



## Local Control Accountability Plan

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

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

### General Information

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

For more than three decades, Ventura County residents envisioned a public four-year university to serve the region. Within the past sixteen years, this vision has become a reality. In December 1998, the California State University Board of Trustees approved conveyance of the

Camarillo State Hospital site to California State University Channel Islands (CSUCI) with the objective to establish a comprehensive university in Ventura County. In fall 2002 California State University Channel Islands opened its doors. In August 1999, a Steering Committee of approximately forty county-wide educators, community members, and CSU representatives convened to articulate this vision of a "lighthouse" school, formed subcommittees and assembled the beginning components of a school plan. The vision was ratified and served as the guiding document for development of the school. It is this vision which rallied the community in the discussion of the University Preparation School at CSU Channel Islands.

The UPS petition, which was originally approved by the Pleasant Valley School District on October 11, 2001, and was most recently renewed in December 2020 for another 5 year cycle 2021-2026. UPCS functions under the governance structure and direction of the University Preparation School at CSU Channel Islands Board of Directors. The 501c3, non-profit public benefit corporation will maintain the name University Preparation School at CSU Channel Islands. The Board of Directors, UPCS faculty and staff, UPCS community members, and CSUCI faculty are partners in the implementation of the University Preparation Charter School at CSUCI. The UPS Board of Directors is the governing body with the responsibility for establishing policy and overseeing ongoing evaluation as set forth in the charter legislation and the UPCS charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach.

#### Mission Statement:

University Preparation Charter School at CSU Channel Islands is a collaborative community of innovative learners who seek out challenges and persevere toward individual and shared goals. We provide multiple opportunities for students to thrive in a diverse and compassionate learning environment.

#### Guiding Principles

The Students... create a positive community environment by exhibiting ownership of their education through self-discipline and high expectations.

The Curriculum... is standards-based, fosters critical thinking skills, and utilizes best educational practices. It includes instruction in the core subjects (Language Arts, Math, Science, Social Studies) as well as in Spanish, technology, and the arts.

The Professional Community... is dedicated to participating in on-going professional development that includes leadership capacity building, school-wide collaboration and articulation, communication of "best practices", and team building experiences.

The Cooperating Community... flourishes as a result of collaboration with CSUCI faculty and students, and because of strong relationships with involved and informed parents, with area districts, and with businesses that support the educational program.

#### Who are we...

UPCS is dedicated to serving a diverse community and to that end the school works to attract a wide variety of people from varying cultural backgrounds, languages, and socio economic levels. We believe in the importance of children, from all kinds of backgrounds, coming together to learn and grow together. The school has two strands: Dual Immersion, 50/50 Spanish/English, and Language Enrichment where children get 1 to 1.5 hours of Spanish a week as an enrichment. UPCS is dedicated to educating the whole child and offers all children a well-rounded education that includes music, art, engineering, technology, and theater arts. Students loop with teachers in K-5 for two years fostering close relationships between school and home. UPCS fosters a close sense of community with families, teachers, staff, and university partners to create a welcoming and nurturing culture. The PreK-8 program allows for cross grade level collaborations that benefit

students and provide a sense of community and family. UPCS has very little staff or student attrition. Stable staffing and student enrollment strengthens long term relationships with students and families.

Unduplicated Pupil Percentage 20-21 (UPP): 53.24% as of P2

Demographics as of Census Day day, October 4, 2020

Ethnicity:

Total Students: 695

African American: 3%

American Indian or Alaska Native: 1%

Asian: 2%

Filipino: 3%

Hispanic or Latino: 76%

Pacific Islander: 1%

White: 16%

Two or More Races: 2%

Low Socio-Economic:

Total Students: 329 (free or reduced lunch qualified)

Percentage of Total Population: 48%

Students with Disabilities:

Total Students: 69

Percentage of Total Population: 10%

Homeless:

Total Students: 30

Percentage of Total Population: 5%

Foster Youth:

Total Students: 2

Percentage of Total Population: 1%

English Learners:

Total Students: 99

Percentage of Total Population: 15%

## Reflections: Successes

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

Due to the COVID-19 pandemic, the CDE adjusted the requirements for the California School Dashboard with NO dashboard required in the 2020-2021 school year, but we can look back to the last dashboard the state published in 2019 to make some comparisons to the 2018 dashboard in relationship to the state indicators. Local indicators were not collected in 2019. (as a note: subgroups are included on the dashboard if they represent a significant portion of the population)

On the 2019 Dashboard UPCS saw language arts performance level move up in the following groups: from yellow to green schoolwide; from orange to yellow for English Learners, Hispanic, Socioeconomically Disadvantaged.

English Learners increased 3.1, Hispanic increased 4.4, Socioeconomically Disadvantaged increased 8.2, White increased 11.8, Homeless increased 28.2, African American increased 12.1. At the time of this report end of year data was not available for 2020-2021.

In mathematics we maintained in most subgroups but moved up from orange to yellow in Socioeconomically Disadvantaged. While most sub-groups maintained, Socioeconomically Disadvantaged increased 8.9.

On the dashboard Chronic Absenteeism remained unchanged overall at orange. Socioeconomically Disadvantaged students improved from orange to yellow.

On the dashboard Suspension Rate improved overall from orange to blue. We attribute this to the continued implementation of restorative justice practices.

UPCS local indicators were all met as reported on the California School Dashboard.

UPCS is proud of the what we have accomplished over this last year and three months since the start of the COVID-19 Pandemic. Although these have been very challenging times, the annual student survey demonstrated some improvements in our program.

In spring 2021 students in grades 3-5 reported improvements to the following questions prompts around school safety?

Do you feel safe at school? 2018 - 2.49/3.00, 2019 - 2.65/3.00, and 2021 - 2.70/3.00

Do you feel safe in the hallways? 2018 - 2.49/3.00, 2019 - 2.51/3.00, and 2021 - 2.69/3.00

Do you feel safe in the bathrooms? 2018 - 2.25/3.00, 2019 - 2.36/3.00, and 2021 - 2.42/3.00

Do you feel safe on the playground? 2018 - 2.40/3.00, 2019 - 2.54/3.00 and 2021 2.73/3.00

Do you feel safe going to school? 2018 - 2.61/3.00, 2019 - 2.61/3.00, and 2021 2.77/3.00

On school safety the middle school, grades 6-8, reported improvements in the following questions:

I feel safe from harm...

