

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific View Charter School District 2.0

CDS Code: 12 75515 1230150

School Year: 2021-22

LEA contact information:

James Malloy

Director

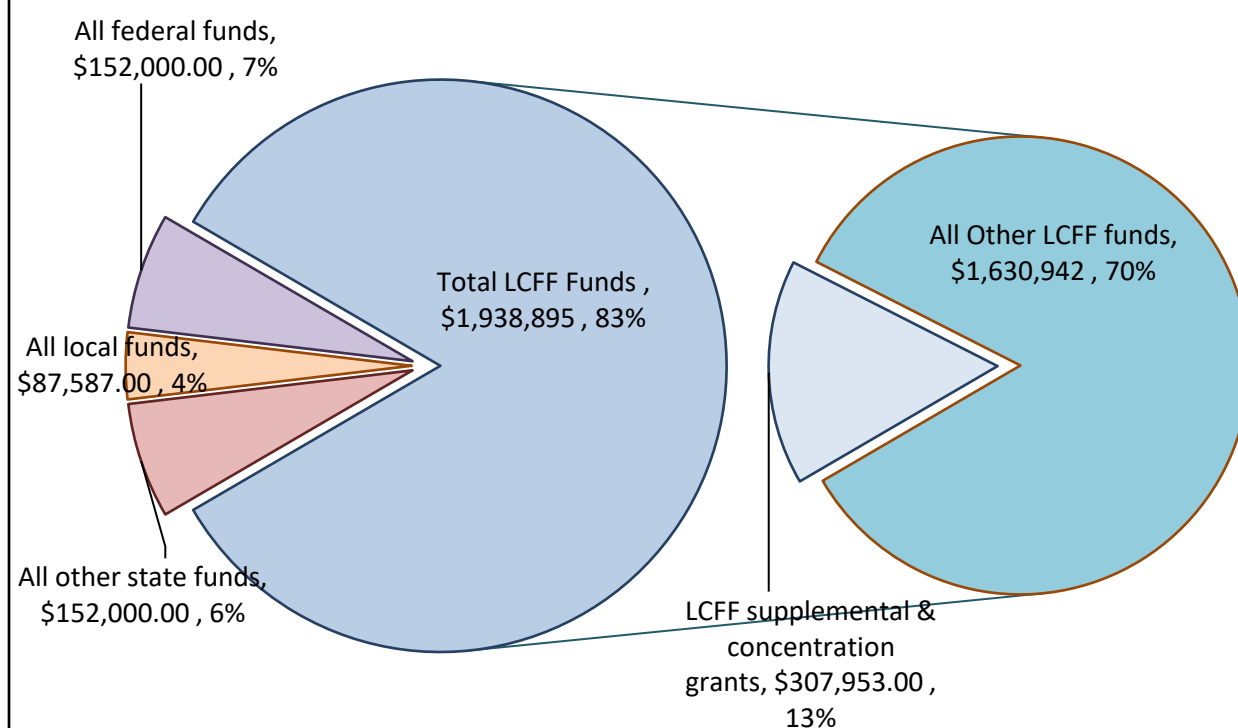
jmalloy@pacificviewcharter.com

707--269--9490

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

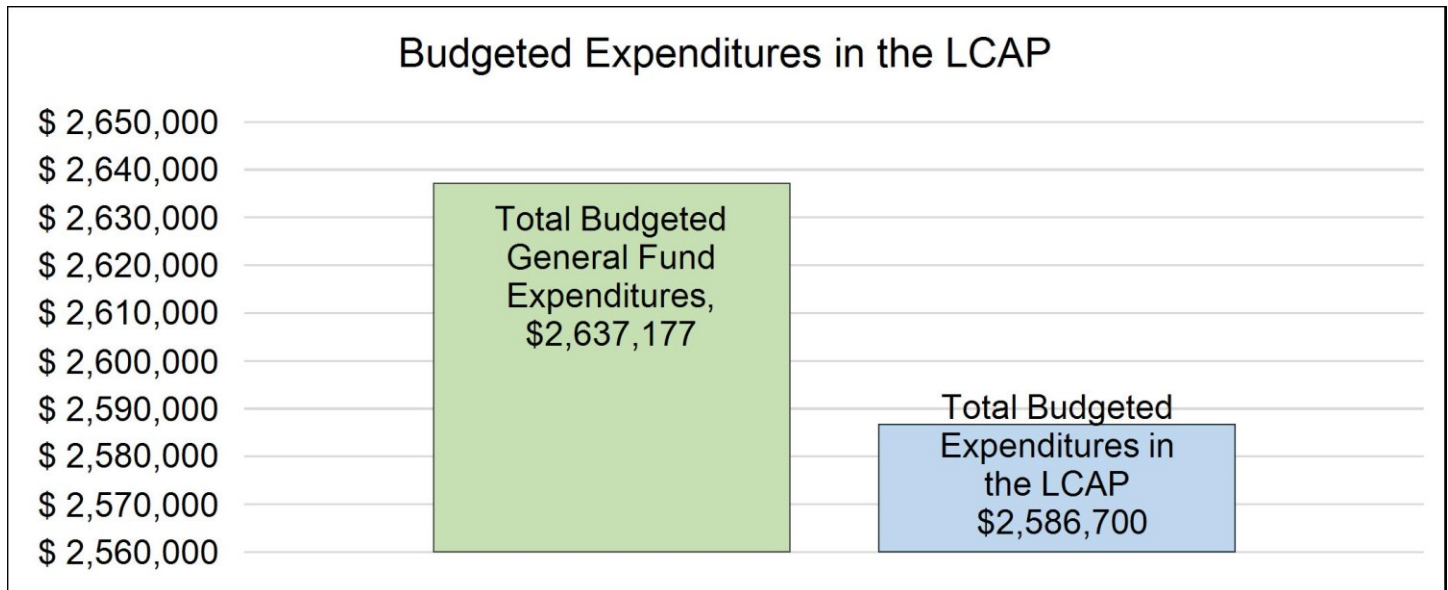


This chart shows the total general purpose revenue Pacific View Charter School District 2.0 expects to receive in the coming year from all sources.

The total revenue projected for Pacific View Charter School District 2.0 is \$2,330,482, of which \$1,938,895.00 is Local Control Funding Formula (LCFF), \$152,000.00 is other state funds, \$87,587.00 is local funds, and \$152,000.00 is federal funds. Of the \$1,938,895.00 in LCFF Funds, \$307,953.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pacific View Charter School District 2.0 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pacific View Charter School District 2.0 plans to spend \$2,637,177.00 for the 2021-22 school year. Of that amount, \$2,586,700.00 is tied to actions/services in the LCAP and \$50,477 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

