

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 2021-2024

General Information

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

Legacy College Prep opened in 2016 with the mission to serve students who have traditionally been educationally underserved and are primarily first generation college goers. It is located in the Santa Ana neighborhood of Orange County, and is part of the Ednovate network. Ednovate is a high performing network of free public charter schools in Southern California that focus on creating a Positive Multicultural Change (PMC).

Legacy is staffed by uniquely accomplished and dedicated educators who represent the communities we serve. Legacy combines the expertise our teachers bring, in collaboration with Ednovate’s student centered programs, our whole child approach to readiness through our Academic College Readiness Indicators (ACRIs), and small class sizes to create a rigorous and supportive environment. Since its first graduating class in 2016, Ednovate has had a 99% college acceptance rate which shows the effectiveness of our academic, and social environment at our schools in order to ensure that our students are eligible for higher education.

Ednovate’s mission is to educate students who will use their college degrees and careers to enact Positive Multigenerational Change in their communities, nation, and world. Our high school students serviced in the Ednovate Network include students from low-income families, underrepresented minorities, and English Learners. Ednovate’s education philosophy drives results for students through student’s sense of purpose as agents of PMC, a mastery-based personalized college prep curriculum taught through a blended learning model, and development of key mindsets students need to thrive and persist through college graduation. Instruction is standards aligned, fulfills California’s A-G requirements, and meticulously prepares students for classes they will take at the university level. The school’s students are prepared to graduate from college and pursue meaningful careers by developing college ready habits and study skills, rigorous promotion and graduation requirements, data-driven advisory, social learning, arts appreciation, and physical fitness. Ednovate students commit to making a difference that powers change throughout their communities for generations to come.

Reflections: Successes

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

Our greatest progress academically has been our College and Career readiness and graduation rates. Legacy's four year cohort graduation rate is exceeding the state's by nearly 10% with its first graduating class in 2020. Our greatest progress has been the academic success we have seen in our students, as evidenced by their mastery of coursework. Currently 93% of all Legacy students are Passing All Classes, exceeding our network goal of 80%. This is reflected in Goal 1 below.

In addition, we also performed above the state in both English and Math on the CAASPP exam in its last administration per the CA School Dashboard. We plan to maintain this progress by continuing to use our curriculum as a resource and supplementing where we see a need. We will continue to analyze data during quarterly cycles so that we can support student learning in identified key areas, as described in Goal 2 below.

Our greatest progress based on student and family engagement surveys is in our school climate. Our families have an opportunity to provide feedback and share thoughts and suggestions with our school each year through formal and regular surveys. This year, 90% of our families have indicated that they feel a strong sense of community within our school. This is an area that continues to exceed our goals, and one we are particularly proud of given the complexities of building and fortifying communities in a remote learning environment. We will maintain this success by continuing to center our student and family experience around community and connection. This is reflected in Goal 3 below.

Additionally, Legacy has prioritized social emotional well being during remote learning. As a result of this intentional focus, we have seen our greatest increases in "Agree/Strongly Agree" on our biweekly student surveys in the area of connectedness. Several questions ask about students feeling connected to their school community in this metric over the course of the year. We will maintain this success by continuing to teach the specific content of social emotional learning and begin integrating restorative justice practices more formally and intentionally into our classrooms. This is reflected in Goal 3 below.

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.

Our greatest area for improvement from internal data for Legacy will be to address the learning loss that our EL students, Foster Youth, and Low-Income students experienced over the course of remote learning. In our most recent quarterly assessments EL students scored among the lowest student group scores in both English and Math at Legacy. To address this, we will continue to increase support for English Learners, Foster Youth, and Low-Income students by incorporating new curriculum options that continue to best fit the students' needs and approach each student holistically. Our intentional ELA and Math focus and support is addressed in Goal 2 below.

To address Academic Interventions Support (EL, Foster Youth, and Low-Income, Special Needs), Legacy is planning to:

- Assess student subgroups learning through mastery data which includes rates of passing all classes and GPA
- Analyze sextile achievement as well as identity group achievement

- Include data reviews in ongoing professional development with teachers
- Assess pupil learning through 1:1 teacher instructional coaching
- Implement success block and other forms of school-day interventions for struggling students
- Develop scoreboards and gradebook analysis protocols to be driven by subgroups

Legacy would also like to continue to develop in building and reestablishing our school climate and school community after a year of online learning. Throughout the pandemic relationships were crucial to building a community in the virtual world, particularly with families staff had never met. As we return to in-person instruction, we will prioritize creating a school environment of community, collaboration, and trust. This is addressed in Goal 3 below.