During School - 2018 - 3.67/4.59, 2019 - 3.84/4.59, 2021 - 4.07/4.59

During my classes - 2018 - 3.94/4.50, 2019 - 4.03/4.50, 2021 - 4.25/4.50

In the hallways, bathrooms, and locker rooms - 2018 - 3.53/4.27, 2019 - 3.62/4.27, 2021 - 3.86/4.27

On school property outside my school building - 2018 - 3.66/4.28, 2019 - 3.72/4.28, 2021 - 3.89/4.28

Going to and from School - 2018 and 2019 3.87/4.23, 2021 - 3.93/4.23

In the neighborhood I live in - 2018 - 4.20/4.46, 2019 - 4.06/4.46, 2021 - 4.16/4.46  
In my home - 2018 - 4.40/4.70, 2019 - 4.39/4.70, 2021 - 4.53/4.70  
In my school, there are clear rules against hurthing other people - 2018 - 4.08/4.51, 2019 - 4.06/4.51, 2021 - 4.26/4.51  
Adults at my school try to stop bullying and harassment.- 2018 - 3.72/4.50, 2019 - 3.85/4.50, 2021 - 4.06/4.50  
I usually try to help other students who are being bullied or harassed.- 2018 - 3.66/4.34, 2019 - 3.72/4.34, 2021 - 3.80/4.34

3-5 grade students also showed improvement in "Grit". The pandemic required a lot of "grit" from students so it is good to see that 3-5 grade students have improved in this area.

2018 - 3.16/5.00

2019 - 3.42/5.00

2021 - 3.56/5.00

3-5 grade students showed improvement in feelings about culture and relationships

Does your class stay busy and not waste time? 2018 - 2.11/2.73, 2019 - 2.07/2.73, 2021 - 2.25/2.73

Do students behave well in your class? 2018 - 1.99/2.78, 2019 - 2.07/2.78, 2021 - 2.29/2.78

Do students in your class treat the teacher with respect? 2018 - 2.24/3.00, 2019 - 2.30/3.00, 2021 - 2.57/3.00

Do you feel safe during school 2018 - 2.49/3.00, 2019 - 2.65/3.00, 2021 - 2.70/3.00

Does your teacher treat you with respect? 2018 - 2.82/3.00, 2019 - 2.86/3.00, 2021 - 2.91/3.00

Is your teacher fair? 2018 - 2.70/3.00, 2019 - 2.81/3.00, 2021 2.82/3.00

Does your teacher ask you about your life at home? 2018 - 1.41/2.37, 2019 - 1.55/2.37, 2021 - 1.86/2.37

6-8 grade students showed improvement in feelings about culture and relationships

Discipline in the school is fair. 2018 - 2.90/4.09, 2019 - 3.15/4.09, 2021 - 3.37/4.09

Adults from my school treat students with respect. 2018 - 3.69/4.54, 2019 - 3.79/4.54, 2021 - 4.12/4.54

Students from the school treat adults with respect. 2018 - 2.91/4.38, 2019 - 3.26/4.38, 2021 - 3.55/4.38

I feel safe during school - 2018 - 3.67/4.59, 2019 - 3.84/4.59, 2021 - 4.07 - 4.59

On the family survey we saw some promising success as well.

Administrators treat families with respect. 2019 - 4.12/4.75, 2021 - 4.17/4.75

Teachers treat families with respect. 2019 - 4.35/4.72, 2021 - 4.43/4.72

Teachers and students care about each other. 2019 - 4.3/4.6, 2021 - 4.44/4.6

Families and teachers care about each other. 2019 - 4.25/4.36

I feel comfortable approaching the administration about my concerns. 2019 - 4.02/4.6, 2021 - 4.19/4.6

I feel comfortable approaching teachers about my child's progress. 2019 - 4.33/4.72, 2021 - 4.49/4.72

My school is repectful of different races, ethnicities, genders, and backgrounds. 2019 - 4.47/4.8, 2021 - 4.43/4.8

My school runs smoothly. 2019 - 3.93/4.75, 2021 - 4.09/4.75

## 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.

On the California School Dashboard students with disabilities stood out in both reading and math as the only subgroup that was red on the dashboard. In ELA SWD was 54.6 points below standard in 2018 and 72.8 points from standard in 2019. In math SWD was 89.4 points below standard in 2018 and 109.6 points below standard in 2019. This drop is extremely concerning. We are also aware at the significant impact the pandemic has had on this fragile population. One way we are planning to address this is with professional development focused on high quality first teaching that allows for multiple entry points into learning and multiple ways of addressing the standards with low floor and high ceiling activities. This will help SWD access curriculum taught in the general education setting. We are also increasing instructional aide time in special education.

In the area of math many subgroups were stagnant with no significant loss or increase between 2018 and 2019. Overall the school remained stagnant as well with a score of 32.8 points from standard in 2018 and 31.6 points from standard in 2019. At the time of this report the end of year data was not available for 2020-2021. In the spring of 2019 UPCS began a multi-year professional development plan focused on math. Every math and RSP teacher participated in a six-week lab inquiry cycle studying math instruction. During the first year, we studied the work of Jo Boaler using her book, Mathematical Mindsets as our mentor text. We found that our beliefs about the teaching of math began shifting as a result of reading together. We studied math instructional practices including math talks, problem of the month and MARS/MAC Assessments from the Silicon Valley Math Institute. Once a week, every member of the grade level team was released from class to study and “practice” together in classrooms. First we researched different types of math talks and then we co-planned a lesson to take into the classroom to try with students, jigsawing the different parts of the lesson. As each of us taught, the rest of us coached in the moment and collected data so that we could revise our lesson and practices for improved student achievement in the next cycle. We brought student work with us to study together, helping us determine next steps for instruction while evaluating the effectiveness of our lesson in the classroom. Before the first day was complete, we planned specific teaching points to be delivered over the course of the next week in our own classrooms. A week later, we met again. Each teacher brought their student work from the week’s lessons and we passed it among all teachers looking for evidence of instruction, marking it with compliments that named the specific skills and strategies that proved students had a strong conceptual understanding. Strengths in teaching effectiveness were highlighted and teachers naturally began asking each other about specific teaching strategies they used in the classroom to produce their positive results. This continued for the full 6-week lab cycle, each time trying different instructional strategies. A large focus of the learning in the lab cycles was the need for low-floor/high- ceiling, open-ended, real world math tasks that allowed students of all levels to enter the learning where they were conceptually. We found that opening up the math tasks significantly raised engagement for students at all levels of achievement. This work came to a halt in the spring of 2020, due to the pandemic.

On the student survey 3-5 grade students reported in the area of...

Engagement:

Do you think your teacher wants you to work your hardest? 2018 - 2.91/3.00, 2019 - 2.96/3.00, 2021 - 2.85/3.00

Does your teacher ask you to keep trying when the work gets hard? 2019 - 2.78/3.00, 2021 - 2.61/3.00



On the student survey 6-8 grade students reported in the area of...

Engagement:

What I learn in class helps me outside of school. 2018 - 3.24/4.32, 2019 - 3.35/4.32, 2021 - 3.25/4.32

Academic Challenge:

I feel like I will be ready for high school when I finish middle school. 2018 - 3.51/4.43, 2019 - 3.64/4.43, 2021 - 3.48/4.43

Belonging and Peer Collaboration

I can usually be myself around other students. 2018 - 3.75/4.26, 2019 - 3.80/4.26, 2021 - 3.62/4.26

Student Motivation

Suppose you thought you were not performing as well as you wanted to in class. What would you do? I would ask another student for help with the work in this class. 2018 - 3.74/4.25, 2019 - 3.70/4.25, 3.52/4.25

## LCAP Highlights

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

The UPCS administration, staff, and community of stakeholders considered many factors while developing the LCAP for the 2021-22 school year. In looking at our population, summative and formative data, and the state indicators for academic achievement, English Learners progress, and Suspension Rates, we identified actions and services that will support all of our students and help to close achievement and opportunity gaps for our target populations of English Learners, students in Special Education, and Socio-Economically Disadvantaged students as well as all students who are struggling in core academic areas.

