

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 |
|--|----------------------------|------------------------------------|
| Piner-Olivet Charter School - Piner-Olivet Union School District | Kirsten Sanft Principal | kwofford@pousd.org 707-522-3310 |

Plan Summary [2021-22]

General Information

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

Piner Olivet Charter School (POCS) is a collaborative, supportive community which nurtures the academic, social, and emotional growth of the individual through engagement in the process of inquiry-based problem solving, reflection, and communication. POCS serves a student population of about 208 students in grades 7-8. Twenty percent of our students are English Learners, 34% of our students are socio-economically disadvantaged. Piner Olivet Charter School and Piner-Olivet Union School District (POUSD) were seriously impacted by the Northern California wildfires in 2017. The Tubbs Fire destroyed over 5,500 structures and Coffey Park, a neighborhood directly across the street from our district office (one of the most densely populated areas in Santa Rosa affected by the fire). About 1,500 homes were destroyed in the small neighborhood. Many of our students and staff were directly impacted by the fires. Since then we have had Air Quality closure days where we had to close schools, PG&E power shut off days where we have had to close schools, flooding in the near by Russian River (Feb 2019), Kincade Fire (Oct 2019) that devastated a close by community to our north, COVID-19 pandemic (March 2020-ongoing) that resulted in the closure of schools and transition to distance learning and then a transition to hybrid learning, Walbridge Fire (Aug 2020) that impacted another close by community to our north, and Glass Fire (Sept 2020) that devastated a close by community to our east. Our community has been greatly impacted and social-emotional support continues to be a top priority for our district.

Reflections: Successes

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

On the 2019 CA Dashboard, the state indicators for which overall performance was in the "Blue" or "Green" performance category were: Suspension Rate was green for the following subgroups: All Students decreased 3.1%; Hispanic, decreased 3.2%; Socio-economically disadvantaged students decreased by 3.5%; and White students, decreased 10.4%. English Language Arts was "blue" for the following subgroups: All students increased 24.4 points (blue), white students increased 32 points (blue), English Learners increased 19 points (green), Hispanic increased 26 points (green); and Socio-economically disadvantaged increased 19 points (green), . English Learner

Progress was at the "Very High Level" with 79% of students making progress towards English Language proficiency. All local indicators on the 2019 CA Dashboard "met" the standard.

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.

There were no the state indicators on the 2019 CA Dashboard for which overall performance was in the "Red" or "Orange" performance category. There were no local indicators where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. There were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

LCAP Highlights

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

Goal 1: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

- Classroom Environment & Culture
- Student Engagement
- Dynamic Learning Experiences
- Curriculum and Pedagogy
- Assessment for Student Learning
- Professional Learning
- Leadership Development
- Family & Community Engagement

Goal 2: Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

- Whole Child Nurturance
- Lifelong Wellness
- Tools for Families
- Safe Environment

Goal 3: Community: Strengthen our community by embracing change and cultivating a growth mindset.

- Community Partnerships
- After School Engagement
- Technology
- School Culture

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.

- The superintendent presented the LCAP to the Parent Advisory Committee (known as PTO) for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the parent advisory committee
- The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment in May 2021, the superintendent then responded, in writing, to comments received from the English Learner Parent Advisory Committee
- The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: N/A the LCAP serves as the School Plan as it is a single school LEA.
- The superintendent consulted with its special education local plan area administrator in May 2021 to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- The governing board held one public hearing (June 2, 2021) to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- The governing board adopted the LCAP in a public meeting (June 16, 2021). This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

*items above are required by CA Education Code 52062

- Design Team (Nov 15-16, 2018; Jan 16-17, 2019; March 28-19, 2019; Sept 26-27, 2019; Nov 8, 2019)
- Teachers provided input on LCAP in the following ways: staff meeting, future-focused professional development process, survey, local bargaining unit (May 2019, April 2021)
- Administrators provided input on the LCAP in the following ways: Leadership Team Meeting, Cabinet Meetings (May 5, 2020; June 5, 2020)
- Students provided input on the LCAP in the following ways: surveys, meetings, discussions
- Classified provided input on the LCAP in the following ways: surveys, local bargaining unit (May 2019, April 2021)
- Site Councils provided input on the LCAP (April/May 2021)

A summary of the feedback provided by specific stakeholder groups.