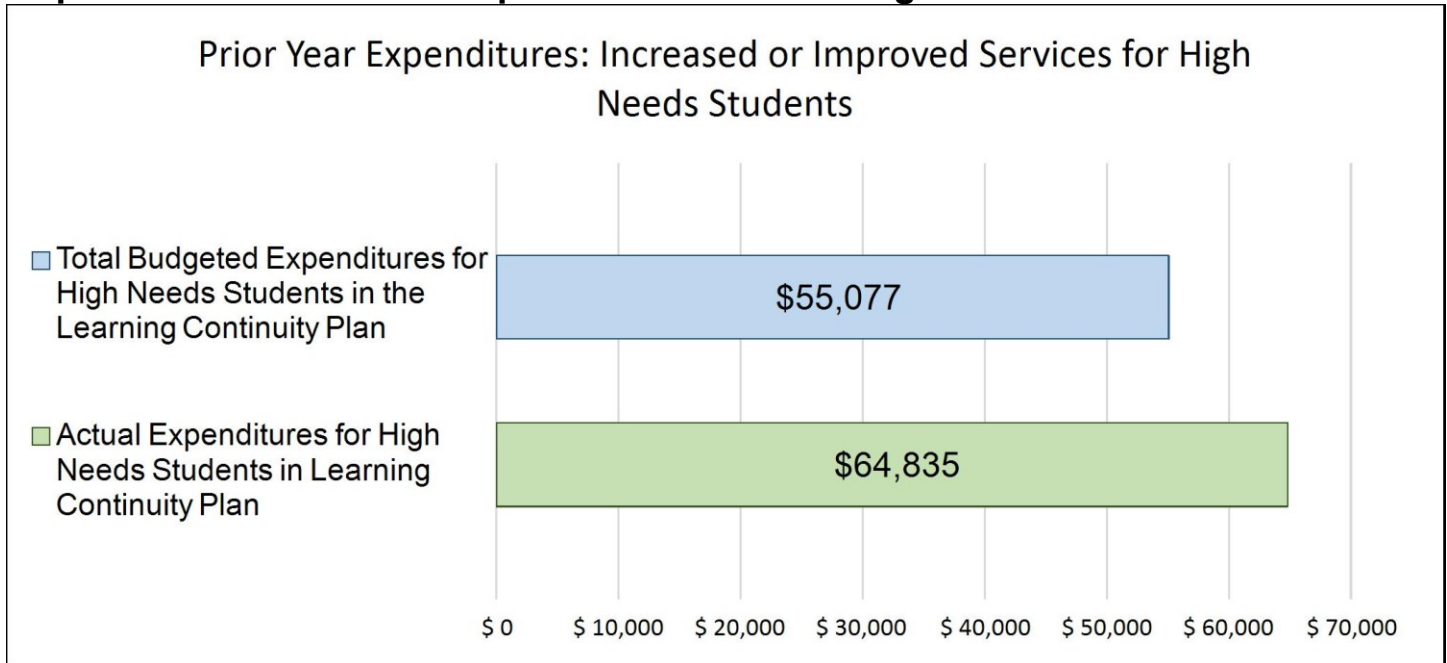
Insurance Costs, Audit Fees and Administrative Expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pacific View Charter School District 2.0 is projecting it will receive \$307,953.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific View Charter School District 2.0 must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific View Charter School District 2.0 plans to spend \$307,953.00 towards meeting this requirement, as described in the LCAP.

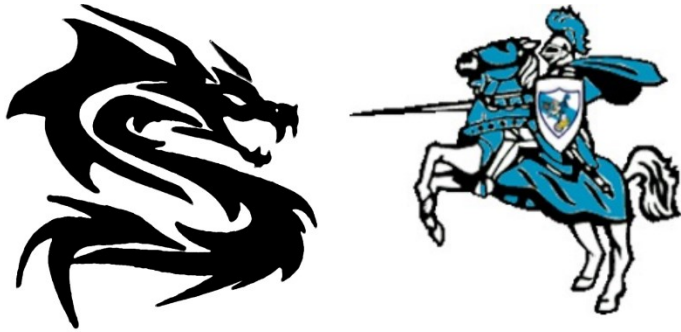
# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Pacific View Charter School District 2.0 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Pacific View Charter School District 2.0 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Pacific View Charter School District 2.0's Learning Continuity Plan budgeted \$55,077.00 for planned actions to increase or improve services for high needs students. Pacific View Charter School District 2.0 actually spent \$64,835.00 for actions to increase or improve services for high needs students in 2020-21.



**PACIFIC VIEW CHARTER 2.0**

## **Annual Update for Developing the 2021-22 Local Control and Accountability Plan**

### **Annual Update for the 2019–20 Local Control and Accountability Plan Year**

<b>LEA Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
Pacific View Charter School District 2.0	James Malloy Director	jmalloy@pacificviewcharter.com 707--269--9490

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Provide all students with a comprehensive, balanced educational experience, through high quality delivery, common core aligned curriculum thus encouraging students to become active life-long learners.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 3: Parental Involvement (Engagement)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:     Same as state priorities.