Goal 1: UPCS will provide students with an education that will prepare them to contribute to society in positive ways and give them a solid foundation for college and/or career. UPCS will provide students with an education based on state standards matched with a broader perspective to include bilingualism, multicultural education, and a world view. UPCS understands that each student comes with their own unique gifts, strengths and challenges. UPCS will strive to close the achievement gaps experienced by SWD, ELLs, FY, and low-socio-economic status. These programs include targeted interventions, access to materials and equipment to level opportunity and achievement gaps. In the summer of 2018 the school was moved about 2 miles away from its location of 16 years. At our original location we were 1 block from the Boys and Girls Club which provides a safe and affordable place for our student to be after school where they receive homework help, mentoring, and nutrition services. We estimate that approximately 160-200 of our unduplicated students access this resource. We are now 2 miles away crossing two busy intersections. Walking to the Boys and Girls Club is not an option for our students. In collaboration with the Boys and Girls Club we are providing bussing to the Boys and Girls club daily. For the 21-22 school year, bussing will be at no cost for families utilizing some of the COVID funds. Bussing includes pick-ups from our after school tutoring and sports practices so that students were not excluded from these extra-curricular opportunities.

Goal 2: UPCS will nurture an environment where lifelong learning and growth is valued and modeled by faculty and staff. The continued professional growth of faculty and staff will result in a higher quality educational experiences and outcomes for UPCS students. Collaborative learning experiences centered on meeting the diverse needs of our students will strengthen teacher and collective efficacy and resiliency. We believe that to provide the best education possible our teachers and staff must be of the highest quality. To recruit and retain teachers and staff, UPCS must remain competitive in the local education community when it comes to salaries and benefits. School districts in Ventura County received, on average, a 1.5% salary increase in the 2018-2019 school year. UPCS will also provide a 1.5% salary increase to all staff in order to remain competitive and retain high quality teachers and staff. There is a direct correlation between high quality staff and the success of our most vulnerable and at-risk students. We must also provide regular and responsive professional development to our teachers and staff. Good professional development includes opportunities to get input, opportunities to practices what has been learned, and then quality coaching to refine and improve practice. Over the 18-19 school year the teachers engaged in some intensive professional development in the area of mathematics teaching. The professional development was based on the inquiry cycles philosophy and included 6 full days of PD for each team of teachers. Teachers looked closely at our current math practices, assessments, and outcomes. Teachers spent time looking at current research around math education to consider shifts school-wide to improve math education for all of our students. We will continue to support this work over the 19-20 school year. Teachers and staff will be offered opportunities for professional development and coaching. Support and coaching from the TOSA and science lab coach to teachers targeting effective teaching practices. TOSA will continue to assist with progress monitoring and data collection for intervention programs.

Goal 3: UPCS will provide a learning environment that fosters a sense of inter-connectedness, belonging, safety, creativity and inclusiveness for students, teachers, and families. Supporting the whole child is a focus for UPCS. Students' social and emotional needs should be addressed proactively with supports in place for moments of crisis. Providing all students with opportunities to participate in enrichment classes focused on life skills, the arts, science and engineering, and other areas of student interests broadens students' experience quotient. This is especially significant for our SWD, ELL's, FY, and low socio-economic students. UPCS values the impact that a strong home-school connection plays on student success and connectedness. An identified priority is to keep a fulltime school counselor in addition to extra counseling and additional school psychologist support to provide support for students and teachers in behavioral and social emotional needs. The school will continue its work in the area of social emotional learning centered on equipping students with skills and strategies to understand and cope with daily challenges as well as possible traumas they may face as a result of the pandemic. A school-wide approach will build a web of support for students across the grades with a common language. It is understood that all staff must be trained and supported in the philosophy to provide consistency for students. We are also providing parent education nights for parents to provide parents with strategies to identify social-emotional challenges their child may face and equip parents with strategies and resources to address the challenges. Investing in teachers and staff is an investment in students.



# 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.

UPCS was not identified as a school 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.

UPCS was not identified as a school 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.

UPCS was not identified as a school for Comprehensive Support and Improvement

# Stakeholder Engagement

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

Stakeholder engagement is vital to the development, implementation, and accountability of school programs. Stakeholder groups need to meet throughout the year and have regular conversations about school progress toward goals and make changes to actions and services as they are deemed appropriate. The School Site Council, which is open to the public, acts as the Parent Advisory Committee and they meet regularly throughout the school year. While the SSC is specifically charged with examining the use of Federal Funds, UPCS has broadened their role to look at all of our programs as a whole. There were also opportunities to get the broader perspective from the school community through input meetings and a family survey. UPCS students and teachers were also given an opportunity to respond to a survey that helped to guide the development of the LCAP.

Meetings are designed to both explain the LCFF funding formula, including the focus on underserved populations, and to garner input from community members. School demographics are shared as well as the metrics used to evaluate the current needs of students at the school and specifically the current needs of the underserved populations outlined in the LCFF regulations. Examples of things covered and discussed in each of these meetings include: an up-to-date review of the current year plan including a look at metrics, and goal setting for next year's plan. Through facilitated conversations parents/community members/student groups were given the opportunity to share their ideas for school improvement.

Family/Community input meetings specifically about goals related to the school plan:

August 3 and 4, 2020

April 29, 2021

Annual Family Survey:

May 2021

Annual Student Survey:

May 2021

Annual Teacher/Staff Survey:

April/May 2021

The Board of Directors, SSC, and ELAC meet 1 time a month in general. At each of these groups meetings the current goals, actions, services, and metrics are discussed. These ongoing conversations around the plan keep the it alive and allow the school to make adjustments when things aren't working.

Board of Directors Meetings:

July 31, 2020

August 20, 2020  
August 28, 2020  
September 11, 2020  
October 30, 2020  
November 20, 2020  
December 11, 2020  
January 28, 2021  
February 26, 2021  
March 26, 2021  
April 30, 2021  
May 27, 2021  
June 25, 2021

School Site Council (Parent/Teacher/Staff Advisory)

September 22, 2020  
November 17, 2020  
January 26, 2021  
February 23, 2021  
March 23, 2021  
April 27, 2021  
May 25, 2021  
June 15, 2021

English Learner Advisory Council

September 29, 2020  
November 17, 2020  
January 26, 2021  
February 23, 2021  
March 30, 2021  
May 21, 2021  
June 3, 2021

The school leadership team regularly participates in a cycle of improvement. The meetings below were specifically focused on the 21-22 LCAP.