The "Design Team" utilized feedback from all stakeholder groups to finalize the goals and actions during the 2019-2020 school year (before COVID). It is important to note that LCAP Goal 2 "Support the social-emotional and physical well-being of all and recognize each person's inherent value" of our LCAP is particularly important to our community as we have experienced significant emotional strain over the past 4 years. The goals and actions were then reviewed prior to the 2021-2022 adoption to ensure that these goals and actions continued to be relevant in a post-COVID environment.

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

All LCAP Goals and Actions were revamped during the 2019-2020 school year for the 2020-2021 LCAP cycle. However, these goals and actions were not officially put into place until the 2021-2022 LCAP cycle (current cycle) due to the LCAP cycle being put on pause for the 2020-2021 school year. All stakeholders were important in the development of our goals and actions. Out of extensive future focus professional development and discussion we collaboratively developed the goals and actions listed in this LCAP. All stakeholder groups reviewed and approved the plan.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement. |

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of exceptional learning experiences: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement, and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for providing learning experiences that increase students achievement, engagement and preparedness for their future.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|-----------------------------|
| ELA Academic Indicator | | | | | |
| ELA Standards Implementation of the Standards (Local Indicator) | PD: Initial Materials: Initial Instruction: Initial | | | | |
| Math Academic Indicator | | | | | |
| Math Standards Implementation of the Standards (Local Indicator) | PD: Initial Materials: Initial Instruction: Initial | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|-----------------------------|
| EL Progress (CA Dashboard) | Status: 61% Progress Level: High | | | | |
| ELD Standards Implementation of the Standards (Local Indicator) | | | | | |
| Reclassification Rate | | | | | |
| Science Standards Implementation of the Standards (Local Indicator) | PD: Explore Materials: Explore Instruction: Explore | | | | |
| History Standards Implementation of the Standards (Local Indicator) | PD: Explore Materials: Explore Instruction: Explore | | | | |
| Standards Aligned Materials % of students with access to their own copies of standards-aligned instructional materials for use at school and at home | 100% | | | | |
| Facilities in Good Repair (FIT Report) | 100% | | | | |
| # of Williams Complaints | 0 | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| # instances where facilities do not meet the "good repair" standard | 0 | | | | |
| Broad Course of Study | 100% | | | | |
| Misassignment of teachers | 0% | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|---|--------------|--------------|
| 1 | Classroom Environment & Culture | <p>Provide each student with a highly qualified teaching staff to support learning and positive school climate/culture using appropriate curriculum:</p> <ul style="list-style-type: none"> • Utilize Pillars of Character Consumable Materials • Director of Special Education (.80 FTE district-wide POCS Share) • POCS Share of Special Ed Encroachment • High Qualified Principal Appropriately Assigned • Highly Qualified Teachers Appropriately Assigned <p>Develop a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best.</p> <ul style="list-style-type: none"> • Arrange flexible and choice-driven learning environments so that arrangement of room is conducive to and supports learning. • Classroom systems and routines facilitate student responsibility, ownership, and independence. • Class time is maximized in the service of learning. | \$902,484.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|---|--------------|--------------|
| | | <ul style="list-style-type: none"> • Co-create purposeful, relevant, accessible learning resources. Students have access to resources in the environment to support their learning and independence. • Develop and nurture a community of learners. • Classroom norms encourage trust-building, risk-taking, collaboration, and respect for divergent thinking. • Foster collaborative conversation and open discourse. • Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of inclusivity, equity, and accountability for learning. | | |
| 2 | Student Engagement | <p>Address the needs of English Learners and socioeconomically disadvantaged students by providing:</p> <ul style="list-style-type: none"> • 4 Program Assistants for academic support classes • Provide ELD/Intervention Materials • Provide Professional development for ELL strategies (SCOE) • Utilize Renaissance T-shirts, certificates, plaques, and other recognition materials <p>Cultivate learning processes and environments that foster deep engagement, intellectual development, and communication.</p> <ul style="list-style-type: none"> • Integrate student voice and choice in learning experiences. • Students take ownership of their learning to develop, test, and refine their thinking. • Students' classroom work embodies substantive intellectual engagement. • Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in their learning experience. | \$184,014.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> • Engagement strategies build on students' strengths and address the needs of English learners and socioeconomically disadvantaged students. | | |
| 3 | Dynamic Learning Experiences | <p>Engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life:</p> <ul style="list-style-type: none"> • Supplies and materials, printer ink • WeVideo video editing tool annual subscription • Summer School - Program Assistants (June 14 - July 9, 2021) <ul style="list-style-type: none"> • Focus on strategic yearlong planning that informs units and daily lesson plans. • Utilize both standards-aligned curriculum and multi-disciplinary projects. • Lessons are intentionally linked to other lessons in support of students meeting standards. • Lessons are meaningful and relevant beyond the task at hand, and assist students in learning and applying transferable knowledge and skills. • Learning targets and criteria for success are clearly articulated, linked to standards, embedded in instruction, and understood by students. • Teaching points are based on the teacher's knowledge of students' learning needs in relation to the learning targets. • Create formative learning processes for all students with measurable learning targets. • Develop curricular activities that bridge in-class and online learning with real world applications. | \$4,700.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|---|-------------|--------------|