To address Student & Parent Engagement, Legacy is planning to:

- Host Parent Workshops
- Conduct monthly meetings where families are invited to participate through both formal and informal channels
- Host English Language Advisory Committee (ELAC) meetings & Student School Council (SSC) meetings
- Develop our Parent Ambassadors to help lead and facilitate discussions and events
- Empower student club leaders through participation in a leadership development workshop
- Recommit to student recreational activities (sports, clubs,etc.)

LCAP Highlights

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

Our plan focuses on the anticipated complexity of returning to in-person learning after a year of serving students remotely. In particular, we focus on addressing learning loss, targeted assessment, intervention, and analysis, and relationships and community. This vision will be brought to life in Legacy's new facility. Legacy moved into its permanent home in January 2020, so had very little time to settle in before transitioning to virtual learning. We are thrilled for a return to in-person instruction so families, students, and staff can experience the new space. In addition, resources, services, and support systems continue to be modified and reestablished for capacity purposes. This new LCAP cycle will focus on the creation, reestablishing, and development of these systems for Legacy's success in its permanent home.

Our goals of this LCAP are focused on students returning to in-person instruction after a year of remote learning. We want to ensure that both students who have already been on campus as well as students who have only experienced Legacy virtually in the 2020-2021 school year feel welcomed and supported. We strive to provide academic systems of support to ensure students' learning loss is addressed, and supported to regain on track goals. Legacy will support its students by a holistic approach in providing intervention and instructional support through the addition of staff (tutors, aides, etc). The staff will provide more small group and 1:1 support to better target individual student needs. In addition, teachers will implement targeted curriculum, as well as receive further professional development. To complement this, the

LCAP will also focus on Math and ELA performance goals for students. Staff will review data on a timely basis from various existing and new channels by student subgroups, identities, etc. to reassess, reevaluate, and reimplement the proper supports for all students' needs.

As a network, Ednovate has always worked towards the goal of 100% 4-year college acceptance for our students. In alignment with this goal, Ednovate has utilized College and Career Readiness Standards (which map to CCSSs) and the ACT assessment with quarterly ACT-aligned interims to support our students' learning and to ensure they are prepared to compete for top colleges. As California colleges begin to move away from both ACT and SAT, however, Ednovate is convening a task force of teachers and instructional leaders to look at assessment, standards, and curriculum. We will review state-mandated standards such as CCSS as well as aligned assessments and curriculum to decide what makes the most sense for our students and network going forward, while ensuring we are maintaining our high level of rigor and preparing our students for college and career.

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.

School was not identified as eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

School was not identified as eligible for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

School was not identified as eligible for Comprehensive Support and Improvement.

Stakeholder Engagement

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

During the 2021 school year, input regarding school priorities was solicited from a broad range of stakeholders. The LCAP stakeholder engagement process was executed in various areas and through multiple new and existing communication channels. In particular, we solicited feedback from our families through our March and April SSC and ELAC meetings, as well as through our bi-weekly surveys. Our surveys looked at both immediate and future needs as we plan for a return to campus. Similarly, we surveyed all of our staff and our students to get feedback on immediate needs and future planning. Surveys also asked about the social-emotional status and needs of stakeholders. Through these feedback cycles, we were able to identify the most critical needs for students and prioritize them in this plan.

Legacy College Prep consulted stakeholders in the following ways:

Families

- Legacy Coffee with the Principal (parent group) meetings, occurring on the 2nd Tuesday of every month
- School Site Council committee meetings, occurring monthly
- English Learner Advisory Committee meetings, occurring monthly
- Bi-weekly Family Survey, administered in March of 2020

Students

- Daily Advisory Meetings
- Bi-Weekly student survey, administered in March of 2020

School Staff

- Bi-weekly Staff Survey, administered in March of 2020
- Teacher Weekly Professional Development, administered in March 2020

A summary of the feedback provided by specific stakeholder groups.