Leadership Team

February 8, 2021  
February 11, 2021  
February 18, 2021  
March 2, 2021

March 4, 2021  
March 15, 2021  
April 21, 2021  
April 28, 2021  
April 29, 2021

Consultations were held with the following:

VCOE - Equity (underserved populations) - February 25, 2021  
VCOE - SELPA (Special Education)- March 2, 2021  
VCOE - Homeless/Incarcerated Youth - April 23, 2021

#### A summary of the feedback provided by specific stakeholder groups.

Through the stakeholder engagement process some trends emerged that greatly influenced the development of the 21-22 LCAP. One main theme that emerged from all stakeholder groups was the need for learning acceleration or learning recovery as a result of the pandemic. In 20-21 students participated in both full distance and hybrid learning models with less instructional time than a traditional school year affords. Families were generally happy with the 20-21 school year and were especially pleased that we reopened so quickly, that we had high safety standards, and that we allowed families the ability to move in and out of full distance and hybrid as they deemed necessary. Families worried about so much screen time for their students and what learning gaps may exist after a full year of this. All groups felt strongly that students needed to be back to school fulltime and that additional support structures and programs should be provided to accelerate learning. Along with this teachers, in particular, expressed concerns about the widening achievement gap between students who did and did not attend in-person instruction. They also expressed concern about how they will meet the needs of the various achievement levels they are sure to face in the coming year.

Another collective theme was the concern about students returning to a full day school program after being at home so much over the last year. Students ability to attend to learning for prolonged period of time and maintain focus over an entire school day. Many students have lost motivation towards learning after this last school year and many have suffered a great deal of isolation. Parents expressed the need for their children to connect in many ways with other students and would like to see more after-school sports, clubs, and activities. Families also want access to after school programs either on our campus or to have access to the Boys and Girls Club again to support their child with homework and socialization.

Teachers expressed a desire to continue the deep inquiry cycle work we started in 18-19 and 19-20, with some suggestions for adjustments. Teachers expressed that they didn't want to be pulled out of class and leave students with a sub in order to participate in professional development. They also expressed their desire to have time to go in and observe each other teach and work in small groups or partnerships on this deeper work rather than in larger groups.

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

The LCAP was designed after months of thoughtful conversation, engagement, and opportunities for input. The goals were developed after themes emerged in the feedback and even then some of the actions were moved several times between goals to find just the right fit, because some actions complement more than one goal. Our community felt like this new cycle of the LCAP was a great opportunity for us to really move our 5 year plan that was just included in our Charter Renewal for 21-26. We started with our mission and vision and then applied it to the data and community input. Our parent advisory group spent the most time discussing things related to school goals and looking towards the development of goals, actions and services. A regular concern that emerged in SSC was in the social-emotional and learning gaps. While these two areas do influence each other and could have been placed in one goal, they ended up each having their own goal, Goal 1 - around student achievement and Goal 3 - around social-emotional and community.

Actions in Goal 1 that were specifically influenced by stakeholder input:

Action 1 - Intervention Programs to close the achievement gap and help with learning acceleration

Action 3 - Summer School with the in person summer school focused on SEL/Motivation/Engagement and the online as an intensive intervention

Action 4 - Increased instructional Aide time for the K/1 classes. Last year there were many Kinder students that stayed full distance most if not all of the school year and there are real concerns about their integration in school.

Action 5 - Programs to support learning. Teachers wanted to be able to retain some of the new pieces of software that we had integrated into the 20-21 school year because they offered good instructional practices.

Action 6 - Continuing the transportation to the Boys and Girls Club, after school programs are valued by our community and the local club offers a great program

Actions in Goal 2 that were specifically influenced by stakeholder input:

Action 1 - Learning Partnerships Professional Development - influenced primarily by teachers

Action 5 - Instructional Coaches - influenced primarily by teachers

Action 7 - Language Acquisition Team - influenced primarily by dual immersion parents

Action 8 - Resilience and Trauma Informed Professional Development - influenced by families and teachers

Actions in Goal 3 that were specifically influenced by stakeholder input:

Action 1 and 4 - Social Emotional Curriculum and Supports - influenced by the School Site Council and is a goal in our school safety plan, also influenced by teachers

Action 2 - Counseling - influenced by families and teachers

Action 5 and 10 - Enrichment Programs - influenced by families

Action 7 - Family Engagement - influenced by families

# Goals and Actions

## Goal

Goal #	Description
1	UPCS will provide students with an education that will prepare them to contribute to society in positive ways and give them a solid foundation for college and/or career. UPCS will provide students with an education based on state standards matched with a broader perspective to include bilingualism, multicultural education, and a world view. UPCS understands that each student comes with their own unique gifts, strengths and challenges. UPCS will strive to close the achievement gaps experienced by SWD, ELLs, FY, and low-socio-economic status.

An explanation of why the LEA has developed this goal.

Goal 1 is a broad goal addressing state priorities 1, 2, 4, 8.