| 4 | Curriculum and Pedagogy | <p>Adopt and integrate research-based curriculum such as Carnegie Math curriculum and pedagogy that are tied to California State Standards and Framework which supports high student achievement and engagement.</p> <ul style="list-style-type: none"> • Provide training / Professional Development Registration and Other Costs for Certificated and Classified Staff • SCOE and other workshops for certificated and classified staff • Professional Development consulting services <ul style="list-style-type: none"> • Make decisions and utilize instructional approaches in ways that intentionally support his/her instructional purposes. • Instructional materials (e.g. texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • Ensure that instructional materials and strategies are grounded in cultural competency and are geared toward creating an equitable school and classroom environment. • All English learners receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program designed to meet California State ELD standards. • Lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • Utilize instructional strategies based on planned and/or in-the-moment decisions, to address individual learning needs. • Provide scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. | \$28,527.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|---|-------------|--------------|
| | | <ul style="list-style-type: none"> Design professional development opportunities for certificated and classified staff to support curriculum and pedagogy implementation. | | |
| 5 | Assessment for Student Learning | <p>Assessment cycles are continually utilized by educators and students to ensure learning activities lead to student success. Teachers use assessment results to modify curriculum and learning activities to address student needs.</p> <ul style="list-style-type: none"> Develop systems in which students assess their own learning and the work of their peers in relation to the learning target. Create multiple assessment opportunities and expect all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student. Use observable systems and routines for recording and using student assessment data. Assessment criteria, methods, and purposes are transparent and match the learning target. <p>Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:</p> <ul style="list-style-type: none"> Benchmark subscriptions - STAR Renaissance, Illuminate | \$1,500.00 | No |
| 6 | Professional Learning | <p>Provide professional development workshops for teachers, classified instructional support staff, and principals to better support EL students:</p> <ul style="list-style-type: none"> Provide Substitutes for teachers to participate in professional development | \$5,250.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>Ensure every educator is highly effective and ever-developing in their role, and an active member of effective, collaborative teams that engage in future-focused professional learning.</p> <ul style="list-style-type: none"> • Include team building activities and norm development in professional development. • Provide professional learning on how to build a culture of trust in schools and classrooms. <p>Integrate professional development focused on virtual platforms, software, pedagogy, and curriculum within fluid learning environments.</p> <ul style="list-style-type: none"> • Acknowledge and utilize teachers’ strengths. • Continue professional development opportunities on equity in education and ensuring all students have access to high-quality learning in a welcoming environment. • Highlight classrooms that employ formative learning practices. • Ground professional learning in student performance and formative learning. • Engage in professional learning experiences to develop district-wide guidelines for implementing research based formative learning practices. • Participate in cooperative teams and communities of practice to deepen student learning. • Focus on and utilize the Center for Educational Leadership’s 5 Dimensions of Teaching and Learning to inform daily practice, enhance learning opportunities, and encourage professional growth. • Create professional development for educators around global awareness and the future world of work • Engage in communities of practice to co-create evidence-based teaching practices to deepen student learning. • Emphasize the formative learning process for students and staff throughout POUSD classrooms, activities, and operations. | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| 7 | Leadership Development | <p>Support leaders in building student-focused, growth-oriented, trust-based cultures where innovation and learning flourish.</p> <ul style="list-style-type: none"> • Develop, support, and acknowledge teacher leaders to build capacity. • Plan and schedule leadership retreats, meetings, and collaborative work sessions to focus on the Four -Dimensions of Instructional Leadership. • Encourage leadership collaboration such as sharing ideas and resources, and analyzing school data. • Cultivate relationships to build trust-based culture. • Engage in reflection and formative learning cycles. | | No |
| 8 | Family & Community Engagement | <p>Create opportunities to participate in a productive and ongoing, multi-directional dialogue to enhance home-school understanding, and support students' accessing future-forward education using Annual subscriptions such as Weebly and Bright Arrow.</p> <ul style="list-style-type: none"> • Provide a teacher with extra pay to be the Yearbook Advisor and work on the school yearbook. • Provide frequent and clear communication between the school and the broader school community • Utilize online educational programs that reinforce and share student learning. • Involve families in family nights, games, surveys, interviews, and exhibitions. • Communicate student progress, achievements, and struggles through a variety of mediums. • Empower students to communicate their success, challenges, and growth through student led conferences. • Provide all families and the community with opportunities to engage with curriculum. | \$4,500.00 | No |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value. |