During consultations with students, families, and staff members, a few trends emerged and influenced the creation of the LCAP for the coming year. These trends include:

School Climate: Stakeholders identified a need to increase and reestablish student and family engagement due to the pandemic, as well as the increase and continue college & career readiness, and academic achievement for our student subgroups. In particular, they flagged a desire for more opportunities for both students and families to get involved and contribute to the school community through leadership and development opportunities, respectively.

Academic Achievement: Stakeholders identified a need for learning experiences that are more rigorous, engaging, and responsive to our student subgroups, (EL, Foster Youth, Students with IEPs, Low-Income). They flagged a desire to continue and broaden opportunities for academic intervention and tutoring for students, particularly students from key demographic groups.

College & Career Readiness: Stakeholders wanted to ensure that a priority for Legacy remains around building out a program with high quality instruction and a level of rigor to set students up for success in college & career.

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

All feedback has been incorporated into the LCAP and has helped to drive some of the critical priorities in the plan. The feedback around academic achievement has been incorporated into our goal of providing high quality instruction and curriculum to promote college & career readiness, with the support of academic intervention practices for targeted student groups (Goal 1). Specifically, Legacy plans to:

- Increase 1:1 Tutoring opportunities for students (specifically in Math & ELA)
- Increase in and after school/academic intervention sessions
- Increase Professional Development to provide specific supports to key student groups (EL, Foster Youth, Low-Income, Students with IEPs)
- Analyze student performance achievement data by student groups (Hispanic, Black or African American, Students with IEPs, EL, etc.)

The feedback around college and career readiness and ensuring students are well prepared has been incorporated into our goal to implement data analysis/reflections to drive english and math student achievement (Goal 2). To address this feedback, Legacy plans to:

- Continue to build on our assessment system to implement an additional, new summative assessment to measure student progress in Math and ELA

Finally, all of the feedback around family engagement and deepening the connection in the school community has contributed to our goal to meaningfully engage parents as partners (Goal 3). To address this feedback, Legacy plans to:

- Train staff, especially classroom teachers, on trauma-informed instructional practices, de-escalation strategies, relationship-building, and restorative justice practices.
- Continue to build more growth-focused Behavior Management Systems
- Design and implement parent development
- Increase student engagement opportunities

Goals and Actions

Goal

Goal #	Description
1	Provide high quality classroom instruction and curriculum that promotes college and career readiness, with academic interventions in place to ensure equity across all students.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 1, 2, 4, 5, 7, and 8. Legacy is identifying high quality classroom instruction and curriculum that promotes college and career readiness, with academic interventions as a focus over the course of the next three years. Our students experienced multiple areas of learning loss in instruction, and college & career readiness throughout virtual learning. We also struggled with groups of students who required further academic intervention support however were unable to fully benefit from the interventions provided virtually. There was consensus across all stakeholder groups to implement these supports needed in the LCAP for our students. These stakeholder groups included ELAC committee members, SSC committee members, our admin team, teachers, and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a: Teacher appropriately assigned and credentialed	86% of teachers were fully credentialed.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	100% of teachers will be appropriately credentialed.
1.b: Sufficient Access to Standard-Aligned Materials	100% access to standards aligned materials across all grades.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	100% of students will have access to standards aligned instructional materials that meet state requirements.
2.a: Implementation of academic content	100% of teachers will implement standards aligned curriculum.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	100% standards aligned curriculum

and performance standards					will be implemented for all core subjects.
2.b: Program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency	100% of English Learners participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	100% of English Learners participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.
4.b: % of pupils who successfully completed A-G	100% of graduating seniors satisfied the UC/ CSU A-G entrance requirements.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	100% of graduating seniors will satisfy the UC/ CSU A-G entrance requirements including all core subjects in addition to: World Language, Visual and Performing Arts, Physical Education, and College Readiness.
4.c: % of EL students making progress toward ELPAC proficiency	54.9% making progress towards English language proficiency as reported on the 2019 CA school Dashboard.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	Above 50% of our EL students making progress towards English language proficiency as measured by the CA School Dashboard.
4.e: % of students who passed AP exam with score of 3 or higher	52% passed AP exam	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	More than 50% passing AP exams
5.a: School Attendance Rate	2021 Current ADA 95%	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	Maintain >95% ADA for all students, with

