

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------|--|
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Plan Summary [2021-2022]

General Information

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

Alma Fuerte Public School is a growing charter school founded in 2017. We began our charter enrolling TK-Grade Two and enter the 2021-2022 school year enrolling to grade six. Our goal is to develop every child's critical thinking skills and leadership ability. We are committed to working collaboratively as partners in education to ensure that we meet the needs and develop the gifts and talents of all of our students. Alma Fuerte leverages best practices in SPED, EL and 21st Century learning/technology to provide a holistic education with real world connections to help our students to create positive change in our community and the world at large.

Alma Fuerte serves students in the Northwest Pasadena and Altadena communities. According to most recent demographic information, this geographic area consists of 46.6% of its residents being Hispanic, 25.6% White, 12.2% Black and 9.7% Asian. The community is home to thousands of recent immigrants including significant populations from Mexico and Armenia. Approximately one quarter of the residents in our service area live at or below the poverty line. We currently have a very diverse population of students and staff. Over 23% of our students are students with identified special needs, 33% are English Language Learners and upwards of 70% are economically disadvantaged. A large percentage of our population have experienced significant trauma in their lives which significantly impacts their social/emotional well-being and their academic success. In addition, many of our English Language Learners come from families whose parents do not speak English. These factors impact many of our budgetary, hiring, academic and social/emotional decisions.

Our commitment to our students is to provide them with a holistic education that will prepare them become creators, leaders and innovators while meeting their academic needs. We pride ourselves on project-based learning, scaffolding and differentiating instruction for our students using the best practices from special education and EL education in the general education programs. Our teachers implement academically challenging and integrated curriculum incorporating California standards, Common State Standards and Next Generation Science Standards, while focusing on innovative instructional approaches and teaching methodologies through intentional thought in the Universal Design for Learning lesson planning and as intended in our charter petition. Our intentional approach to planning helps our teachers to ensure that interventions are implemented on a continual basis which will attend to the individual needs of the students we serve.

Alma Fuerte is providing a high quality education to our students while taking into consideration the outside influences that each one of our students brings with them. We work with the students, their families and the community at large to ensure academic and whole life success.

Reflections: Successes

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

Alma Fuerte has established a number of initiatives and programs which have significantly impacted the holistic success of our students. Our quick response to the COVID-19 pandemic and our ability to provide quality distance learning opportunities during our physical school closure allowed us to mitigate as much learning loss for our students as possible. We kept our direct instruction for our students in small group settings with additional daily support with a teacher/teacher assistant. We also included additional one on one tutoring sessions for students who were falling behind. Our special needs students as well as our most at-risk students returned to campus as soon as reasonably possible and given additional supports as necessary.

To address the familial challenges associated with distance learning, we provided community outreach in the home language. This support helped to increase student engagement, reduced technological frustrations and showed the families that we were committed to supporting student success. In addition, to address the mental health needs of our students and their families we increased our counselling support offering time to those students and families which seemed to be struggling or seeking support. These interventions helped our students to feel safe and secure which was reflected in their academic success.

Stakeholder engagement was increased as a result of our school/community interventions. Our periodic “Tea With Keay” which was an informal meeting of administration with families allowed a dialogue based on emerging information as well as input on school-based strategies. This meeting time was presented in both English and Spanish and saw significant representation of the families in the school. To further engage the students and families we provided periodic activities to help support community interactions. All of these engagement strategies helped to increase and/or maintain engagement with the school as well as the online learning environment.

The strategies that were implemented during the COVID-19 school closure mitigated learning loss for our students and as a result ____% of our students met or exceeded their growth targets in Math.....English Language Arts. Our EL and SPED students also continued their growth trajectory and our attendance rate was maintained. Continued growth in our overall student population reflects the commitment of teachers, staff and administration to engage students and their families both online and in person.

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.

Through thorough review of Dashboard and local data, including benchmarking assessments we noted that there are areas that we need to address to continue to support the overall holistic success of our students. Because of our current socio-economic demographic and our

understanding of the student/family population in our community, we know that our policies, procedures and initiatives need to ensure high levels of academic and socio-emotional support and will be making these a priority in the 2021-2024 LCAP.