Goal 1 is designed to address student success on state standards and close achievement gaps that we see in our state and local data. Many of the actions and services are designed to address the learning gap most especially for our students with disabilities, English Learners, low socio-economic, and foster youth. We know that the pandemic created even greater disparity between these high need student groups and other student groups. Stakeholder input influenced the creation of the metrics and actions/services.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DRA - Local Reading Assessment: Grades K-5	Baseline scores will be established using beginning of year assessments given annually during the first two weeks of school and formatively throughout the year to progress monitor with an end of year assessment given to check achievement of metrics desired outcome.				<p>In grades K-5: 80% of students will show, at minimum, a one year growth annually.</p> <p>Reduced by 25% the number of students working below grade level benchmarks.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Reading Assessment: Grades 6-8	To be established 2021-22				To be established after assessment baseline given
Zone of Biliteracy (using local assessments in Spanish): Dual Students in Grades K-8	To be established in 2021. A team will establish criteria for benchmarks using local Spanish Assessments.				Students in dual immersion will make 1 year of growth in Language Acquisition annually toward biliteracy goals.
CAASPP ELA: Grades 3-8	<p>2018-2019 scores</p> <p>Points from Standard All: 3 points below standard Students with Disabilities: 72.8 below English Learners: 41 below Hispanic: 15.4 below White: 35.3 above African American: 4.5 above Filipino: 37.7 above Homeless: 37.2 below Socioeconomically Disadvantaged: 25.6 below</p> <p>Dashboard: Green: All Students, White</p>				<p>Points from standard: All students: maintain at or above Students with Disabilities: Improve by 50% English Learners: Improve by 50% Hispanic: Improve by 50% White: Maintain at or above African American: Maintain at or above Filipino: Maintain at or above Homeless: Improve by 50% Socioeconomically Disadvantaged: Improve by 50%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Yellow: English Learners, Socioeconomically Disadvantaged, Hispanic Red: Student with Disabilities</p> <p>3 – MET/EXCEED - 29% 4 – MET/EXCEED - 33% 5 – MET/EXCEED - 53% 6 – MET/EXCEED – 48% 7 – MET/EXCEED – 65% 8 – MET/EXCEED – 45%</p>				All Subgroups in Red, Orange to improve by at least one color.
Local Writing Assessment - On demand writing assessments given for each genre taught based on grade level standards: Grades K-8	To be established in 2021-22				Estabilish after baseline
MAC/MARS local math performance assessments given 3X's a year: Grades K-8	Interim/unit benchmarks to be established in 2021-22				Establish after baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local math summative assessments: Grades K-8	To be established in 2021-22				Establish after baseline
CAASPP Math: Grades 3-8	<p>2019 Scores</p> <p>Points from Standard All: 31.6 below Students with Disabilities: 109.6 below English Learners: 60.5 below Hispanic: 43.7 below White: 6.1 above African American: 60.4 below Filipino: 22.5 above Homeless: 54.6 below Socioeconomically Disadvantaged: 52.3 below</p> <p>Dashboard: Green: White Yellow: Socioeconomically Disadvantaged Oragne: All Students, English Learners, Hispanic Red: Student with Disabilities</p>				<p>Points from standard: All students: Improve by 50% Students with Disabilities: Improve by 50% English Learners: Improve by 50% Hispanic: Improve by 50% White: Maintain at or above African American: Maintain at or above Filipino: Maintain at or above Homeless: Improve by 50% Socioeconomically Disadvantaged: Improve by 50%</p> <p>All Subgroups in Red, Orange to improve by at least one color.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3 – MET/EXCEED - 33% 4 – MET/EXCEED - 29% 5 – MET/EXCEED - 39% 6 – MET/EXCEED – 35% 7 – MET/EXCEED – 34% 8 – MET/EXCEED – 33%				
Local Science Assessments: Grades K-8	To be established in 21-22				At minimum 75% or students able to demonstrate proficiency on local science assessments. Grades K-8
CAST state Science Assessment: Grades 5 and 8	2019 Scores 5 - MET/EXCEED - 34.57% 8 - MET/EXCEED - 40%				Increase met/exceed by 15%
ELPAC: Progress towards Proficiency English Learners in Grades K-8	Waiting on 20-21 data.  2019 Data: 48.8% of UPCS students were making progress toward English Language Proficiency which exceeded the CA				Maintain a rate equal or higher than the state average on the ELPAC.  Homeless Students: Decrease the % of students in Levels 1 and 2, Increase in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>state average of 48.3%.</p> <p>Overall by Level:  Level 4 - 26.53%  Level 3 - 41.84%  Level 2 - 21.43%  Level 1 - 10.20%</p> <p>Homeless (most challenged subgroup in this metric)  Level 4 - 0%  Level 3 - 33.33%  Level 2 - 16.67%  Level 1 - 50%</p>				students in Levels 3 and 4.
ELPAC: Reclassification Rate English Learners in Grades K-8	<p>In 2018-2019: 11.6% Reclassified</p> <p>In 2019-2020 33.6%</p> <p>In 2020-2021 3.3%</p> <p>Over the last several years the state has been working on the new ELPAC assessment and creating statewide baselines. For UPCS this has fluctuated a lot over the last several years, so we will take an average to create a baseline: 16% Redesignated.</p>				Increase by 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test Grades 5 and 7	The PFT hasn't been administered since spring 2018 and at the time of this report the PFT website wasn't working properly. We will use the 21-22 year to create a new baseline.				Establish after baseline
Instructional Materials Student have access to standards aligned instructional materials and instruction	No complaints Met Local Indicator 1 - Spring 2021				Charter Schools are not subject to the Williams ACT, but UPCS will provide students with access to state standards aligned instructional materials. Met on Local Indicator 1
Implementation of CA State Standards, including how ELs access CCSS and ELD Standards	Met Local Indicator 2 - Spring 2021				Met on Local Indicator 2

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Program Staffing	UPCS will provide reading and math intervention opportunities before, during, and after school and during school breaks, fall break and spring break, with a goal of increasing outcomes for our most	\$327,745.00	Yes



Action #	Title	Description	Total Funds	Contributing
		challenged subgroups: homeless, English Learners, low socioeconomically disadvantaged, students with disabilities and any student at-risk of not meeting grade level standards. Intervention services will be provided by fully credentialed teachers.		
2	Additional Teacher to assist in multi-grade classrooms in the teaching of mathematics	UPCS will provide an additional teacher to assist with math instruction in the four multi-grade classes on campus in grades K-5. The partner teacher will teach 1 grade level group while the classroom teacher teaches the other giving both students with a high quality math education and the ability to meet the diverse needs of students.	\$66,172.00	No
3	Summer School 2021	UPCS will provide both an in person program, focused on a project/theme based curriculum designed to "re-engage" students in learning, and an online intensive summer school program, focused on the sharpening of specific skills provided in 1:1 or small group settings.	\$93,040.00	Yes
4	Additional Instructional Aide Time for the Kindergarten/First Grade Classrooms	UPCS will provide the K/1 teachers will a 3 hour aide daily. In the past the teachers had a 1.5 hour aide daily. The aides will assist with differentiation in the classroom and allow for a smaller adult to student ratio. Aides will receive training from the Curriculum and Instruction Team.	\$35,000.00	No
5	CCSS and NGSS aligned programs/materials to support differentiation (intervention/extension)	UPCS will purchase software and subscriptions aligned to CCSS and NGSS to support core instruction and differentiation (intervention and extension) to meet the needs of all students.	\$47,320.00	Yes
6	Transportation to safe after school program	Provide bussing to the Camarillo Boys and Girls Club. Students are provided with a safe and affordable childcare program, enrichment programs, sports programs, and homework help/tutoring.	\$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Supplemental services for LTEL (Long Term English Learner) OR at-risk LTEL students	UPCS will provide supplemental learning programs for LTEL or at-risk of LTEL students before school, after school, on during intersession (fall break and spring break).	\$7,800.00	Yes
8	Additional Instructional Aide Time to support special education programs	UPCS will increase the special education instructional aides from 5.5 hours a day to 6.5 hours a day to better support special education programs.	\$7,464.44	No
9	Technology to support teaching and learning	UPCS will maintain the technology and equipment needed for teaching and learning.	\$11,004.00	No
10	Materials to Support Language Arts in English and Spanish	UPCS is committed to providing students with a wide range of reading materials to increase reading fluency and comprehension and a general passion for reading. To accomplish that goal UPCS will expand classroom libraries, the school physical library, and the school digital library.	\$15,500.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	UPCS will nurture an environment where lifelong learning and growth is valued and modeled by faculty and staff. The continued professional growth of faculty and staff will result in a higher quality educational experiences and outcomes for UPCS students. Learning will focus on the unique needs of unduplicated students, English Learners, low socio-economic, foster youth and students with disabilities. Collaborative learning experiences centered on meeting the diverse needs of our students will strengthen teacher and collective efficacy and resiliency.

An explanation of why the LEA has developed this goal.