					particular focus given to at-risk subgroups.
5.b: Chronic Absenteeism Rate	2021 Current Rate 9%	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	Maintain a chronic absenteeism rate of <10% for all students, with particular focus given to at-risk subgroups.
5.d High School Drop Out Rate as a Percentage	0% of students dropped out	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	Below 4%
5.e: High School Graduation Rate	Class of 2020 had a 94% graduation rate.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	95% or greater Graduation Rate for all students as measured by the CA School Dashboard
7.a: Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	100% of students, including EL, Low-income, Foster Youth, and students with special needs will be offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music
8: Pupil Outcomes	93% of students are passing all classes	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	80% of students are passing all classes

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Behavior Mgmt	<ul style="list-style-type: none"> -A team member from the culture team will be responsible for monitoring and tracking suspensions, and implementation of the new Behavior Management system. -All behavior data will be provided to the Principal for further action. -All teachers will be trained to lead an advisory, where students develop the school's four mindsets, learn study skills, and receive one on one academic coaching. -All staff will be trained on implementing a clear and consistent Behavior Management system school wide. -All students will participate in the new Behavior Management system -All students will hear positive language through shoutouts, reminders in areas of growth needed, and space for reflection when needed through the restorative Growth Labs. 	\$134,209.36	Y
2	Technology	<ul style="list-style-type: none"> -100% Student access to technology (digital tools, online curriculum, technology/digital literacy skills and online assessments) -Tech liaison at each campus supports and manages the 1:1 chromebook program. -Purchase Chromebooks to ensure a 1:1 Student to Device ratio. -Purchase 5 technology carts and 5 projectors. -Subscribe to web-based curricular and curriculum management programs 	\$61,680.00	Y
3	Summative Assessment	<ul style="list-style-type: none"> -Network will administer summative assessments. -Summative Assessment will measure student progress. -Summative Assessments will monitor and measure growth targets. 	\$24,585.64	Y

4	College Readiness Course	<ul style="list-style-type: none"> -Students Q4-11th to 12th grade enrolled in a college readiness course led by the college counselor and alumni coordinator. -Course supports students through the college application process. -Course supports students in building their college lists. -The course prepares students for success in college, especially English learners, foster youth, and low income students. -School is staffed with a College Counselor who provides additional support to students. 	\$17,169.13	Y
5	PMC Journeys	<ul style="list-style-type: none"> -Will explore both careers and surrounding social issues impacting students' communities, nation, and world through research and interdisciplinary projects. -Will explore real life applications of knowledge gained in classrooms. 	\$15,040.00	Y
6	Capstone	<ul style="list-style-type: none"> -All students will complete a senior capstone that will use prior 3 years of experience and learning to create an original thesis study, artistic piece, or community action. 	\$4,000.00	Y
7	AP and Honors Coursework	<ul style="list-style-type: none"> -100% Student access to AP and Honors coursework. -School to offer Pre-AP, AP and Honors courses at every grade level. -Partnerships with external organizations/CBOs will provide different pathways for students to engage in community service, internships and civic service. 	\$143,352.58	Y
8	ELA and Math Benchmark	<ul style="list-style-type: none"> -Student Assessments to measure student progress -Monitor and measure growth targets -School will use results to measure literacy. 	\$5,702.85	Y
9	College and Career Exploration	<ul style="list-style-type: none"> -Utilize Naviance curricular resources. -Students will be exposed and have opportunities to learn about career pathways and the college decision-making process. -Students will hear speakers from various professions. -Students to expand their understanding of opportunities and pathways to those careers. 	\$27,680.63	Y

10	Attendance	-An operational school team member responsible for monitoring and tracking attendance, chronic absenteeism, and truancy of students.	\$64,573.80	Y
11	Staffing	-Leverage Instructional Aides, Resource Specialists, and/or Tutors to provide additional, targeted in-class support for students with IEPs and English Language Learners	\$441,624.72	Y
12	Professional Development	-Provide PDs for teachers around high quality instruction and intervention supports for English Language Learners, tier 3 students, and students with IEPs. -Provide PDs that include English Language Development standards and goal writing for dually classified students. -Provide PDs on differentiation, lesson planning with accommodations, and progress monitoring. -Training on use of accessibility tools (e.g. text-to-speech and speech-to-text) and on intervention programs.	\$37,057.38	Y
13	Community Partnerships	-Build partnership with Santa Ana College so that students have opportunities for dual enrollment.	\$11,040.00	Y

Goal Analysis [LCAP Year]

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.