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders want to prioritize social-emotional support and physical well-being. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value of a well rounded educational program: Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring the healthy well-being of our students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| Attendance Rate | | | | | |
| Chronic Absenteeism Rate | | | | | |
| Suspension Rate | | | | | |
| Expulsion Rate | | | | | |
| % feel school is welcoming and friendly | | | | | |
| % teachers respect students | | | | | |
| % teachers believe in me and want me to be successful | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------|----------|----------------|----------------|----------------|-----------------------------|
| % students feel school is safe | | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|--|-------------|--------------|
| 1 | Whole Child Nurturance | <p>Provide comprehensive student-centered programs that recognize each student’s inherent value, meet the wellness needs of students, and infuse social-emotional learning opportunities into daily experiences</p> <ul style="list-style-type: none"> • Actively seek to create equity-minded schools that recognize and welcome the diverse backgrounds of our students. • Develop a sense of community and belonging through active family engagement. • Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students. • Provide opportunities to celebrate our differences. • Nurse • Provide counseling for all students as needed. • SEL curricula integrated in classroom • Encourage site-based focus on Restorative Practices, Toolbox, and Positive Behavioral Interventions and -Supports (PBIS). • Assemblies to encourage • Creating and maintaining a robust PE program that integrates mindfulness and nutrition. (PE Tech) • Assembling a district-wide committee focused on researching, creating, and implementing an improved food -service. • Creating opportunities for students to drive their own learning around fitness and nutrition. • Support teachers in integrating nutrition and exercise learning into classroom curricula. <p>Providing counseling services for foster youth and low-income students as needed.</p> | \$22,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|---|-------------|--------------|
| 2 | Lifelong Wellness | <p>Provide opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness.</p> <ul style="list-style-type: none"> • Create opportunities for staff to engage in healthy activities and develop a growth mindset. • Support a healthy and balanced lifestyle. • Incorporate mindfulness and community-building activities into professional development and other site activities. • Leverage meetings and day to day connections to build relationships and trust. | | |
| 3 | Tools for Families | <p>Enhance educational opportunities for all families by providing them with tools and strategies for addressing their student's emotional, social, and physical needs.</p> <ul style="list-style-type: none"> • Develop a warm and welcoming school environment where families feel welcome. • Foster ongoing relationships between families and schools. • Strive to cultivate open lines of communication between families and schools. • Create and communicate a comprehensive list of district, school, and community resources. • Develop a series of Parent Education Evenings (district wide): parenting, nutrition, MTSS, Parent University. • Provide various opportunities, at different times of the day, for parents to participate in school activities. | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------|---|-------------|--------------|
| 4 | Safe Environment | <p>Support leaders, staff, families, and students in establishing and maintaining a physically safe environment.</p> <ul style="list-style-type: none"> • Cultivate a mindset of shared responsibility for school safety among all stakeholders. • Prioritize and upgrade our facilities plan for older campuses to develop safer and more engaging learning environments. • Restructure facility operations to develop a more cohesive and streamlined School Safety Plan. • Communicate School Safety Plan, practice steps outlined in plan, and follow procedures as developed. <p>Maintenance/custodial staff will be provided with necessary supplies to ensure a safe school environment.</p> | \$4,419.00 | 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 | Community: Strengthen our community by embracing change and cultivating a growth mindset. |

