, 55% or more of our English Language Learners are making progress towards English language proficiency. This would put is in the "High" designation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Regular Board Reporting on LCAP Goals and Progress	Lead facilitator reports out quarterly on LCAP goals and progress to ACLC Board.				Lead facilitator reports out bimonthly on LCAP goals and progress to ACLC Board.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Coaching Increase	<p>We are increasing our instructional coaching position from less than 1/2 time to full time moving forward. This will allow all facilitators to receive observation and feedback on their lessons and provide support in analyzing instructional data and creating unit and lesson plans to address learner needs.</p> <p>Our two half time instructional coaches will be able to support and reinforce Professional Development (PD) growth targets to ensure a more equitable, consistent Tier 1 experience for our learners.</p> <p>Our instructional coaches will continue to be involved in our professional development (PD) scope & sequence, and will lead on and consult with administration about professional development (PD) throughout the year. The data they gather from observations of facilitator classrooms will help us to adapt our approach and help us know where we are and are not meeting learner needs in the classroom.</p>	\$109,000.00	No
2	Intervention Aide Increase	We are increasing our Intervention Aide position from 1/2 time to full time moving forward. In the past, our Intervention Aide lead "Learning Labs" for learners who were failing multiple classes. These Learning Labs would be scheduled throughout the week for 1-7 learners, but with a half time employee, there were inevitably access issues, as some learners did not have free periods that aligned with our part-time support option.	\$83,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Moving forward, our Intervention Aide will...</p> <ol style="list-style-type: none"> 1. Work full time 2. Continue to lead Learning Labs throughout the week 3. Support English and math intervention work for middle and high school using a defined curriculum 4. Have capacity to contact families and learners on a regular basis 5. Meet with facilitators during Office Hours or other scheduled times to have a better sense of what projects / assignments to support learners with 6. Host "bootcamps" for specific upcoming projects / assignments or for past ones that learners need to make up 7. Potentially teach our Learning 2 Learn courses using defined curriculum for 6th and 7th grade to allow the math facilitators to lead their own interventions 		
3	Professional Development (PD) Time for Course Landing Pages, MAP Proficiency Support, and Benchmarks	<p>We will allot time in professional development (PD) for creating and updating course landing pages, ensuring facilitators have support in becoming MAP proficient, and that they have access to and use curriculum-embedded or external benchmarks for all courses.</p> <p>COURSE LANDING PAGES:</p> <p>Moving forward, the expectation will be that all courses have a Course Landing Page with the following components:</p> <ol style="list-style-type: none"> 1. Course Title, Facilitator(s), Grade Level(s) 2. Course Overview 3. Course Goals (3-5 skill and/or content goals for the year) 4. Calendar 5. Unit Plans 6. Lesson Plans 7. Assessments & Answer Keys / Exemplars 8. Course Resources <p>We will also...</p> <ol style="list-style-type: none"> 1. Offer paid stipends for the Summer of 2021 to allow all facilitators a paid opportunity to update their Course Landing pages with 	\$167,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2. Create time at the start of during each academic year for facilitators to update this document</p> <p>3. Share exemplars with all facilitators</p> <p>4. Emphasize the importance of the components of the Course Landing Pages via professional development (PD) and instructional coaching</p> <p>MAP PROFICIENCY FOR EDUCATORS: Moving forward, we will...</p> <p>1. Host separate PD for new-to-ACLC facilitators around MAP, including how to create an account with NWEA, log in, start and run test sessions, as well as access key planning and growth reports</p> <p>2. Align our professional development (PD) scope & sequence to allow for at least 2 PD cycles around MAP for facilitators to learn about and respond to MAP data - 1 each semester. This will include reflection and learner engagement as well as family communication</p> <p>3. Support facilitators in their ability to find, run, and respond in their planning to key MAP reports (like the growth report)</p> <p>BENCHMARKS: Moving forward, we will...</p> <p>1. Adopt a standards-aligned English Language Arts curriculum. Thus far, ACLC has had facilitator-created curriculum. The department and Curriculum Committees are selecting between EngageNY and the Literacy Design Collaborative curriculums to pilot in 2021-22 school year</p> <p>2. Adopt a new standards-aligned math curriculum. We will pilot Illustrative Mathematics in the 2021-22 school year and will review for the following year</p> <p>3. Ensure that by 2023-24 there are benchmarks in ALL courses, including existing electives by working towards this each year with our Visual And Performing Arts (VAPA) department towards this goal</p>		