During the COVID-19 pandemic we implemented an online learning environment that heightened the support for and engagement of our students and their families. This support included increasing our paraprofessional staff hours to full time, reallocating funds for community liaison support and additional counselling services. Once we returned to campus we continued the same level of support and as a result saw many positive trends as were outlined in our successes above.

We know that our students deserve a strategic plan that addresses equity, deep learning, experiential learning opportunities, a strong MTSS (Multi-tiered System of Supports) and Response to Intervention (RTI) program and small learning cohorts to promote overall academic success.

LCAP Highlights

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

For the 2021-2022 school year, the Alma Fuerte Public School LCAP focuses on three main areas that address the 8 State Priorities. These three goals are an evolution from the 2017 LCAP, and in conjunction with the school's charter, serve to guide the overall direction of the school. The goals identified in the 2021-2024 LCAP continue to include successful components of our educational program such as maintaining small class sizes, maintaining or increasing student support and ongoing targeted professional learning.

To build on the success of our program, LCAP goals have been identified to further strengthen our program and ensure the needs of every student both academically and socially/emotionally.

- Refinement of a Multi-tiered System of Supports (MTSS) and Response to Intervention (RTI) Program to address the academic and socio-emotional/behavioral needs of students through the increase of intentional supports – paraprofessionals, bilingual community liaison worker.
- The increase of hours for the school counselor to help address the social-emotional needs of all student and support the development of skills critical for academic achievement (MTSS Tier I and II). The counselor was also instrumental in supporting our families at home therefore assisting the students on campus as well as during distance learning.
- Supporting small class sizes and lower adult to pupil ratios.
- Providing paraeducators to support special needs children and students who need assistance accessing academic content
- Increased collaboration time between teachers and their associate teacher as well as general education teachers with special education teacher to further enhance the ability of the staff to meet the needs of students with disabilities and general education students needing additional support.
- Professional learning to deepen teachers' understanding of the effective implementation of strategies to scaffold and differentiate instruction for all students.

- Supporting technology and access to curriculum.
- Expanded learning opportunities – after school, summer school and enrichment opportunities.

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 Director of Alma Fuerte along with the school administration team meet with community members throughout the year to share the district/school information related to the LCAP as well as receive input and feedback regarding programs and services. The stakeholder input gathered helps us to develop a comprehensive plan relevant to current conditions while still providing continuity and stability for our students and community. Efforts to solicit stakeholder feedback include surveys (available in English and Spanish), weekly Zoom meetings with advisory committees, the Alma Fuerte families, students and staff. Presentations to the Board of Trustees were also conducted. Newsletters, emails via Mailchimp, social media posts were also distributed for review and comment.

The stakeholder engagement process specific to the development of the 2020-2021 LCAP began in early March 2021. Due to the Coronavirus health and safety guidelines Alma Fuerte staff had to be creative connecting with stakeholders to elicit feedback.

LCAP Coffee Collective: This advisory group held meetings regarding components of the LCAP on the following dates:

August 26, 2020

October 28, 2020

December 2, 2020

January 10, 2021

March 3, 2021

April 14, 2021

May 5, 2021

English Language Learner Advisory Committee: This advisory group held meetings regarding English Language learning programs and offerings at Alma Fuerte.

August 26, 2020

December 2, 2020

March 3, 2021

May 5, 2021

“Tea With Keay” Zoom Meetings: This was an open forum for information sharing with the families of the students at Alma Fuerte. It was open to all families and conducted in English as well as in Spanish.

“Tea With Keay” Dates:

August 26, 2020

January 20, 2021

September 16, 2020

February 10, 2021

October 7, 2020

March 3, 2021

October 28, 2020

April 14, 2021

November 18, 2020

May 5, 2021

December 02, 2020

May 26, 2021

December 9, 2020

Surveys:

Alma Fuerte Family Surveys – distributed periodically

The surveys were intended to receive input and feedback regarding our expanded learning opportunities, after-school tutoring, summer school dates/times as well as school year calendar.

Staff Survey – distributed periodically – feedback regarding MTSS, calendar, after-school tutoring, summer school and

Outreach Efforts: March 2020 – May 2021

In order to get feedback, we sent out emails via Mailchimp and posted ideas on our social media platforms. Alma Fuerte community liaisons reached out via telephone as necessary to connect to and receive feedback from as many families as possible.