Goal 2 is a broad goal and includes metrics for State Priority: 1, 2, 4, 5, 6

Goal 2 is focused on the importance of highly qualified teachers and staff. There is a direct connection between student success and the preparation and ongoing professional development of teachers. UPCS is a professional development school working with CSUCI and values action research and job embedded professional development as a part of the learning cycle . Credentialing requirements were just changed for charter schools which has created some new goals for UPCS as we have 5 years to get all staff properly credentialed for non-core classes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual faculty survey on program effectiveness and needs	Given spring 2021				Survey given annually and results used as a needs assessment to evaluate program effectiveness and guide future work and initiatives.
All new faculty participate in induction	100% of new faculty participated in 20-21				100% of new faculty supported to complete induction in two years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Enabling Conditions for Collective Teacher Efficacy Questionnaire	Establish Baseline in 21-22				Establish outcome after baseline is established
Ladder of Teacher Involvement in School Decision Making	Establish Baseline in 21-22				Establish outcome after baseline is established
Fully credentialed and appropriately assigned teachers	Charter Schools have 5 years in which to appropriately credential and assign NON-CORE teachers. We just received on CALPads/CalSaas Report for 20-21 and it looks like we may have 5 misassignments for the 20-21 year, but we will report back after the data is finalized. All CORE teachers met this metric.				100% of faculty fully credentialed and appropriately assigned.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Partnership Professional Development	Teachers will participate in job-embedded professional development working with grade level teams, support personnel, and a partner teacher. To provide time in classrooms, putting into practice what is being studied, UPCS has also increased the number of collaboration days for teachers to provide more days, built into the regular work day, where teachers can learn together. A primary focus of this work will	\$101,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
		be on strategies for meeting the diverse needs and achievement gap of our unduplicated pupils.		
<b>2</b>	Recruit and retain highly qualified bilingual classroom teachers.	UPCS will provide a bilingual stipend to maintain a competitive edge in recruiting and retaining highly qualified bilingual classroom teachers.	\$18,000.00	Yes
<b>3</b>	New Teacher Induction	UPCS will support new teachers in completing their two year induction program.	\$18,000.00	No
<b>4</b>	Professional Development to support CCSS, NGSS, or school-wide initiatives	Teachers, staff, and administration will have opportunities to participate in professional development to support the quality of student instruction in CCSS, NGSS, and around other school-wide initiatives with a focus on closing the achievement gap of unduplicated student groups.	\$9,000.00	Yes
<b>5</b>	Instructional Coaches	UPCS will provide two Teachers on Special Assignment to act as instructional coaches in CCSS and NGSS. Their work will be primarily focused on closing the achievement gap experienced by our unduplicated students.	\$235,293.00	Yes
<b>6</b>	Professional Development focused on meeting the needs of English Learners	UPCS will provide professional development focused on the specific needs of English Learners and strategies to help students achieve CCSS and NGSS.	\$1,640.00	Yes
<b>7</b>	Language Acquisition Team	The language acquisition team will meet several times over the school year to develop language acquisition goals/benchmarks for dual immersion students.	\$2,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
8	Professional Development focused on Resilience and Trauma Informed Practices	UPCS will provide faculty and staff with training focused on resilience and trauma informed practices.	\$25,000.00	No
9	Stipends for teachers summer collaboration	UPCS will provide teachers with stipends to support the development of CCSS/NGSS aligned lessons and practices over the summer principally focused on closing the achievement gap for upuplicated students.	\$22,500.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	UPCS will provide a learning environment that fosters a sense of inter-connectedness, belonging, safety, creativity and inclusiveness for students, teachers, and families. Supporting the whole child is a focus for UPCS. Students' social and emotional needs should be addressed proactively with supports in place for moments of crisis. Providing all students with opportunities to participate in enrichment classes focused on life skills, the arts, science and engineering, and other areas of student interests broadens students' experience quotient. This is especially significant for our SWD, ELL's, FY, and low socio-economic students. Connectedness also applies to the home-school connection and the impact it has on student success.

An explanation of why the LEA has developed this goal.

Goal 3 is a broad goal that addresses state priorities 1, 3, 5, 6, 7.

Goal 3 is designed to support community connectedness, belonging, safety and student motivation. A warm welcoming school environment where students feel they belong, are safe, and matter influences student behaviors, reduces absences, and decreases suspension. UPCS take a pro-active approach to social emotional supports with time in the instructional day for teachers to provide instruction in SEL. UPCS has also invested in counseling, school psychologist, and supports in and out of the classroom. Students also know they have someone/somewhere to go for help when they are in crisis.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Screening Tool	Adoption and Baseline in 21-22				Will be established after baseline year
Student Climate Survey	Data disaggregation in process because data just arrived. Baselines will be created with a focus on SWD, ELLs, LSES, and FY. Baselines will be shared at next board meeting.				Waiting on baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	ADA for 19-20 through March 13 was 96% and ADA for 20-21 as reported on P2 is 97%				96%
Chronic Absenteeism Rates	In 20-21 we had 37 students considered chronically absent which was an improvement from the 19-20 school year with 65.				Improve
Suspension/Expulsion Rates	There were 7 suspensions reported for the 19-20 school year. 0 Students expelled.				Maintain or improve number of suspensions and expulsions.
Access to a Broad Course of Study	100% of students have access to a broad course of study Met on Local Indicator 7 Spring 2021				100% of students have access to a broad course of study Met on Local Indicator 7
Family Survey - School Connectedness/Safety	Data arrived just before the publication of this report. A baseline will be created as soon as data can be fully disaggregated and shared with the board in the fall.				Waiting on baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site Council and English Learner Advisory Committee	8 SSC Meetings in 20-21 7 ELAC Meetings in 20-21				Minimum of 7 Meetings for both SSC and ELAC
Family Nights	19-20 We held 7 Family Engagement Nights and 8 Coffee with the Directors				Minimum of 5 Family Engagement and 7 Coffee with the Directors
FIT Report: clean, safe, and functional facilities	Good Repair				Maintain Good Repair Rank
Parental participation in programs for English Learners, Low-Income, and Foster Youth students	Met - Local Indicator 3 - Spring 2021				Met on Local Indicator 3
Local Indicator 6 - School Climate	Met - Local Indicator 6 in Spring 2021				Met on Local Indicator 6