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. The Design Team developed this goal and actions based on stakeholder feedback. All of our stakeholders wanted to prioritize strengthening our community. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The following priority areas align with the stakeholder value community: Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. If completed and achieved, the actions and metrics grouped together demonstrate all the component necessary for ensuring a school culture beneficial to our students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|-----------------------------|
| Parent Engagement (Local Indicator) | "Met" (see local indicators for detailed report) | | | | |
| % of staff who feel like a valued member of school community | | | | | |
| % of staff who feel PD is important to educational growth | | | | | |
| % of staff work in a collaborative manner | | | | | |
| % of students have access to a technology device | | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|---|-------------|--------------|
| 1 | Community Partnerships | <p>Enhance learning opportunities for students through community partnerships to learn about their world and serve as active participants in their community:</p> <ul style="list-style-type: none"> • Transportation will be provided for student for Community Building & Incentive Field Trips • Provide Career Day Supplies and Materials - Every Other Year <ul style="list-style-type: none"> • Expand partnerships with community agencies for social-emotional needs in all schools, civic engagement, and future focused world experiences. • Integrate civic-minded, future-focused and globally-pertinent activities and projects within our curricula. • Enhance curricular learning by connecting students to our broader community. • Provide opportunities for civic involvement and volunteerism at every age. • Invite community members to become involved in our school community. • Leverage community partnerships (e.g. Sonoma County Office of Education) to create stronger school:career connections. | \$3,300.00 | No |
| 2 | After School Engagement | <p>Offer engaging and age appropriate enrichment opportunities outside of regular school hours:</p> <ul style="list-style-type: none"> • Expand after school engagement activities such as assemblies, sports programs, and robotics • Offer after school tutoring opportunities • Create and communicate a comprehensive list of district, school, and community resources of after-school enrichment activities. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------|---|-------------|--------------|
| | | <ul style="list-style-type: none"> Coordinate with community organizations and families to increase access to a variety of extracurricular activities. | | |
| 3 | Technology | <p>Acquire, maintain, and utilize current technology to increase communication between schools and community, and to improve educational opportunities for students.</p> <ul style="list-style-type: none"> Build and maintain technology infrastructure that is reliable and meets the demands of 21st Century technology. Develop a sustained and reliable social media and website presence. Provide technology training for teachers and classified staff, particularly around distance learning, technology skills, and online education programs. Incorporate digital citizenship and technology fluency skills into curricula based on technology standards. Implement multiple software programs that enhance student learning. Leverage distance learning. | | |
| 4 | School Culture | <p>Co-create a culture of open-hearted and open-minded listening that generates a compassionate and courageous community oriented toward collective action and shared responsibility.</p> <p>Build trust through transparency and honesty.</p> <ul style="list-style-type: none"> Establish open and direct lines of communication between families and schools, site and district staff, and students and teachers. Develop a culture that assumes positive intent, particularly when working through difficult situations. Promote a growth mindset. Provide professional learning on how to build a culture of trust in schools and classrooms. | \$800.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> Provide opportunities to build relationships through sharing of newsletters, celebrations of staff, and community celebrations. <p>Utilize My Voice Surveys to elicit parent and student feedback and input.</p> | | |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 9.20% | 150,148 |

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.

PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs, Conditions, Circumstances:

- 20% of our school community are English Language Learners (42 students)
- 88% of the English Learners have a primary language of Spanish.
- 79% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- On the 2019 CA Dashboard the percent students who were chronically absent decreased by 4.1%,
- 10 out of 42 English Learners were considered LTEL (Long Term English Learner) in 2019-2020.
- We reclassified (RFEP's) 22 students in 2020-2021 and 4 students in 2019-2020
- We want to increase the educational outcomes and opportunities of our English Learners

Actions

- Professional development to support providing designated and integrated ELD and to identify and implement a core set of practices.

Expected Outcomes

- Decrease the number of LTEL students (Long Term English Learner)
- At least 65% of students are making making progress on the ELPAC as determined by the "English Learner Progress Indicator"
- Increase academic indicators for English Learners.

PRINCIPALLY DIRECTED TO SERVE LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances:

- The demographics of our school community are: 34% low-income (72 students), 1% Foster Youth (20 students)
- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.5%, students who were chronically absent decreased by 2.4%
- Low-income students improved 22 points on Mathematics (and were 22 points better than state data for English learners)
- Low-income students improved 19 points on English Language Arts (and were 29 points better than state data for English learners)
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

Actions

- Provide counseling services: social-emotional, behavioral, self-regulation, and positive social relationships.
- Provide multiple tiers of intervention (academic, behavioral). and Professional development for targeted instruction to build proficiency in CCSS and RTI support for students who need academic intervention

Expected Outcomes

- Continue to decrease the percent of Low-income students who are chronically absent.
- Increase academic indicators for 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.