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Parent Engagement State Priority 3 Parental Involvement <b>19-20</b> Increase level of parent participation by additional 5 percentage points. <b>Baseline</b> Establish baseline through collection of data provided by site and district level sign-in sheets, SchoolWise Parent Portal log-ons, and other related data.	MARC: Had 100% participation Metric: The 2019-2020 attendance records for Parent/Teacher Conferences and IEP's. Priority 3 Survey was not used. Summary: COVID-19 Pandemic occurred in March 2020 that limited further parent engagement and strategies for the rest of the year. However, IEPs continued with 100% distance parent participation via zoom.  According to the 2019-2020 attendance records for Parent/Teacher Conferences and IEP'S: MARC had 100% participation HSRC had 100% participation Outcome Met
<b>Metric/Indicator</b> EAP Ready or Conditionally Ready. Dashboard (College and Career indicators 2018- Future) <b>19-20</b>	Metric: EAP has been renamed and defined as College and Career Ready based on the CA Dashboard. CAASPP scored no longer are the sole determinate of "College and Career Ready". At Pacific View Charter, Metrics can be gathered by A-G completion

Expected	Actual
<p>ELA Math All = 67% 42% SED = 58% 29% EL = 13% 40%</p> <p><b>Baseline</b> ELA Math All = 61% 36% SED = 46% 16% EL = 0% 29%</p>	<p>rates, CAASPP scores, and concurrent enrollment at community college as we lack a CTE program.</p> <p>Summary: Declined 13.3%. 0 students are college and career ready.</p>
<p><b>Metric/Indicator</b> Every pupil has sufficient standards- aligned instructional materials</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> 100% of our students have sufficient standards- aligned instructional materials for ELA and Math. We currently prescribe to Apex online curriculum.</p>	<p>For the 2019-2020 school year, 100% of our students had sufficient standards-aligned instructional materials for Social Studies. At the MARC, the school continued to prescribe to Apex Learning online curriculum with 95% of our students utilizing the program. At the HSRC, History-Social Science curriculum was purchased for K-6: "myWorld Interactive, Pearson School. Outcome met.</p>
<p><b>Metric/Indicator</b> EL English reclassification rate will be at a minimum of 10%.</p> <p><b>19-20</b> 29%</p> <p><b>Baseline</b> 2016--2017 29%</p> <p><b>Metric/Indicator</b> High School Drop Out rate decreased Graduation rate increased</p> <p><b>19-20</b> N/A</p>	<p>Metric: English Language Reclassified Rate. For the 2019-2020 School Year:</p> <p>MARC did not have any students take CELDT/ELPAC last year HSRC did not have any students take CELDT/ELPAC last year.</p> <p>This year percentage of students will be taking the ELPAC in February.</p> <p>Metric: Graduation Rate via Data-quest and California state dashboard.</p> <p>At the MARC: The dashboard reports a 12.2% increase in the graduation rate from 56.3% in 2018 to 68.4% in 2019. However,</p>

Expected	Actual
<b>Baseline</b> N/A	the method of this measurement is not based on 12th-grade students that are enrolled to graduate. It is based on the 9th-grade cohort measurement to now. Pacific view charter has a large transient rate where students may have moved away from 9th-11th grade to another school yet Pacific View still is measured based on another school.  No data reported from the 2020 on Dashboard.
<b>Metric/Indicator</b> Metric #3: % of school sites offering Family Events  <b>19-20</b> 100% of sites offered Family Events  <b>Baseline</b> 100% of sites offered Family Events	Metric: Parent events outside of school ie "Back to School Night", open house, winter performance, sports, BBQ's, Movie nights etc. 100% of the sites offered Family Events before the March Pandemic. Outcome met