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Curriculum and Supports	UPCS will continue to support the social and emotional needs of our students through conflict resolution and the adoption of a K-5 SEL curriculum and a 6-8 curriculum that will compliment the foundation we have already built over the last couple of years.	\$22,167.40	No
2	Counseling Services	UPCS will employee a fulltime school counselor as well as contract for additional counseling with an outside agency. We believe that our	\$128,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, especially unduplicated student groups, may suffer traumas from the pandemic that may require additional supports over the next several years.		
3	Increase School Psychologist Contract	UPCS will contract additional hours (20%+)with the school psychologist, beyond what is required to support special education programs, to support work around social emotional supports and programs	\$15,000.00	No
4	SEL supports in and out of the classroom	UPCS will provide a trained professional to work in a non-directive play area in 1:1 session for K/1 students referred by teachers. Each K-5 classroom will have a Calming Corner for students to access as a safe space. Calming Corners will be equipped with comforting objects and soothing materials that can promote mindfulness, breathing, and reflection. Sensory Paths will be painted around the school to provide students opportunities to engage in activities that trigger the brain to make connections between sight, touch, sound and enable student to complete complex, multi-stage tasks.	\$16,427.16	No
5	Enrichment Programs	UPCS will provide a wide range of enrichment classes that provide students with exciting and enriching classes principally designed to close the opportunity gap for our unduplicated students.	\$121,124.00	Yes
6	Classroom Furniture and Library Furniture	UPCS will provide new furniture that allows teachers to create a flexible learning environment designed to facilitate collaborative groupings while also allowing the flexibility to adapt to current health and safety regulations, as necessary.	\$112,000.00	No
7	Family Engagement and Education Activities	UPCS will provide families with engagement and educational opportunities throughout the school year. These activities will be	\$18,400.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		principally designed to support the needs of our unduplicated pupils and students with disabilities.		
8	Increased personnel resources for the library	UPCS will provided a library assistant that will work with students to increase motivation to read and engage with books. While all UPCS students will have access to this resource the focus will be on closing the opportunity gap for our unduplicated students.	\$12,000.00	Yes
9	Spanish Enrichment Program	UPCS values multilingualism and will provide a rich enrichment program in Spanish for the students enrolled in Lanuage Enrichment.	\$45,000.00	No
10	After school clubs and sports	UPCS will expand after school sports and clubs opportunities.	\$11,484.00	No

## Goal Analysis [2021-22]

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

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

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

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

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



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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.01%	590,170

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.

#### Goal 1, Action 1 and 5 - Intervention Program/Materials

Local data and the most recent CAASPP data underlines the disparity in academic achievement in reading and math for English Learners, socioeconomically disadvantaged students, and student with disabilities. The intervention content specialists will provide services that are principally directed at supporting high needs students through targeted intervention is a strategy to meet their academic needs. Lesaux (2012) describes a positive relationship between low income students, linguistically diverse students, and skills based reading instruction. In their metanalysis of primary reading intervention programs, Wanzek, Stevens, Williams, et al. 2018 found that primary reading intervention programs demonstrate a positive impact of early struggling readers.

#### Goal 1, Action 3 - Summer School 2021

The CDE notes that socioeconomically disadvantaged students are nearly three grade levels behind their more affluent peers in reading by the end of fifth grade because of summer learning loss.(National Summer Learning Association [NSLA], 2009) These same students have less opportunity to access summer enrichment programs due to fiscal constraints. The UPCS summer program is principally directed at the needs of unduplicated students.

#### Goal 1, Action 6 - Transportation to Safe After School Program

Research shows a correlation between academic gains, improved attendance, and better engagement in school. The research also highlights that the students most at risk have the most to gain. Families who are socioeconomically unstable struggle to secure a safe place for their child to be after school. The bussing to the Boys and Girls club is principally directed to low socioeconomic students. (Afterschool Alliance)

### Goal 2, Action 1 - Learning Partnership Professional Development

With a focus on the analysis of data of unduplicated pupils, administration and teachers will engage in inquiry cycles where the outcomes of high needs students are analyzed and research and strategies are explored to increase student achievement. Using professional learning community (PLC) structures grade level teams will focus on high levels of learning for all students. Professional learning communities provide the opportunity for educators to work collaboratively to design instruction, analyze outcomes, and plan next steps for student learning as promulgated by DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006).

### Goal 2, Action 2 - Recruit and retain highly qualified bilingual classroom teachers

To support the unique needs of English Learners and Spanish Learners in our dual immersion program, UPCS prioritizes the recruitment and retainment of highly qualified bilingual teachers.

### Goal 2, Action 4, 5, 9 - Instructional Coaches / Professional Development / Summer Teacher Collaboration

Instructional Coaches and Professional Development will principally be focused on closing the achievement and meeting the diverse needs of English Learners, low socio-economic students and students with disabilities. Coaches will partner with teachers in PLCs to work on inclusive practices and strategies to differentiate academic content to include all students in the learning with low floor and high ceiling entry points. They will also work on specific English Learner strategies. In Hattie's work Collective Teacher Efficacy, 1.57 effect size, is noted as the number one influence to student achievement.

### Goal 3, Action 2 - Counseling Services

Students who are economically disadvantaged, considered unhoused, and foster youth have suffered the greatest during the pandemic. These populations also have less access to resources like counseling. UPCS will provide increased school counseling services to support the social-emotional needs of these students and assist teachers with strategies to help within the classroom. Jones & Khan 2017 share that, "Evidence shows that high quality programs focused on SEL contribute to improved academics and behavior."

### Goal 3, Action 5 - Enrichment Programs

By increasing opportunities for students to engage in sports, music, and extracurricular programs, students are more likely to feel a connection to campus, thereby supporting academic needs. Catterall, J., et al. (1999) found that academic achievement increased for students who were involved in the arts over time in comparison to counterparts who were not. Further, Witherspoon, Schotland, Way, & Hughes (2009) found that students who feel connected to their school were more engaged in their individual learning. Increased connectedness will support academic outcomes of unduplicated students who typically have fewer opportunities for this level of engagement.

### Goal 3, Action 7 - Family Engagement and Education Activities

Workshops for families on how to help their child at home is linked to higher reading and math scores according to a research study entitled, A New Wave of Evidence, published by SEDL. Additionally, many of the programs will be family oriented and provide opportunities for strategies to be modeled and practiced with their child. UPCS will also provide English classes for English learner parents.

### Goal 3, Action 8 - Increased personnel resources for the library

Increasing library hours gives more access to library resources to students who may not have equitable access in the community to resources. While all student will have access to the library, the services are specifically designed to meet the needs of English Learners, low socio-economic, and foster youth who have less opportunity to access these resources in their homes.

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

The LCFF supplemental funds are principally directed toward meeting the needs of Unduplicated students schoolwide and other students with unique needs. The goals, actions, and services have been designed utilizing research-evidence based practices with the intent of increasing support and services to address the equity gaps for unduplicated students and students with unique needs. UPCS has a Unduplicated Pupil Percentage of 53.24% as of P2, 2021. UPCS will implement schoolwide actions principally directed to benefit these unduplicated student groups.

#### Goal 1:

UPCS will provide students with an education that will prepare them to contribute to society in positive ways and give them a solid foundation for college and/or career. UPCS will provide students with an education based on state standards matched with a broader perspective to include bilingualism, multicultural education, and a world view. UPCS understands that each student comes with their own unique gifts, strengths and challenges. UPCS will strive to close the achievement gaps experienced by SWD, ELLs, FY, and low-socio-economic status.

Goal one's focus on increasing student achievement and addressing performance gaps provides increased services for unduplicated students via intervention specialist support. Another area is the focus on underserved in the Summer School offerings both in person and online. Access to safe after-school programs that offer homework help is vital for the unduplicated population. Supplemental programs after/before school and during intersession specifically focused on long-term English Learners. Programs and instructional materials designed to specifically address the unique needs and learning gaps of unduplicated students.

#### Goal 2:

UPCS will nurture an environment where lifelong learning and growth is valued and modeled by faculty and staff. The continued professional growth of faculty and staff will result in a higher quality educational experiences and outcomes for UPCS students. Learning will focus on the unique needs of unduplicated students, English Learners, low socio-economic, foster youth and students with disabilities. Collaborative learning experiences centered on meeting the diverse needs of our students will strengthen teacher and collective efficacy and resiliency.