To complete next year

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

To complete next year

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

To complete next year

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.

To complete next year

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

Goal

Goal #	Description
2	Increase student performance/achievement in English & Math through data analysis/reflections used for intentional planning, and implementation on a quarterly basis.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priority 4. Legacy has identified English and Math as a focus over the course of the next three years. Our students experienced pupil learning loss in both ELA and Math throughout this pandemic year. We also continue to see a big increase in our EL population (30% of current students); these students need additional resources and interventions to meet the rigorous ELD and CCSS state standards. There was consensus across all stakeholder groups to implement an LCAP Focus Goal for our student subgroups (EL, Foster Youth, and Low-Income) as well as the general population. These stakeholder groups included ELAC committee members, SSC committee members, our admin team, teachers, and students. We believe focusing on English and Math proficiency for our student subgroups will also increase and improve outcomes for all students as well. Additionally, we believe a strong foundation of English and Math will serve students across all subjects.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.a: CAASPP: SBAC Math	In 2019 (last administration), 34% of students met or exceeded the standard for Math.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	30% of students will meet or exceed the standard for the Math SBAC Assessment.
4.a: CAASPP: SBAC ELA	In 2019 (last administration), 60% of students met or exceeded the standard for ELA.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	60% of students will meet or exceed the standard for the ELA SBAC Assessment.
4.d: EL Reclassification Rate	8.5% of students were reclassified in the 2019-2020 school year.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	Maintain 20% annual reclassification rate.
4.f: Students demonstrate college preparedness	28% of students have met or exceeded grade level benchmarks of internal summative assessment in ELA.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	70% of students will meet or exceed grade level benchmarks of internal summative assessment in ELA
4.f: Students demonstrate college preparedness	28% of students have met or exceeded grade level benchmarks of internal summative assessment in Math.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	70% of students will meet or exceed grade level benchmarks of internal summative assessment in Math

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coaching	-All ELA and Math instructors have two instructional coaches.	\$8,000.00	Y

2	ELA & Math Tutoring	<p>-Host office hours for students during the week, after school and/or during designated blocks by grade level and subject.</p> <p>-Students with Ds or Fs will be required to attend once a week until they achieve a C or higher.</p> <p>-Leverage success/flex blocks to provide supports in English and Math to students based on timely performance data.</p> <p>-Implement success block and other forms of school-day interventions for struggling students.</p>	\$24,808.61	Y
3	Gradebook Analysis	<p>-Scoreboards and gradebook analysis protocols to be driven by subgroups.</p> <p>-All teachers will have bi-weekly support and coaching/observation cycles</p>	\$41,130.98	Y
4	Curriculum	<p>-Support the implementation of base curricula in Math and ELA courses.</p>	\$6,775.02	Y
5	EL Support	<p>-School will ensure all English Learners (ELs) are provided with an effective English language acquisition program.</p> <p>-Access to school's academic core curriculum.</p> <p>-Appropriately credentialed teachers (BCLAD/CLAD Certified).</p> <p>-School will ensure students are assessed and monitored closely.</p> <p>-Teachers will use the specifically designed academic instruction in English (SDAIE) approach to teach academic content with additional scaffolding.</p> <p>-Work with EL consultants and others to provide high-quality EL and SWLD PDs to boost student outcomes.</p>	\$101,721.90	Y

6	Data Analysis of all subgroups + Action Planning	<ul style="list-style-type: none"> -Conduct four quarterly deep dive analyses of student academic performance by subgroup. -Utilize analysis to reflect and action planning for at-risk students. -Monitor progress through PDs (e.g. weekly school PD, quarterly network-wide PD). 	\$85,176.76	Y
7	Special Ed Subgroup Supports	<ul style="list-style-type: none"> -Prioritize push-in support from resource teacher and instructional aides in Math and ELA courses across all grade levels. 	Included above (1.11)	Y
8	Credit Deficiency Supports	<ul style="list-style-type: none"> -Leverage credit recovery and summer school teacher and coordinator roles to support students who are credit deficient. -Set students back on track on completing A-G courses needed to graduate and be Cal State and UC eligible. 	\$1,575.00	Y

Goal Analysis [LCAP Year]

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.