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Credit recovery, tutoring through APEX. Continue trauma-informed practices counseling training for staff for low income, foster youth and ELL after regular education classes are completed. Daily STAR Math practices (4 per week) in grades 3--12, with regular intervals of assessments and re- evaluation of intervention strategies: Renaissance. Part- time EL instructor for individual tutoring, assessment, and pushing classroom support. Barton System of Spelling and Reading Intervention. Explicit/targeted intervention for students' scores in the "Intervention" and "Urgent Intervention" categories according to the STAR Math assessment. Phonemic, literacy intervention for students scoring 2+ grade levels below, or at the pre-primer or primer level for students in grades 1-3. Kim Sutton</p> <p>Creative Mathematical Mindset Professional Development for Math Intervention 2019- 2020. At the MARC, a Health Career CTE Pathway with be created with the hiring of a .2 Medical assistant to train 11th and 12th grade students and certify once they have a PVCS diploma.</p>	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 340,331	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 340,331

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
N/A	4000-4999: Books And Supplies REAP 15000	4000-4999: Books And Supplies REAP 15000
<p>N/A</p> <p>California Department of Education conducted a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in Special Education Participation on the state test in order to meet the goals the LEA modified this modified action to: 1) Conduct professional development regarding the TOMS Report and verifying all the accommodations /modifications are current and in place before testing. 2) The Special Education teacher will become familiarized with the CAA assessment before administering the assessment. Administration and special education staff will review all students with disabilities IEPs of the accommodations and modifications provided to students. 3) At all initial, annual and triennial IEPs administration and special education staff will have a thorough discussion with parent and student regarding accommodations and modifications available to students for all testing.</p>	<p>1000-1999: Certificated Personnel Salaries General Funds 494619</p> <p>3000-3999: Employee Benefits General Funds 469930</p> <p>4000-4999: Books And Supplies EPA 24689</p> <p>2000-2999: Classified Personnel Salaries General Funds 44737</p> <p>3000-3999: Employee Benefits EPA 39116</p> <p>4000-4999: Books And Supplies General Funds 5621</p> <p>N/A</p> <p>N/A</p>	<p>1000-1999: Certificated Personnel Salaries General Funds 494619</p> <p>3000-3999: Employee Benefits General Funds 469930</p> <p>4000-4999: Books And Supplies EPA 24689</p> <p>2000-2999: Classified Personnel Salaries General Funds 44737</p> <p>3000-3999: Employee Benefits EPA 39116</p> <p>4000-4999: Books And Supplies General Funds 5621</p>



# Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A All funds budgeted for actions and services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 Pandemic greatly changed the landscape of Pacific View Charter. Schools were placed on full distance learning in March 2020. Learning loss mitigation strategies will be conducted by the conclusion of 2021 to assess successes and challenges implementing Goal #1 of comprehensive education.

## Goal 2

Increase opportunities for all students including English Language (EL), Fluent English Proficient (FEP), Reclassified Fluent English Proficient (RFEP), socioeconomically disadvantaged, Students with Disabilities (SWD), foster and homeless youth in Career/Vocational/Technical and college readiness and to increase CELDT scores and reclassification of EL students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Same as state priorities.

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Parent/family participation <b>19-20</b> Increase from baseline by 15% <b>Baseline</b> Six parent/family participants (2016-2017)	Family/Parent Participation of identified groups were met. 100% participation. Summary: COVID-19 Pandemic occurred in March 2020 that limited further parent engagement and strategies for the rest of the year.
<b>Metric/Indicator</b> College and Career Resource Centers <b>19-20</b> Maintain baseline <b>Baseline</b> One per site (2018/2019)	MARC: College and Career Resources were maintained in main office. An additional class utilizing CA career zone was executed at the MARC for first semester 11th and 12th grade students. County officials invited to site to help fill out FAFSA for SPED and all populations. All SPED were enrolled in TPP. Metric indicator met. Summary: COVID-19 Pandemic occurred in March 2020 that limited further parent engagement and strategies for the rest of the year.
<b>Metric/Indicator</b> SURVEY PARENTS ON ADEQUATE COMMUNICATION	HSRC reports that 98% percent of all parents note strongly agree or agree "promptly responds to my phone calls, messages, or e-mails," and 93% of all parents note strongly agree or agree