Goal two's focus is on increasing the quality of teachers and staff by providing professional development and instructional coaches that are focused on the needs of unduplicated student groups. Teachers will spend the entire year working in teams and partnerships focused on strategies to meet the needs of diverse learners, disaggregate student data to plan quality instruction and increase student achievement. Teachers will receive stipends to work as teams and partners over the summer months to plan for these unique needs at the start of the school year. Due to the pandemic unduplicated students, in particular, may face some unique challenges at the beginning of the coming year. Retaining fully qualified bilingual staff that provide English Learners the opportunity to maintain and grow their native language as an

asset to their education. Professional development specifically designed to address the unique needs of English Learners and strategies to make core instruction accessible. Language acquisition team will create internal tools to access the progress of language acquisition through formative assessments that can be clearly communicated to families.

### Goal 3:

UPCS will provide a learning environment that fosters a sense of inter-connectedness, belonging, safety, creativity and inclusiveness for students, teachers, and families. Supporting the whole child is a focus for UPCS. Students' social and emotional needs should be addressed proactively with supports in place for moments of crisis. Providing all students with opportunities to participate in enrichment classes focused on life skills, the arts, science and engineering, and other areas of student interests broadens students' experience quotient. This is especially significant for our SWD, ELL's, FY, and low socio-economic students. Connectedness also applies to the home-school connection and the impact it has on student success.

The emphasis of goal three is to ensure that students and families feel safe and connected to campus. Students who feel connected emotionally have better outcomes academically. To better support students in successfully re-entering the school environment after a year of hybrid and distance learning, they will need supports socioemotionally. UPCS will provide school counselors principally directed at supporting unduplicated pupils and students with unique needs. Additionally, students will have the opportunity to connect with the campus environment through extracurricular, sports, clubs, and hands-on learning activities.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$713,817.00	\$568,304.56		\$348,364.44	\$1,630,486.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,133,870.60	\$496,615.40

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Intervention Program Staffing	\$32,697.00	\$157,500.00		\$137,548.00	\$327,745.00
1	2	All Multi-grade classes (4)	Additional Teacher to assist in multi-grade classrooms in the teaching of mathematics	\$66,172.00				\$66,172.00
1	3	English Learners Foster Youth Low Income	Summer School 2021		\$93,040.00			\$93,040.00
1	4	All Kindergarten and First Grade	Additional Instructional Aide Time for the Kindergarten/First Grade Classrooms		\$35,000.00			\$35,000.00
1	5	English Learners Foster Youth Low Income	CCSS and NGSS aligned programs/materials to support differntiation (intervention/extention)	\$47,320.00				\$47,320.00
1	6	English Learners Foster Youth Low Income	Transportation to safe after school program	\$60,000.00			\$25,000.00	\$85,000.00
1	7	English Learners	Supplemental services for LTEL (Long Term English Learner) OR at-risk LTEL students				\$7,800.00	\$7,800.00
1	8	Students with Disabilities	Additional Instructional Aide Time to support special education programs				\$7,464.44	\$7,464.44
1	9	All	Technology to support teaching and learning				\$11,004.00	\$11,004.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All	Materials to Support Language Arts in English and Spanish				\$15,500.00	\$15,500.00
2	1	English Learners Foster Youth Low Income	Learning Partnership Professional Development	\$14,286.00	\$82,170.00		\$4,674.00	\$101,130.00
2	2	English Learners Low Income	Recruit and retain highly qualified bilingual classroom teachers.	\$18,000.00				\$18,000.00
2	3	All	New Teacher Induction				\$18,000.00	\$18,000.00
2	4	English Learners Foster Youth Low Income	Professional Development to support CCSS, NGSS, or school-wide initiatives	\$9,000.00				\$9,000.00
2	5	English Learners Foster Youth Low Income	Instructional Coaches	\$235,293.00				\$235,293.00
2	6	English Learners	Professional Development focused on meeting the needs of English Learners				\$1,640.00	\$1,640.00
2	7	English Learners	Language Acquisition Team				\$2,000.00	\$2,000.00
2	8	All	Professional Development focused on Resilience and Trauma Informed Practices		\$25,000.00			\$25,000.00
2	9	English Learners Foster Youth Low Income	Stipends for teachers summer collaboration	\$11,250.00			\$11,250.00	\$22,500.00
3	1	All	Social Emotional Curriculum and Supports		\$22,167.40			\$22,167.40
3	2	English Learners Foster Youth Low Income	Counseling Services	\$116,275.00	\$12,000.00			\$128,275.00
3	3	All	Increase School Psychologist Contract		\$15,000.00			\$15,000.00
3	4	All	SEL supports in and out of the classroom		\$16,427.16			\$16,427.16
3	5	English Learners Foster Youth Low Income	Enrichment Programs	\$71,124.00			\$50,000.00	\$121,124.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	All	Classroom Furniture and Library Furniture	\$2,000.00	\$110,000.00			\$112,000.00
3	7	Students with Disabilities English Learners Foster Youth Low Income	Family Engagement and Education Activities	\$18,400.00				\$18,400.00
3	8	English Learners Foster Youth Low Income	Increased personnel resources for the library	\$12,000.00				\$12,000.00
3	9	All Language Enrichment Students	Spanish Enrichment Program				\$45,000.00	\$45,000.00
3	10	All	After school clubs and sports				\$11,484.00	\$11,484.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$645,645.00	\$1,230,267.00
<b>LEA-wide Total:</b>	\$645,645.00	\$1,218,827.00
<b>Limited Total:</b>	\$0.00	\$11,440.00
<b>Schoolwide Total:</b>	\$645,645.00	\$1,218,827.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Intervention Program Staffing	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$32,697.00	\$327,745.00
1	3	Summer School 2021	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$93,040.00
1	5	CCSS and NGSS aligned programs/materials to support differentiation (intervention/extension)	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$47,320.00	\$47,320.00
1	6	Transportation to safe after school program	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$85,000.00
1	7	Supplemental services for LTEL (Long Term English Learner) OR at-risk LTEL students	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$7,800.00
2	1	Learning Partnership Professional Development	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$14,286.00	\$101,130.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Recruit and retain highly qualified bilingual classroom teachers.	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$18,000.00	\$18,000.00
2	4	Professional Development to support CCSS, NGSS, or school-wide initiatives	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	\$9,000.00
2	5	Instructional Coaches	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$235,293.00	\$235,293.00
2	6	Professional Development focused on meeting the needs of English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,640.00
2	7	Language Acquisition Team	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$2,000.00
2	9	Stipends for teachers summer collaboration	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,250.00	\$22,500.00
3	2	Counseling Services	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$116,275.00	\$128,275.00
3	5	Enrichment Programs	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$71,124.00	\$121,124.00
3	7	Family Engagement and Education Activities	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$18,400.00	\$18,400.00
3	8	Increased personnel resources for the library	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$12,000.00

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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



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