4	Schoolwide Self Study and Mission Review	We will complete a school self-study using the Schools to Watch framework over the course of the next 2 years. We will then work to implement action plans addressing our self-study areas for growth.	\$165,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This research-based framework will be used for a complete school self-study and accompanying action items over the next 3 years.</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Use the nationally recognized Schools to Watch framework and accompanying rubrics of Academic Excellence, Developmental Responsiveness, and Social Equity to examine our school. 2. We will engage learners, families, and staff in the use of these 3 lenses, and identify and select potential action items provided the Schools to Watch framework to enact in years 2 and 3 of this self-study process 3. Compare our school's current Mission Statement (The Alameda Community Learning Center is an educational model that empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society) against our findings from the self-study and determine if revising our mission statement for better alignment is important 4. Use this as an opportunity to get people who have joined the school at different points in the school's history (from brand new to veterans of 10+ years) to talk about and come to agreement on what key components of the school mean and what their purposes are to create more staff engagement and buy in, as well as a more consistent experience for learners 		
5	Equity Task Force (ETF) Work	<p>We will continue the combined CLCS and ACLC Equity Task Force (ETF) work across both sister schools (ACLC and Nea) that started in 2020-21 and dedicate time in professional development (PD) to this work.</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Continue to voice in writing, public documents, and with learners, families, and staff that equity is key to our mission statement 2. Continue to collaborate across both CLCS schools (ACLC and our sister school, Nea) to align our professional development calendars 	\$42,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>such that members from both schools can participate in the Equity Task Force (ETF) on an ongoing basis</p> <p>3. Create regular opportunities for the ETF to share out on their process, goals, and recommendations</p> <p>4. Examine ETF's recommendations with the administrative team to determine when and where to implement recommendations</p> <p>5. Begin by following up on their current recommendations from this year around PD, Accountability, and Curriculum and enacting feasible components for the 2021-22 school year</p> <p>6. Continue to hire and work with outside professionals in order to move this work forward when our staff internally cannot or should not be leading the work due to race, ethnicity, and power dynamics within the workplace</p> <p>7. Expect that all staff work on their own internal biases and adopt and enact concrete strategies that will make all learners feel supported in the ways they need</p>		
6	Aligned Course of Study and Curriculum	<p>Course lists and Course Landing Pages will be updated on an annual basis to ensure continued alignment with the Common Core and other relevant standards. ACLC will continue to develop core content and course landing pages, tools, and guides, in alignment with common core standards.</p> <p>Coaching cycles will continue across 6-12 levels to ensure effective implementation of inclusive curriculum.</p> <p>ACLC will continue to select high-quality, qualified educators.</p>	\$390,343.00	No
7	Instructional Resources and Materials	<p>ACLC will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. This will include the inclusion of culturally relevant instructional materials as recommended by the Equity Task Force (ETF).</p>	\$254,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The Technology Department will continue to work with schools on digital device needs and ensure access for all learners for learning purposes. New devices or parts will be purchased to replace broken or lost devices. This includes Chromebook parts, warranties, and whiteboards		
8	Instructional Programs and Services for Students with Disabilities	<p>The Special Education Department will continue its emphasis on providing quality professional development (PD) opportunities for both certificated and classified staff to build capacity for providing high-quality instructional opportunities for students with disabilities.</p> <p>ACLC will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates and ensure access to all courses necessary for UC a-g graduation. Students that are on a certificate of completion track, needing modified curriculum, will have full access to all UC a-g courses.</p> <p>ACLC will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to student educational programming as well as expand the training for EL learners.</p>	\$236,419.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	SUPPORT LEARNERS IN BECOMING COLLEGE AND CAREER READY.