To complete next year

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

To complete next year

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

To complete next year

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.

To complete next year

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

Goal

Goal #	Description
3	Engage parents as partners in supporting them through education, communication, and collaboration to render students with the utmost safe, welcoming, inclusive, and positive learning environment.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3 and 6. Legacy has identified engaging parents as partners, parent development, and student engagement as areas of continued growth over the course of the next three years. Our students and families experienced multiple areas of struggle in mental health, and social and emotional well being in this recent year. As a result of the complexities of the virtual learning environment, Legacy faced challenges in being able to fully engage parents as partners and to build as strong of a community with students as we had aspired to. Therefore, Legacy hopes to prioritize deepening the trust and connection across these key stakeholder groups. There was consensus across all stakeholder groups to implement these supports needed in the LCAP for our students, and families. These stakeholder groups included ELAC committee members, SSC committee members, our admin team, teachers, and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.a: Efforts we make to seek parent input on making decisions	90% of families responded positively on the 2020-2021 bi-weekly family surveys	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	85% of families will respond Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.
3.b: How we will promote parental participation in	9 ELAC Meetings were held in the	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	4 ELAC Meetings a year

programs for EL, Low-Income, and Foster Youth	2020-2021 school year.				
3.c: How we will promote parental participation in programs for students with special needs?	9 SSC Meetings were held in the 2020-2021 school year.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	4 SSC Meetings a year
6.a: Pupil Suspension Rates	CA Dashboard 2019: Green Category (4.2% Suspended at least once)	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	CA Dashboard Green Category
6.b: Pupil Expulsion Rates	0% of students were expelled.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	Below 1%
6.c: Surveys of pupils to measure safety and school connectedness	89% of students responded Strongly Agree or Agree to the Student Survey question, "I feel a sense of belonging at my school."	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	85% of students will respond Strongly Agree or Agree to the Student Survey question, "I feel a sense of belonging at my school."
6.c: Surveys of pupils to measure safety and school connectedness	N/A, as Legacy operated fully remotely in the 2020-2021 school year.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	85% of students will respond Strongly Agree or Agree to the Student Survey question, "I feel safe at my school."
6.d: Surveys of parents to measure safety and school connectedness	90% of families agreed or strongly agreed that they felt a strong connection to the Legacy community.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	85% of parents will respond Strongly Agree or Agree to the Survey question. I feel supported,

					respected and valued by school staff.”
6.d: Surveys of parents to measure safety and school connectedness	N/A, as Legacy operated fully remotely in the 2020-2021 school year.	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	85% of families will respond Strongly Agree or Agree to the survey question, “I feel that my student is safe at school.”
6.e: Surveys of teachers to measure safety and school connectedness	88% of staff Agree or Strongly Agree with the statement, “I feel valued at Ednovate.”	Will insert Actual Outcome 2022	Will insert Actual Outcome Next 2023	Will insert Actual Outcome Next 2024	85% of staff Agree or Strongly Agree with the statement, “I feel valued at Ednovate.”

Actions

Action #	Title	Description	Total Funds	Contributing
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<p style="text-align: center;">1</p>	<p style="text-align: center;">Parent Inclusion</p>	<ul style="list-style-type: none"> -Parents will be invited to engage with their community and principal on a monthly basis -Meetings to address schoolwide topics such as LCAP, and school performance, etc. -Spaces will be used to create and build community. -Increase family and community involvement through strong working relationships among parents, teachers and schools. -Recruiting and coordinating volunteers -Providing special recognition in awards ceremonies or through other activities -Organizing parent education events, planning teacher appreciation activities, fundraising and much more -Host English Language Advisory Committee (ELAC) meetings & Student School Council (SSC) -Meetings will address the school's ELL Program, ELD Program -Development of methods to support ELL students -School will provide quarterly information sessions and workshops for parents to learn how to support their students. -Topic areas to include College & Career, Academics, Financial, Social Emotional, and any other need-based topics to provide parents with the tools to support their students' needs. -Parent Ambassadors will be trained and supported by our Family Engagement Team to help lead and facilitate discussions and events with other families. 	<p style="text-align: center;">\$62,787.62</p>	<p style="text-align: center;">Y</p>
<p style="text-align: center;">2</p>	<p style="text-align: center;">Report Card Pick Up</p>	<p>-Report cards pick-ups (parent-teacher conferences) will take place 4 times/year</p>	<p style="text-align: center;">\$25,513.37</p>	<p style="text-align: center;">Y</p>