Expected	Actual
<p><b>19-20</b> Increase by 3%</p> <p><b>Baseline</b> 75% of parents surveyed felt they were adequately informed of school activities.</p>	<p>"keeps me informed how my child is doing in school between report cards."</p> <p>MARC reports the 98% felt they were adequately informed of school activities. Indicator Met</p>
<p><b>Metric/Indicator</b> The expulsion rate will maintain a maximum level of 0.1%</p> <p><b>19-20</b> 0.01%</p> <p><b>Baseline</b> 2016-17 0.03%</p> <p><b>Metric/Indicator</b> Teacher Induction Program--Support &amp; Mentors</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>HSRC reports 0% expulsion rate.</p> <p>MARC reports 0% expulsion rate.</p> <p>Indicator Met</p> <p>HSRC reports 100% of identified individuals required for teacher induction have participated.</p> <p>MARC: There were no teacher that need an induction.</p> <p>Indicator Met</p>
<p><b>Metric/Indicator</b> Increase student achievement in ELA &amp; Mathematics</p> <p><b>19-20</b> Increase from 5% or higher in both ELA and Math from the Previous 2019--2019 Year in CAASPP.</p> <p><b>Baseline</b> ELA – 24.64% Math – 13.46%</p>	<p>The Spring of 2019 CAASPP Scores demonstrated the following: English Language Arts - Maintained -.02 points, and 55.5 points below the standard. Mathematics - Declined -17.1 points, and 86.8 points below the standard. Both MARC and HSRC have identified specific areas and established goals to increase each of the indicators towards the standard.</p> <p>Indicator Not-Met</p>

Expected	Actual
<b>Metric/Indicator</b> % who demonstrate college preparedness via EAP or subsequent indicators like CA DASHBOARD.  <b>19-20</b> Increase College readiness from 2018--2019 Baseline by 5% based on CA Dashboard College and Career Indicators.  <b>Baseline</b> Currently 77% of our high school graduates have demonstrated that they are prepared to go to college.	According to the CA Dashboard, PVCS had 13.3% of graduates prepared for college and career preparedness. This was an increase of 8.6% from the following year.
<b>Metric/Indicator</b> Promotion of parent participation in programs for unduplicated  <b>19-20</b> 100%  <b>Baseline</b> 100%	100% by internal indicators

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
N/A	4000-4999: Books And Supplies REAP 2000	4000-4999: Books And Supplies REAP 2000
N/A  In addition to maintaining a Work Experience curriculum, the Moore Avenue Resource Center will utilize Career Zone (California Career Resource Network) that increases work experience readiness and college readiness. 11th and 12th grade students will develop a professional portfolio utilizing Resume, Personal Statements, and other portal skills where they can utilize this portfolio from the cloud when they leave Pacific View Charter.	4000-4999: Books And Supplies REAP 1000  N/A	4000-4999: Books And Supplies 1000

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Licensing renewal	5800: Professional/Consulting Services And Operating Expenditures Lottery 1842	5800: Professional/Consulting Services And Operating Expenditures 1842

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted used for Actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 Pandemic greatly changed the landscape of Pacific View Charter. Schools were placed on full distance learning in March 2020. During the reopening of 2021, the school will analyze opportunities for all students including English Language (EL), Fluent English Proficient (FEP), Reclassified Fluent English Proficient (RFEP), socioeconomically disadvantaged, Students with Disabilities (SWD), foster and homeless youth in Career/Vocational/Technical and college readiness. Due to the low scores in Math and ELA reported in the CAASPP, a specific action will be executed in the 2021 future LCAP in order to raise test scores.

## Goal 3

Improve or maintain school climate.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:    Same as State.