An explanation of why the LEA has developed this goal.

ACLC will align resources - human, financial, and programmatic - to ensure that all learners are given access to standards-aligned instruction that will prepare learners for the diverse rigors of college as well as receive information and personalized support in learning about college and career success for all.

Through a relentless focus on Common Core Standards and a continual push to combine appropriate rigor and scaffolding supports, we will work to ensure our staff deeply understand and are actively teaching relevant standards. Given our Project-Based Learning (PBL) approach, this means focusing on standards-aligned projects that engage learners in authentic demonstrations of learning.

Through a combination of staffing, curriculum choices, scheduling, and schoolwide events, we will ensure that learners graduate eligible and prepared for 4 year college and meaningful career options. We will also expose learners to a variety of career choices and their associated pathways by the time they graduate from ACLC via curriculum, special education, and counseling staff activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Research-Based English Curriculum	English courses at ACLC do not currently have a specific curriculum - all curriculum is facilitator-created.				70% of English courses at ACLC have a specified, research-based curriculum that serves as the basis for those courses.
University of California Eligibility	85% of our learners are UC eligible upon graduation.				95% of our learners are UC eligible upon graduation.
Project Based Learning Proficiency for Facilitators	40% of our facilitators are proficient in designing and				70% of our facilitators are proficient in designing and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implementing standards-aligned project based learning.				implementing standards-aligned project based learning.
Career Preparation	Currently, in addition to regular access to our school counselor, college counselor, and an elective "College and Career Preparation," learners are only exposed to career information once while at ACLC.				In addition to regular access to our school counselor, college counselor, and an elective "College and Career Preparation," learners will be exposed to career information on 3 or more occasions while at ACLC.
Number of Learners Taking College Courses	Currently, all learners required to take at least 1 college course. On average, learners take 1.5-2 college courses.				On average, learners will take 3 or more college courses.
CA Schools Dashboard	Based on most recent CA Schools Dashboard data, our learners are 71.4% prepared for College/Career.				Based on most recent CA Schools Dashboard data, our learners are 80% or more prepared for College/Career.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase in College Counseling	Currently, our College Counselor works 8 hours/week. We are increasing this to 20 hours/week for the 2021-22 school year. This will allow for additional support of career options via presentations, 1:1s, and small group meetings with learners and families.	\$115,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Increase college counseling hours from 8 to 20 hours a week 2. Create a College & Career Scope & Sequence document that plainly outlines the various opportunities to increase college & career knowledge and skills at each grade level of our school 3. Increase the career offerings and opportunities for our learners from 1 to 3 or more 4. Provide more group sessions on college and career topics for our middle and high school learners and families 5. Support the school counselor by training the college and career counselor to support learners and families with enrollment in the Peralta community college system 6. Free up the school counselor to provide more mental health check-ins as a result of the time gained in 5 above 		
2	Focus on Standards-Aligned Project Based Learning (PBL)	<p>Provide PBL trainings and professional development to all facilitators. Ensure that facilitators continually work to match PBL with standards-aligned instruction. Utilize in-house exemplars created at ACLC and external resources like PBL professional development as well as state and national standards where relevant.</p> <p>STANDARDS-ALIGNED PROJECT BASED LEARNING (PBL):</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Ensure that new-to-ACLC facilitators get trained in the 3 learning goals and 7 components of Gold Standard PBL 2. All core classes are based in a research-backed, standards-aligned curriculum. We will use Illustrative Mathematics for math instruction, Lab Aids for science, Teachers' Curriculum Institute for history, and EngageNY or Literacy Design Collaborative for English (pilot program being chosen for 2021-22 school year) 3. Provide quarterly opportunities for facilitators to learn about and collaborate around PBL and how the ACLC PBL focus can best fit with standards-aligned instruction 4. Create and update a project calendar for internal use so that we can identify gaps in projects for our learners and ensure they have a high quality experience in each grade level 	\$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
		5. Offer to pay for the June 2021 PBL Works conference for all interested facilitators		
3	Adopt and Implement Research-Based English Curriculum	<p>English courses at ACLC do not currently have a specific curriculum - all curriculum is facilitator-created. By 2023-24, 70% of English courses at ACLC have a specified, research-based curriculum that serves as the basis for those courses.</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Take the recommendation from our Curriculum Committee for the 2021-22 school year for either EngageNY or Literacy Design Collaborative's English curriculum for grades 6-12. 2. Require 70% of facilitators adopt at least 4 units or modules to implement in the 2021-22 school year 3. Reflect on the successes and challenges of implementing the chosen curriculum at the end of the 2021-22 year and decide to continue with that curriculum or switch to the other option 4. Move toward increasing the number of units or modules to span the entire academic year if applicable. 	\$50,000.00	No
4	Adopt and Implement a New Research-Based Math Curriculum	<p>Currently, our math department uses College Preparatory Math (CPM) as the basis for its curriculum. The math department is currently evaluating other curriculum and aims to begin implementing this in the 2021-22 school year.</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Take the recommendation from our math department and the Curriculum Committee for the 2021-22 school year for the adoption of the Illustrative Mathematics curriculum for grades 6-12. 2. Require 70% of facilitators adopt at least 4 units or modules to implement in the 2021-22 school year 3. Reflect on the successes and challenges of implementing the chosen curriculum at the end of the 2021-22 year and decide to 	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>continue with that curriculum or switch to another curriculum option or revert to College Preparatory Math (CPM).</p> <p>4. Move toward increasing the number of units or modules to span the entire academic year if applicable.</p>		
5	Create a College and Career Scope and Sequence	<p>Our college counselor will work with our school counselor to create a college and career scope and sequence that outlines key events, information sessions, or support at each grade level that helps expose our students to college and career information. Examples of these types of events would Financial Aid Night, UC vs. CSU Info. Session, Trade Schools, etc...</p> <p>This document will be shared with potential and incoming parents and learners so they know which supports they will receive each year. The goal is to steadily increase the number of college and career offerings each year over time as we our counseling department has the bandwidth to add more events and sessions with changing needs. These events will be in addition to the small group meetings and the 1:1s that they already have with our learners and their families, but will ultimately hold us accountable for this important "college and career preparation" focus of our school and our LCAP goals.</p>	\$115,000.00	No
6	Safe and Secure Schools	<p>1. ACLC will ensure that school safety and security continue to be a priority that is monitored by school staff including the annual update of School Safety Plans. Support will include training opportunities for all staff on the plan and emergency response procedures.</p> <p>2. Emergency communications upgrades through "Share911" will continue as planned.</p>	\$20,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	ENSURE THAT LEARNERS HAVE ACCESS TO BASIC SERVICES, SUPPORTS, AND INTERVENTION.