3	Anti Racist Committee	<p>-School will provide quarterly information sessions and workshops for parents to learn how to support their students.</p> <p>-Topic areas to include College & Career, Academics, Financial, Social Emotional, and any other need-based topics to provide parents with the tools to support their students' needs.</p> <p>-Parent Ambassadors will be trained and supported by our Family Engagement Team to help lead and facilitate discussions and events with other families</p>	\$20,673.84	Y
4	Student Life	<p>-Student club leaders will participate in a leadership development workshop once per semester.</p> <p>-Goals for clubs, objectives, and benchmarks to be set by student leaders.</p> <p>-The School will run sports, clubs, college field trips, activities and art programs to drive towards high student engagement.</p> <p>-With the support of families, the school will execute at least two school wide events per year that support connection, community, providing resources and leverage community partners.</p>	\$69,157.38	Y
5	Advisory	<p>-Advisory will deepen the sense of community in the school.</p> <p>-All teachers will be trained to lead an advisory, where students build community, learn skills aligned to our focus areas of Know Yourself, Know Your Community, Know Your Nation, and Know Your World.</p> <p>-Students will receive one on one coaching and support, as needed.</p>	\$140,103.28	Y

Goal Analysis [LCAP Year]

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.

To complete next year

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

To complete next year

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

To complete next year

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.

To complete next year

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.93%	\$1,251,028.60

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.

An analysis of our quarterly interim assessment data identified our English Learners as our lowest performing subgroup with an average 20 point gap between these students and the general population in Math and ELA. As a result, we prioritized targeted academic supports in ELA and Math through Goal 2. Goal 2 encompasses actions such as additional, small group ELA/Math tutoring for students who are struggling with a grade of C or below. These tutoring sessions will also be complemented by additional in and after school opportunities for academic intervention with the classroom instructor. We are also prioritizing additional coaching specifically around supporting EL students to support and develop instructors to effectively serve this population. Coaching will encompass both instructional observation as well as data analysis to enable the best personalized support for students. Progress will be monitored through PDs (e.g. school PD, network-wide PD). We will also be working with EL consultants and others to provide high-quality EL and Students with learning differences (SWLD) PDs to boost student outcomes, in which Teachers will use the SDAIE approach to teach academic content with additional scaffolding. These actions will provide our Foster youth, English Learners, and Low-Income students the wraparound support needed to successfully meet their performance goals. Additionally, these supports will help us to enable all students to access a broad course of study that is rigorous and standards aligned, including English Learners, supporting the expected annual measurable outcomes of Goal 1. By ensuring we are effectively engaging families through our SSC and ELAC committees through Goal 3, we will be prioritizing and addressing the needs of our English Learner population, low-income students, and foster youth. The majority of our students are low-income, and so all of our actions will directly support their needs.

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

As a school with a large number of unduplicated pupils, many services in the school are directed to providing additional support for those students to succeed. Small classes and the advisory program give students the individualized support needed to grow academically and socially emotionally. The personalized learning model meets students where they are academically no matter their educational

background with supports such as individual support from teachers, credit recovery and summer school. The academic model includes a curriculum designed for students to excel academically in preparation for college, which is supported with a 1:1 chromebook program for students to learn tech skills they may not be able to learn at home. The school has a culture team and a counselor dedicated to supporting students outside the classroom to provide resources, building soft skills and problem solving to remove any barriers to learning. Strong Parent engagement helps parents stay involved in the school to support their students well and connects them to resources to support the whole family.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

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.