Piner-Olivet Union School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school site, and ensuring that funds are spent to benefit these subgroups of students. Based on staff and stakeholder feedback and research on effective practices we are implementing more than 10 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input.

The services for foster youth, low-income and EL students has increased in quality as demonstrated by the following data points:

On the 2019 CA Dashboard:

- 79% of English learners are making progress towards English Language Proficiency (which is considered "High" and well above the state average of 48%)
- English Learners improved 18 points on English Language Arts (and were 38 points better than state data for English learners)
- English Learners improved 26 points on English Language Arts (and were 32 points better than state data for English learners)
- Low-income students improved 22 points on Mathematics (and were 22 points better than state data for English learners)
- Low-income students improved 19 points on English Language Arts (and were 29 points better than state data for English learners)

- On the 2019 CA Dashboard the percent of low-income students suspended decreased by 3.5%, students who were chronically absent decreased by 2.4%
- The suspension rate of low-income students declined by 3.5%.
- We reclassified 26 students in the past two years.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------|-------------------|-------------|---------------|----------------|
| \$1,129,667.00 | \$19,027.00 | | \$13,300.00 | \$1,161,994.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$1,105,948.00 | \$56,046.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------------------------|---------------------------------|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1 | All | Classroom Environment & Culture | \$902,484.00 | | | | \$902,484.00 |
| 1 | 2 | English Learners Low Income | Student Engagement | \$184,014.00 | | | | \$184,014.00 |
| 1 | 3 | English Learners Low Income | Dynamic Learning Experiences | \$900.00 | | | \$3,800.00 | \$4,700.00 |
| 1 | 4 | All | Curriculum and Pedagogy | | \$19,027.00 | | \$9,500.00 | \$28,527.00 |
| 1 | 5 | All | Assessment for Student Learning | \$1,500.00 | | | | \$1,500.00 |
| 1 | 6 | English Learners Low Income | Professional Learning | \$5,250.00 | | | | \$5,250.00 |
| 1 | 7 | All | Leadership Development | | | | | |
| 1 | 8 | All | Family & Community Engagement | \$4,500.00 | | | | \$4,500.00 |
| 2 | 1 | Foster Youth Low Income | Whole Child Nurturance | \$22,500.00 | | | | \$22,500.00 |
| 2 | 2 | | Lifelong Wellness | | | | | |
| 2 | 3 | | Tools for Families | | | | | |
| 2 | 4 | All | Safe Environment | \$4,419.00 | | | | \$4,419.00 |
| 3 | 1 | All | Community Partnerships | \$3,300.00 | | | | \$3,300.00 |
| 3 | 2 | All | After School Engagement | | | | | |
| 3 | 3 | | Technology | | | | | |
| 3 | 4 | Foster Youth Low Income | School Culture | \$800.00 | | | | \$800.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|--------------|
| Total: | \$213,464.00 | \$217,264.00 |
| LEA-wide Total: | \$213,464.00 | \$217,264.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$0.00 | \$0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|------------------------------|----------|--------------------------------|-------------|--------------|--------------|
| 1 | 2 | Student Engagement | LEA-wide | English Learners Low Income | All Schools | \$184,014.00 | \$184,014.00 |
| 1 | 3 | Dynamic Learning Experiences | LEA-wide | English Learners Low Income | All Schools | \$900.00 | \$4,700.00 |
| 1 | 6 | Professional Learning | LEA-wide | English Learners Low Income | All Schools | \$5,250.00 | \$5,250.00 |
| 2 | 1 | Whole Child Nurturance | LEA-wide | Foster Youth Low Income | All Schools | \$22,500.00 | \$22,500.00 |
| 3 | 4 | School Culture | LEA-wide | Foster Youth Low Income | All Schools | \$800.00 | \$800.00 |

Annual Update Table Year 1 [2021-22]

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

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

| | | |
|----------------|----------------------------------|-------------------------------|
| Totals: | Planned Expenditure Total | Estimated Actual Total |
| Totals: | | |

Instructions

[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.