An explanation of why the LEA has developed this goal.

ACLC values our diverse community. As our demographics change and we increasingly accept learners who are behind in literacy and numeracy skills, it is crucial that we meet their needs. As such, we will continue to align resources to better support all learners in becoming college and career ready.

ACLC will use Staff Development time to support all facilitators in increasing their toolkit of effective Tier 1 strategies for use in the general education classroom setting. Administration will examine master schedule and staffing to refine existing Tier 2 supports.

ACLC has created Learning Labs for learners who are not passing their courses. These learners are pulled from one or more Project Periods each week and assigned to Learning Labs - a small-group setting where learners set goals, reflect on progress, and work on project management. An instructional aide takes attendance, monitors learner progress, and provides support during Learning Labs. Facilitators are also required to host two support sessions after school each week that we call MAS (More Academic Support). ACLC assigns learners to these office hours based on the grades and skills in their courses with a monthly data pull of Jupiter and MAP data. We also use web and app-based digital supports like IXL, NoRedInk, Vocabulary.com, and Khan Academy to support our struggling learners. We have also begun a pilot of Lexia's Power Up Literacy, an online adaptive software program targeted specifically at English Language Learners and learners who are behind in reading comprehension and fluency skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Failing Grades	On average, 12% of learners in the last 3 years (2018-19 through 2020-21) at ACLC finish 1 or more semesters with a GPA below a 2.0.				On average, 8% of learners finish 1 or more semesters with a GPA below a 2.0.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance at Office Hours / MAS	Attendance for assigned learners at Office Hours (also called MAS - More Academic Support) is around 25%.				Attendance for assigned learners at Office Hours (also called MAS - More Academic Support) is 50% or higher.
Use of Identified Universal Design for Learning (UDL) Strategies	Facilitators employ a small number of UDL strategies consistently across our school.				Facilitators employ 3-5 identified schoolwide UDL strategies consistently across our school.
MTSS Tracking Tool	Currently, our MTSS process is captured in a series of documents and spreadsheets that makes it difficult to quickly access information about a learner's current tier of support (Tier 1, 2, or 3) and/or quickly identify what supports are in place for that learner.				Our MTSS process will be refined and captured in a centralized place on a limited number of easily accessible and comprehensible documents that makes it easy to quickly access information about a learner's current tier of support (Tier 1, 2, or 3) and/or quickly identify what supports are in place for that learner.
CA Schools Dashboard - English Language Learner Scores	Based on the most recent CA Schools Dashboard data, 40% of our English Language Learners are making progress towards English language proficiency.				Based on the most recent CA Schools Dashboard data, 55% or more of our English Language Learners are making progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	This puts us in the "Low" designation.				This would put is in the "High" designation.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development in Support of Universal Design for Learning (UDL) Strategies	<p>This year, we focused on Universal Design for Learning (UDL) strategies for Distance Learning, and moving forward, we will work on identifying and naming 3-5 UDL strategies for our instructional "toolkit" that all facilitators will use consistently in their classrooms and their teaching practice to further support Tier 1 interventions at ACLC.</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Ensure that all facilitators are exposed to the 3 basic UDL learning guidelines: (1) Provide multiple means of engagement, (2) provide multiple means of representation, and (3) provide multiple means of action & expression. 2. Develop a "toolkit" of 3 or more strategies within each of the 3 learning guidelines above that all facilitators learn/study, practice, and incorporate into daily lesson plans across the school 3. Have admin and coaches conduct lesson plan audits and classroom visits to ensure that these practices are finding their way from professional development (PD) into the lesson plans and classrooms 4. Refine and add to the "toolkit" over the next 3 years so that we develop an "ACLC Way" (for lack of a better term) when it comes to the teaching practices and teacher moves that our facilitators make in service of learners 	\$106,120.00	Yes