Presentations to Governing Board:

During our board meetings, the administration of Alma Fuerte outlined the ideas, plans and feedback from the stakeholders/families providing an opportunity for the governing board to offer additional advice and suggestions on plans and potential challenges.

A summary of the feedback provided by specific stakeholder groups.

Review and analysis of stakeholder feedback identified the following trends:

- The need to continue to provide the level of support to address student academic as well as social/emotional needs including afterschool tutoring and summer school opportunities
- The need to expand the project-based, differentiated and scaffolded learning opportunities
- The priority for providing learning opportunities that develop critical thinking skills and are personalized
- The need to provide high-quality professional development opportunities to better equip teachers with the skills necessary to meet the needs of diverse learners

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

Stakeholder input is reflected through the 2021-2024 LCAP. Specific actions identified in the plan related to stakeholder input are as follows:

- Maintaining low class sizes
- Hiring staff to facilitate academic intervention at the school site
- Continued professional learning provided for Cognitively Guided Instruction, Creating Cultures of Thinking, and Essential Elements of Instruction
- Refining Multi-tiered Systems of Support (MTSS) to monitor all students systematically and provide targeted intervention to students demonstrating academic, social-emotional, and/or behavioral needs.
- Increasing hours for mental health staff to provide consultation to teachers as they provide tier 1 social-emotional learning for students and provide tier 2 and 3 interventions for students needing support.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Students at Alma Fuerte will experience high-quality standards-based learning applied to real-world context using differentiated, multi-modal instructional methods to create, communicate and learn how to think critically. Alma Fuerte will create learning environments that provide experiences which will build upon their strengths, passions, interests and learning style and learn the knowledge and skills needed to lead, create and innovate in a safe, inspirational and functional facility. |

An explanation of why the LEA has developed this goal.

Student growth and academic achievement are at the center of Alma Fuerte's vision, mission, core values and goals. Alma Fuerte has a commitment to ensure our students are served by (a) appropriately assigned and fully credentialed teachers who deliver state-adopted academic content including ELD, (b) have access to state-aligned instructional materials and facilities that are functional, inspirational and in good repair, (c) assessed for academic progress with state-approved metrics including the ELPAC and local measures, and (d) provided with programming that meets unique, special and unduplicated student needs. While Alma Fuerte students are consistently making growth in all areas, they will benefit from receiving a well-designed curriculum from knowledgeable, culturally competent staff who understand student needs and can scaffold and differentiate instruction to serve all students.

State Priorities:

Priority 1: Basic Services (Conditions for Learning)