2	Define and Implement an Instructional Model Identifying	We will work to identify, learn, and practice our "AIM" - an acronym for "ACLC Instructional Model." The goal is to establish and agree upon a core set of pedagogical components that make up good teaching practice at ACLC while acknowledging that standards-aligned and Project Based Learning require different approaches.	\$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Components of Strong Pedagogy	<p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Name and identify a need for common approaches to instruction at our school, rooting this need in the developmental needs of learners for consistency and predictability. 2. Develop a shared list of the components of our instructional model (example: Hook/Launch, Content Delivery, Practice & Processing in whole class, as a small group, and individually, Closure/Exit Ticket). 3. Conduct lesson plan audits and classroom visits to ensure that these instructional delivery model components are finding their way from professional development (PD) into the lesson plans and classrooms. 4. Refine and add examples of each of the instructional delivery model components over the next 3 years so that we develop an "ACLC Way" (for lack of a better term) when it comes to the teaching practices and teacher moves that our facilitators make in service of learners. This will be directly linked to the UDL strategies action step above. 		
3	Intervention Aide Increase	<p>We are increasing our Intervention Aide position from 1/2 time to full time moving forward. In the past, our Intervention Aide lead "Learning Labs" for learners who were failing multiple classes. These Learning Labs would be scheduled throughout the week for 1-7 learners, but with a half time employee, there were inevitably access issues, as some learners did not have free periods that aligned with our part-time support option.</p> <p>Moving forward, our Intervention Aide will...</p> <ol style="list-style-type: none"> 1. Work full time 2. Continue to lead Learning Labs throughout the week 3. Support English and math intervention work for middle and high school using a defined curriculum 4. Have capacity to contact families and learners on a regular basis 5. Meet with facilitators during Office Hours or other scheduled times to have a better sense of what projects / assignments to support learners with 6. Host "bootcamps" for specific upcoming projects / assignments or for past ones that learners need to make up 	\$33,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7. Potentially teach our Learning 2 Learn courses using defined curriculum for 6th and 7th grade to allow the math facilitators to lead their own interventions		
4	Revise MTSS (Multi Tiered Systems of Support) Processes & Documentation	<p>We will work to streamline our MTSS processes such that the documentation and process itself are refined and captured in a centralized place on a limited number of easily accessible and comprehensible documents. We should be able to quickly identify which Tier of support a learner is on (Tier 1, 2, or 3) and which interventions they are receiving as well as move learners from tier to tier with new information. This will be a combined effort of and with the entire staff as we work to provide more consistent and effective Tier 1 supports across the school and refine our Tier 2 and Tier 3 supports with relevant staff.</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Review all existing MTSS processes, documentation and spreadsheets (including past iterations) 2. Get feedback from the MTSS team about which processes and documentation are helpful, redundant, confusing, or missing and refine our process and all our internal documents 3. Create a simplified MTSS flow-chart or graphic that summarizes our process and share with internal and external stakeholders for additional feedback 4. Determine key criteria for moving learners from Tier 1 to Tier 2 to Tier 3 and back again and determine whether we will use a four, six, or eight week data review cycle. We will list specific interventions and work to increase Tier 1 support across the school (see related Actions 1 and 2 for Goal 3) and better define our Tier 2 and Tier 3 and what qualifies a learner to receive these supports. 5. Set up a separate Data Review Team consisting of a smaller group of administration, counseling, and support team members to conduct data analysis for moving learners into and out of different tiers of support 	\$206,750.00	No

Action #	Title	Description	Total Funds	Contributing
5	Add a full-time Family and Learner Liaison role to our school.	<p>We are adding a Family and Learner Liaison role to our school to focus exclusively on getting learners and families engaged with school. This will be part attendance checks/reports, part follow-up with homeless and foster youth, part resource finding, and part relationship-building with our most struggling learners and families.</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Create and post a job description for our new Family & Learner Liaison role 2. Hire a full time Family & Learner Liaison 3. Train this individual to use our attendance and communication programs (currently, PowerSchool and Jupiter, respectively) 4. Task this individual with running monthly and weekly attendance reports and making recommendations to administration around ways to better engage learners and families and improve attendance 5. Train and task this individual with supporting our homeless (McKinney-Vento) and foster youth to both meet legal requirements and better develop systems and structures to support these learners at our school 6. Review the position's expectations twice/year to refine the new role and how it can best support our school around engagement of families and learners 7. Task this individual with developing positive relationships with learners on campus and families at home by being visible during the school day, attending school events, and communicating regular with families and learners struggling to engage 	\$85,609.00	Yes
6	Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support	<p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Refine and increase restorative justice strategies via our Judicial Committee system, support trauma-informed care and Positive Behavioral Intervention and Support (PBIS) programs via professional development - used as both prevention and intervention strategies designed to meet the needs of all students. 2. Provide support for whole school implementation assistance through professional learning opportunities and policy review in collaboration with the Equity Task Force and ACLC Governing Board. 	\$286,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3. Administration will provide time to revise school discipline protocols in collaboration with integrated site support teams where relevant.</p> <p>4. ACLC will continue to work on developing focused actions to reduce the disproportionality of disciplinary actions experienced by all students, with a specific focus on students with disabilities and learners of color.</p> <p>5. ACLC will continue to build capacity for the implementation of Positive Behavioral Intervention & Supports (PBIS) and restorative justice strategies in order to teach students social-emotional competencies and behavioral expectations with increased clarity. ACLC will establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis, based on data collected from staff.</p> <p>4. ACLC will continue to monitor suspension and expulsion data, attendance, and chronic absenteeism. The Family & Learner Liaison will make data available to appropriate classroom facilitators in order to continue to support the improvement cycle and provide preventative services and responsive resources as appropriate for all students under an MTSS framework.</p> <p>5. ACLC will continue to support site capacity with the implementation of comprehensive 6-12 counseling services that increase academic, social-emotional, and college, career, and community readiness inclusive of research-based social-emotional approaches, a Multi-Tiered System of Support (MTSS). Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student's needs and promote students' academic, social-emotional, and college readiness.</p>		
7	Provide for Student Health and Wellness	<p>1. ACLC will continue to provide health and wellness check for all students via our full time school counselor and Family & Learner Liaison, in addition to our formal mental health surveys.</p> <p>2. ACLC will continue to provide additional focused support for students with disabilities and significant health needs.</p> <p>3. Family & Learner Liaison will work with community partners to align services and programs offered to students within schools at all grade levels. These partnerships will continue to be inclusive of all students and focused on enriching student access to academic, college/career</p>	\$176,000.00	No

Action #	Title	Description	Total Funds	Contributing
		readiness, and social-emotional success. The purpose of these collaborations is to enhance students' mental health and wellbeing, provide avenues for students to increase school engagement, create pathways of support for children/youth in transition, provide support services in collaboration with families and enrich the overall experiences of students in support of their academic success and college/career readiness.		
8	School Support Staff and Resources	<p>ACLC will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, increased student attendance, and provide effective operations and support for students, parents and staff.</p> <p>ACLC will continue to provide all departments with general supplies and operating expenses to ensure they can meet the needs of the students.</p> <p>ACLC's lead facilitator will continue to have separate professional development with our Support Team in support of our team's self-selected Mission: "The ACLC Support Team's purpose is to ensure that the daily functioning of the school is constantly improved so that we can best support facilitators, learners, and families in achieving the school's mission."</p>	\$50,000.00	No
9	Attractive, Clean and Well Maintained Schools	ACLC will continue to maintain clean, safe, environmentally friendly, and inviting schools that are worthy of our students and families and encourage successful teaching and learning. Physical environments will be viewed through the lens of improving student attendance and academic achievement and reducing negative behaviors. Such physical attributes as newer or modernized furniture, improved lighting, thermal comfort, acoustics, and indoor air quality will be included in facility design, planning and construction, and maintenance.	\$72,530.00	

Action #	Title	Description	Total Funds	Contributing
10	Increase instructional minutes through summer school	<p>ACLC will offer summer school as a way to provide learners that are struggling academically with another opportunity for intervention. Summer school will also be offered to EL learners, foster youth, and learners from low socio-economic levels.</p> <p>Moving forward, we will...</p> <ol style="list-style-type: none"> 1. Stipend our school counselor, our Intervention Aide, and a Special Education Paraprofessional to host a 4 week long summer school from June 21 - July 16, 2021. 2. Send letters home to all learners in danger of failing 1 or more courses 3. Create a mix of in-person and virtual summer school options to be equitable and responsive to family and learner comfort during the pandemic 4. Set learners up with a mix of facilitator-provided work and online credit recovery options through BYU and Edgenuity and support them with work time and tutoring/planning support "live" in person or via Zoom 5. Hold regular, required check-ins with learners to gauge progress and adjust plans 6. Communicate that learners who don't finish summer school course-work or meet requirements will need to repeat courses at ACLC before graduation 7. Work with seniors to finish course-work and receive a late July diploma 8. Enter all relevant grades that change as a result of summer school 	\$65,000.00	Yes
11	Increase invention for English Language Learners	<p>ACLC will hire a full time ELD Coordinator that will provide direct instruction to EL learners. This ELD Coordinator will be trained in EL instructional strategies and support their fellow facilitators in bettering the EL instruction offered. The coordinator will also support the administrative needs of supporting English language learners at our site, including ELAC and program structure/support for English Language Learners.</p>	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	N/A

An explanation of why the LEA has developed this goal.