Priority 2: Implementation of State Standards

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions for Learning)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| Alma Fuerte Personnel Certification and Placement Review (August), and LACOE Assignment Monitoring (October) | 95% of teachers are appropriately assigned and fully credentialed in the subject area and for pupils taught | | | | 100% of teachers are appropriately assigned and fully credentialed in the subject area and for pupils taught |
| Facilities Inspection Report | <ul style="list-style-type: none"> ● 90% of all Monthly site inspection checklists are found in good standing ● 90% of LACOE Facility inspection checklist items are found in good standing ● Daily cleanliness spot checks will ensure campus cleanliness | | | | <ul style="list-style-type: none"> ● 100% of all Monthly site inspection checklists will be found in good standing ● 100% of LACOE Facility inspection checklist items will be found in good standing ● Daily cleanliness spot checks will ensure campus cleanliness |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Students access to a broad course of study as indicated in the Master Schedule, including required courses | All students 100% | | | | 100% of all students |
| Students access to standards aligned materials | 100% of the current selection of curricular materials available to students is California approved, Common Core aligned and also aligned to the school's charter | | | | 100% of the current selection of curricular materials available to students is California approved, Common Core aligned and also aligned to the school's charter |
| Professional Growth Plans | 100% of core classroom teachers will participate in Summer Professional Development and ongoing PD throughout the school year | | | | 100% of all teachers and associate teachers will participate in Summer Professional Development and ongoing PD throughout the year |
| California Dashboard English Learner Progress Levels will be very high (70% or higher English Language Learners will demonstrate progress towards English language proficiency) | 2019 California Dashboard English Language Learner Progress levels were _____ | | | | California Dashboard English Language Learner Progress levels are very high (70% or higher English Language learners are demonstrating progress towards English language proficiency) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------------|---|----------------|----------------|----------------|---|
| Annual Reclassification Rates | Annual reclassification rates for 20-21 | | | | Annual reclassification rate meets or exceeds 20% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1 | Appropriately Credentialed and Assigned Staff | The Director and other staff responsible for CALPADS data entry will work collaboratively to refine the process of monitoring teacher credentialing and assignments to ensure alignment with the newly developed California State Assignment Accountability System (CaSAAS) | \$572,120 | Y |
| 2 | Texts and Instructional Materials | All instructional materials purchased will be aligned to California Common Core State Standards and aligned with our current charter petition | \$12,300 | N |
| 3 | Supplies and services | Alma Fuerte will maintain a clean and safe school facility by daily general cleaning by custodial staff. In addition they will maintain campus cleanliness, functionality and beautification : Annual and monthly facility inspections will screen for safety hazards. | \$121,353 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 4 | Professional Development | Our students deserve the best instruction provided by well-trained teachers and supported by knowledgeable support staff. Research shows that teachers who receive well-designed, relevant professional development and coaching provide better quality classroom instruction which leads to increased student achievement. Alma Fuerte will support this priority by providing professional development, including professional development related to instructional techniques for English Learners and special education students to all staff through on-site PD, trainings and other identified sources | \$3,344 | N |
| 5 | Class Size | Maintain low-class size to support teachers as they provide differentiated targeted support to students, including English Language Learners, students from low socio-economic demographics, children whose families are homeless and those children in foster care. | \$58,608 | Y |
| 6 | Academic Support | Provide paraprofessionals to support in all classrooms. These paraprofessionals will facilitate intervention for the purpose of accelerating progress to close any and all learning gaps for students below grade level in Language Arts and Math. In addition, they will support the lower adult to student ratio which will give more personalized attention to all students. | \$127,984 | Y |
| 7 | Multi-tiered Systems of Support (MTSS) – Response to Intervention (RTI) | Alma Fuerte will refine our systems and structures to ensure an effective Multi-Tiered System of Support to monitor all students systematically and provide targeted intervention to students demonstrating academic, social-emotional, and/or behavioral needs. | \$0 | N |
| 8 | NWEA Assessment Benchmarking System | Continue to implement the NWEA diagnostic as an assessment tool and to make data informed decisions to best support student growth and interventions. | \$0 | N |
| 9 | Technology and digital learning opportunities | Continue to support a 1:1 digital learning environment by ensuring that each student has access to a device as well as internet in their homes to access instructional materials. | \$31,000 | N |

Goal Analysis [2021-2022]

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 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 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 2021-2022 goals will occur during the 2022-2023 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 | Alma Fuerte Public School students will demonstrate proficiency or academic growth in all core content areas, including all student groups. |

An explanation of why the LEA has developed this goal.

Alma Fuerte believes that student academic growth and achievement is strengthened by ensuring that summative assessment data is used to make decisions and drive instruction.

State Priorities

Priority 1: Basic Services (Conditions for Learning)

Priority 8: Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| 2021 SBAC ELA Annual Assessment Results | English Language Arts: The percentage of All students Meeting or Exceeding Standards is TBA | | | | English Language Arts: The percentage of students Meeting or Exceeding Standards is 60% |
| 2021 SBAC Math Annual Results | Mathematics: The percentage of All students Meeting or Exceeding Standards is TBA | | | | Mathematics: The percentage of All students Meeting or Exceeding Standards is 60% |
| 2021 SBAC Annual Results | 90% of all students in all applicable grades 3 through 8 will participate in the annual administration of the CAASPP | | | | 95% of all students in grades 3 through 8 will participate in the annual administration of the CAASP |
| NWEA Benchmark Assessment | 50% of all students will meet or exceed their individual growth targets in English Language Arts and Mathematics | | | | 65% of all students will meet or exceed their individual growth targets in English Language Arts and Mathematics |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1 | Provide Intervention Support – Response to Intervention (RTI) | Fund intervention support to provide ELA and Math Tier 2/3 interventions for Low Income, English learners and Foster Youth, including students with disabilities within these groups. | \$0 | N |
| 2 | Provide Intervention Instructional Materials | Purchase CCSS aligned ELA and Math intervention materials to support Tier 2/3 students who have been identified through benchmarking and other assessments. | \$0 | N |
| 3 | Provide After School and Summer School Intervention program | Provide after school and summer school intervention programs for English Learners, Low Income Students and Foster Youth, including students with disabilities within these three groups. | \$40,081 | N |
| 4 | Support to access core curriculum | Provide instructional assistants to each class to increase the ability to scaffold and differentiate to meet students' needs of English Language Learners and Low Income students. | \$0 | N |
| 5 | Promote literacy | Provide funding for the purchase of library books to expand existing collections to include high interest reading material and books that promote and celebrate diverse cultures and languages. | \$3,000 | N |
| 6 | Promote numeracy | Provide funding for the purchase of materials and resources that reinforce skills learned in the classroom | \$1,500 | N |
| | | | | |