N/A

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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.

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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.

Goals and Actions

Goal

Goal #	Description
5	N/A

An explanation of why the LEA has developed this goal.

N/A

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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.

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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
7%	\$210,835

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.

Professional Development Time for Course Landing Pages, MAP Proficiency Support, and Benchmarks: By providing time for facilitators to refine and warehouse their curriculum in a central location, we ensure that the effects of facilitator turnover are reduced for our high risk learners, as new facilitators are more easily able to step in and pick up the curriculum and courses. This in turn allows all facilitators to focus more on the foster youth, English learners, and low-income students in front of them instead of the need to invent/create curriculum.

Schoolwide Self Study and Mission Review: By undergoing a self-study using an outside framework (based on the model proposed by "Schools to Watch"), we ensure that facilitators who have joined ACLC at various points over almost 3 decades have a chance to get aligned on our mission and what our schools strengths and areas for growth are. This self-study will have a deliberate focus on outcomes for foster youth, English learners, and low-income students, and the framework includes concrete strategies and recommendations for how to improve in areas of weakness, including the support of foster youth, English learners, and low-income students.

Equity Task Force Work: This work is directly aligned to supporting foster youth, English learners, and low-income students. As we engage our facilitators in their own self work around internalized biases and share concrete strategies to create more a more equitable school and classrooms, our foster youth, English learners, and low-income students will benefit from changed practices that keep them and their experience at the center of teaching and learning.

Focus on Standards-Aligned Project Based Learning (PBL): Creating lessons and units that are aligned to standards is one of the greatest forms of equity in support of foster youth, English learners, and low-income students. By setting the bar high and giving facilitators the training and support they need to scaffold all lessons in support of all learners, we ensure that our foster youth, English learners, and low-income students are at the center of lesson and unit design.

Professional Development in Support of Universal Design for Learning (UDL) Strategies: UDL strategies benefit all students, and simply represent strong teaching pedagogy. By focusing on identifying, practicing, and becoming expert in a UDL "toolkit" via professional

development, our facilitators will create consistent high quality classroom experiences for our foster youth, English learners, and low-income students that will allow them to excel and reach standard.

Define and Implement an Instructional Model Identifying Components of Strong Pedagogy: By identifying our instructional delivery model and key components of daily lesson planning, we will create a more consistent, pedagogically sound educational experience for our foster youth, English learners, and low-income students. The use of similar teacher "moves" for different components of a lesson (the launch, presentation of information, group practice, individual practice, exit ticket, etc) will ensure that learners are able to focus on the content of daily lessons instead of the structure, as the structures and approaches will repeat.

Revise MTSS (Multi Tiered Systems of Support) Process: When learners are not successful in our school with our Tier 1 supports, they enter our MTSS process, where we regularly pull grade, attendance, and testing data to analyze learner performance. Based on this data and a discussion with our MTSS team (consisting of facilitators, administration, counseling, support, and special education services staff), we provide Tier 2 and 3 supports. By revising our process to be more streamlined, we will be able to more effectively determine which interventions are being enacted and how effective they are for the learner and then move to try new interventions or reinforce successful ones in a more streamlined way. By reducing the number of documents involved and creating a clear flow-chart of the process, we can be more transparent with the facilitator team and better serve all learners, including foster youth, English learners, and low-income students.

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

As we increase our percentage of foster youth, English learners, and low-income students by 7%, we are also increasing the funding to support these learners in our school. Our main new supports are increasing our Intervention Aide position from 1/2 time to full time, increasing our Non-Supervisory Instructional Coaching position from 1/2 to full time, and adding a full time Family and Learner Liaison position.

Our Intervention Aide works directly with foster youth, English learners, and low-income students to support them academically and support their development of executive functioning skills for school and life. Our Non-Supervisory Instructional Coaching position will work with all facilitators to support them in developing Tier 1, 2, and 3 supports for foster youth, English learners, and low-income students that will help them access the curriculum and be successful academically. Our Family and Learner Liaison will work directly with our foster youth to connect them with supportive services to allow academic success at ACLC. This role will also focus on data monitoring of grades and attendance for our foster youth, English learners, and low-income students.

Note: We are also hiring a full time English Language Development Coordinator to do program design, perform administrative duties in relation to ELAC and English learners, and provide direct service teaching to our English learners. However, this funding is part of the ESSER funds and is captured in the LCP and not captured as part of the LCAP.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,809,949.00	\$135,000.00		\$233,673.00	\$3,178,622.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,818,382.00	\$360,240.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Instructional Coaching Increase	\$109,000.00				\$109,000.00
1	2	English Learners Foster Youth Low Income	Intervention Aide Increase	\$74,750.00			\$8,532.00	\$83,282.00
1	3	All	Professional Development (PD) Time for Course Landing Pages, MAP Proficiency Support, and Benchmarks	\$152,000.00			\$15,000.00	\$167,000.00
1	4	All	Schoolwide Self Study and Mission Review	\$165,000.00				\$165,000.00
1	5	English Learners Foster Youth Low Income	Equity Task Force (ETF) Work	\$42,000.00				\$42,000.00
1	6	All Students with Disabilities	Aligned Course of Study and Curriculum	\$390,343.00				\$390,343.00
1	7	All Students with Disabilities	Instructional Resources and Materials	\$142,000.00			\$112,000.00	\$254,000.00
1	8	English Learners Foster Youth Low Income	Instructional Programs and Services for Students with Disabilities	\$236,419.00				\$236,419.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All Students with Disabilities Low Income	Increase in College Counseling	\$115,000.00				\$115,000.00
2	2	All	Focus on Standards-Aligned Project Based Learning (PBL)	\$120,000.00				\$120,000.00
2	3	All Students with Disabilities Low Income	Adopt and Implement Research-Based English Curriculum	\$40,000.00			\$10,000.00	\$50,000.00
2	4	All	Adopt and Implement a New Research-Based Math Curriculum	\$40,000.00				\$40,000.00
2	5	All Students with Disabilities	Create a College and Career Scope and Sequence	\$115,000.00				\$115,000.00
2	6	All	Safe and Secure Schools	\$20,000.00				\$20,000.00
3	1	English Learners Foster Youth Low Income	Professional Development in Support of Universal Design for Learning (UDL) Strategies	\$106,120.00				\$106,120.00
3	2	All	Define and Implement an Instructional Model Identifying Components of Strong Pedagogy	\$120,000.00				\$120,000.00
3	3	English Learners Foster Youth Low Income	Intervention Aide Increase	\$25,000.00			\$8,532.00	\$33,532.00
3	4	All	Revise MTSS (Multi Tiered Systems of Support) Processes & Documentation	\$206,750.00				\$206,750.00
3	5	English Learners Foster Youth Low Income	Add a full-time Family and Learner Liaison role to our school.	\$55,000.00			\$30,609.00	\$85,609.00
3	6	English Learners Foster Youth Low Income	Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support	\$237,037.00			\$49,000.00	\$286,037.00
3	7	All Students with Disabilities	Provide for Student Health and Wellness	\$176,000.00				\$176,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	All	School Support Staff and Resources	\$50,000.00				\$50,000.00
3	9		Attractive, Clean and Well Maintained Schools	\$72,530.00				\$72,530.00
3	10	English Learners Foster Youth Low Income	Increase instructional minutes through summer school		\$65,000.00			\$65,000.00
3	11	English Learners	Increase invention for English Language Learners		\$70,000.00			\$70,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$776,326.00	\$1,007,999.00
LEA-wide Total:	\$579,576.00	\$763,576.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$196,750.00	\$379,423.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional Coaching Increase			Specific Schools: ACLC	\$109,000.00	\$109,000.00
1	2	Intervention Aide Increase	Schoolwide	English Learners Foster Youth Low Income		\$74,750.00	\$83,282.00
1	5	Equity Task Force (ETF) Work	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$42,000.00	\$42,000.00
1	8	Instructional Programs and Services for Students with Disabilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,419.00	\$236,419.00
2	1	Increase in College Counseling		Low Income		\$115,000.00	\$115,000.00
2	3	Adopt and Implement Research-Based English Curriculum		Low Income		\$40,000.00	\$50,000.00
2	5	Create a College and Career Scope and Sequence			All Schools	\$115,000.00	\$115,000.00
3	1	Professional Development in Support of Universal Design for Learning (UDL) Strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,120.00	\$106,120.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Intervention Aide Increase	Schoolwide	English Learners Foster Youth Low Income		\$25,000.00	\$33,532.00
3	5	Add a full-time Family and Learner Liaison role to our school.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$85,609.00
3	6	Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$237,037.00	\$286,037.00
3	10	Increase instructional minutes through summer school	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$65,000.00
3	11	Increase invention for English Language Learners	LEA-wide Schoolwide	English Learners	All Schools		\$70,000.00

Annual Update Table Year 1 [2021-22]

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

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