Goal Analysis [2021-2022]

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 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | Alma Fuerte will create a school culture that supports student learning; particularly for low-income and English learner students, encourages and includes parent feedback, and maintains organizational stability to ensure a safe and positive school community. |

An explanation of why the LEA has developed this goal.

In order for students to be successful academically, it is important to ensure that they feel seen, secure and supported in a positive school climate. Alma Fuerte is focused on implementing strategies that promote regular student attendance and open lines of communication between school and home. We understand that parents also need to feel supported in their efforts to become informed and educated so that they can actively participate in as well as fully support their student on their academic journey.

State Priorities:

Priority 3: Parent Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| Aries Student Information System – Chronic Absenteeism/California Dashboard | Maintain a 95% ADA | | | | The ADA will be maintained at 95% or above |
| Aries Student Information System – Expulsion Rate | Maintain an expulsion rate of <1% | | | | Expulsion rate steady at 1% |
| Aries Student Information System – Communication/Parent Square | Alma Fuerte will be implementing the Aries SIS in the 2021-2022 school year | | | | Full implementation and use of all tools of the Aries SIS |
| Aries Student Information System | Alma Fuerte will maintain at least 85% annual student retention rate | | | | Retention rate 85% is steady and consistent |
| Multi-tiered Systems of Supports (MTSS) | MTSS processes that monitor students' academic progress, attendance, behaviors, physical and social-emotional well-being. Provides targeted interventions. | | | | Sustain MTSS processes that monitor students' academic progress, attendance, behaviors, physical and social-emotional well-being. Provides targeted interventions. |
| Participation of all parents, including parents of English Language Learners Special Education and those whose children | 65% of families respond to the meetings and other correspondences sent for input and feedback. | | | | 100% of families respond to the meetings and other correspondences |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|----------------|----------------|------------------------------|
| receive free or reduced lunch. Participation is measured through scheduled parent meetings, surveys or other communications through Aries SIS. | | | | | send for input and feedback. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1 | Aries SIS | Purchase Aries SIS to replace Illuminate SIS. Alma Fuerte will fully utilize the parent communication tool to keep families informed in a real-time format, allow for input and feedback. | \$27,000 | N |
| 2 | Community Liaison/Family Engagement Coordinator | Community Liaison/Family Engagement Liaison. This person will help with family engagement and school promotion. | \$92,700 | Y |
| 3 | Parent/Family Involvement and Education. | Improve opportunities for parents to be involved in their child's education. Provide resources for Parent Involvement and expand approaches to communication with parents, including the website, messaging service (ARIES), parent portal (ARIES), school newsletters and event promotion. Family education is also a priority in this area. | \$31,008 | Y |
| 4 | English Language Development Program | English Language Development and ELPAC testing support, part-time ELD aides to support English Language Development instruction, supplemental curriculum, Professional development focusing on the needs of English Learners, English Language Development Tutoring | \$0 | N |
| 5 | Summer School & Expanded Learning Program | Additional instruction during the summer and regular school year to help accelerate learning/mitigate learning loss of all student groups, including students with disabilities. | \$0 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------------|--|-------------|--------------|
| 6 | Enrichment Programs | Enrichment opportunities for students (Entrepreneurial Makerspace) This makerspace is intended to broaden the experiences and opportunities that many of our unduplicated students do not have the means to experience. Art, Music, Second Languages, Dance and other options will also help to enhance our students and broaden their perspectives. | \$5,000 | Y |
| 7 | Maintain or increase Attendance Rates | Student attendance incentives/after school clubs and sports. Having an aesthetically pleasing campus and beautiful grounds/amenities/programs will help attract and retain students and families at Alma Fuerte. | \$25,500 | N |
| 8 | English Language Learner Development | English Language Development and ELPAC testing support, part-time ELD aides to support English Language Development instruction, supplemental curriculum, Professional development focusing on the needs of English Learners, English Language Development Tutoring | \$6,837 | N |
| 9 | Counselling Services | Additional counselling services will be allocated to address the needs of all Alma Fuerte students and if necessary, their families. | \$58,820 | N |

Goal Analysis [2021-2022]

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 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.



Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 18.11% | \$170,141 |

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.

Alma Fuerte recognizes the critical importance of identifying increased and improved services for students who are English Learners, low income and Foster/Homeless and all actions and expenditures of funds identified as increased or improved services were developed focusing on the needs, conditions or circumstances of our unduplicated population. We believe that these actions will be effective in meeting the relevant needs of our students.

First and foremost our students need to have a holistic education. The improvement of our Multi-tiered Systems of Support (MTSS) and Response to Intervention (RTI) will assist in providing an environment conducive for growth and success. Our staff will receive MTSS, Universal Design for Learning (UDL) and Special Education best practice training to become more effective in understanding the challenges our students face while increasing their capacity to scaffold and differentiate instruction to best meet individual needs and address gaps in learning. Further to this, each staff member will participate in individual professional development through Professional Growth Plans. These growth plans will deepen knowledge and skills in order to provide our students the best prepared and quality educators possible. Intentional thought for our unduplicated students will be included in the UDL lesson plans, assessed for effectiveness during data meetings and adjusted as required.

As a result of the COVID-19 pandemic transition to distance learning, we realized that we need to provide equitable access to technology our low income and foster youth and therefore invested funds in instructional hardware, software and internet, becoming a 1:1 device school. Alma Fuerte will continue to invest funding into this area and purchase at least one class set (25), replace up to one third of Chromebooks annually and provide internet hot spots for those who require it. This investment will ensure that our unduplicated pupils do not have any barriers to learning due to technology and internet access. Materials and supplies such as books, subscriptions, pencils and crayons will also be made available to these students for at home work and enrichment.

Expanded learning opportunities will also be implemented. After school tutoring during the regular school year as well as summer school will be expanded to accelerate learning and address any learning loss during the global pandemic. Our benchmarking assessment system

NWEA data will be used to create individual learning plans in each subject area. In addition, we have invested in additional paraprofessionals to increase the adult to student ratio in every class. Expanded learning opportunities will also focus on experiential activities. We understand that many of our unduplicated students have barriers limiting their access to opportunities that other students may be participating in. We intend to give our students these opportunities in an environment which cultivates their curiosity and promotes their success.

Engagement and communication is another area in which we are focusing with our unduplicated students. To further improve our communication engagement with our families, Alma Fuerte has purchased AERIES Student Data Management System. This system will be able to keep the families informed on their students' progress, receive updates, surveys and other correspondence in English and their own home language. A community liaison will further support this endeavor through engagement activities and outreach as necessary. Zoom "Tea With Keay" will continue to be made available in both English and Spanish at different times of the day so as to encourage as many parents/families to participate in school-wide initiatives and to provide input and feedback as necessary. The community liaison and the office manager will work collaboratively in ensuring regular, on time attendance further ensuring success for these students.

One particular priority that is universal at our school is the need for socio-emotional support. In addition to our MTSS our staff will be receiving professional development in trauma informed care, grief care as well as the responsive classroom. Increased bilingual counselor hours have been implemented to support students and their families at school and at home. An Emotional Learning Curriculum will provide the strategies in the classroom as well as individual supports as necessary.

The increase of support staff is intended to support the students as well as create an environment that is safe, secure and effective in addressing the challenges of our unduplicated students and their families. It proved to be successful during our online learning as well as our transition to on campus learning. We are committed to providing a number of individuals in which our students can feel comfortable accessing whenever the need arises.

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

Alma Fuerte has an Unduplicated Pupil Percentage of 76%. The comprehensive nature of the 2021-2022 -2023-2024 LCAP provides actions that improve and increase services principally directed to our foster youth, English Language learners, and low income students. The increases and improvements in curriculum, technology, instruction, counselling, and the strategies to support engagement and progress serve to achieve increased and improved services for our unduplicated pupils of 18.11%

Instructions

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[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.