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            School facilities maintained in good repair</p> <p><b>19-20</b>            Maintenance worker will be employed full time and facilities will be maintained in good repair.</p> <p><b>Baseline</b>            We employ a full time maintenance worker that maintains our school facilities are in good repair. He has been in the construction business for 30 years and has training and experience in plumbing and electrical as well as general contracting experience.</p>	<p>91% of HSRC parents/guardians strongly agree or agree that the school facilities are clean and well-maintained. MARC did not record this metric and will add it to a future survey.</p> <p>Due to other commitments, our maintenance worker has been employed part-time. The facility remains in good repair. Met</p>
<p><b>Metric/Indicator</b>            School attendance rates and Chronic Absenteeism</p> <p><b>19-20</b>            Decrease prior year's chronic absenteeism rate by 1% to 4%            Increase attendance rate to 100%</p> <p><b>Baseline</b>            Our current chronic absenteeism rate is 7%. Current attendance rate is 98.79</p>	<p>Pacific View Charter is maintaining a close to 100% attendance rate. Met</p>

Expected	Actual
<p><b>Metric/Indicator</b> Priority 8 (a) Other student outcomes</p> <p><b>19-20</b></p> <ul style="list-style-type: none"> <li>Physical Fitness -5th and 7th grade students.</li> </ul> <p>50% - 5th grade students will be Fit in all areas of the Physical Fitness Test.</p> <p>40% - 7th grade students will be Fit in all areas of the Physical Fitness Test</p> <p><b>Baseline</b> Physical Fitness -5th and 7th grade students.</p> <p>25.9% - 5th grade students will be Fit in all areas of the Physical Fitness Test.</p> <p>12.9% - 7th grade students will be Fit in all areas of the Physical Fitness Test</p>	<p>Percent of students in the Healthy Fitness Zone:</p> <p>5th Grade = 66.7%</p> <p>7th Grade = 58.3%</p> <p>9th Grade = 54.2%</p> <p>Met</p>
<p><b>Metric/Indicator</b> Priority 7 (c) Extent to which pupils have access to and are enrolled in programs/ services for pupils with exceptional needs</p> <p><b>19-20</b> Programs and services are based on state standards and student needs as indicated by local assessment data based on agreed upon IEPs.</p> <p><b>Baseline</b> Programs and services are based on state standards and student needs as indicated by local assessment data based on agreed upon IEPs.</p>	<p>Programs and services are based on state standards and student needs as indicated by local assessment data based on agreed upon IEPs. Met</p>
<p><b>Metric/Indicator</b> Student survey of student connectedness</p> <p><b>19-20</b></p>	<p>HSRC and MARC did not administer the California Healthy Kids Survey. Instead, a local measure was developed to more effectively measure our student population. Met Survey</p>

Expected	Actual
Continue use of Survey Monkey to identify needs and services for all students. <b>Baseline</b> We currently have not obtained or administered the California Healthy Kids Survey.	
<b>Metric/Indicator</b> % of students who were administered both a pre and post local assessment in Reading and Math <b>19-20</b> 80% <b>Baseline</b> 85%	HSRC and MARC continue to utilize Renaissance software and have a 100% rate of pre and post assessment participation in STAR math and STAR reading. Met

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
During collaboration meetings, a determined amount of time will be employed to monitor academic and social growth of our students as well as the general well being of our school climate. Interventions and/or strategies will be collaboratively created and implemented by staff and administration. Staff, parents and students are valuable members with their concerns, thoughts and ideas being an integral part of our school community.	62--1100--0--1110--4310--071--0000 Lottery 35,000  62--1400--0--1110--1000--4310--071--0000 225120	62--01--0--1110--1000--4310--071--0000 Lottery 35,000  62--1400--0--1110--1000--4310--071--0000 225120
Utilized Free based Survey Monkey to conduct annual surveys, student and parent input regarding school climate. Maintained 4 annual student/parent meetings a year at both sites.	0	



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted used for Actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 Pandemic greatly changed the landscape of Pacific View Charter. Schools were placed on full distance learning in March 2020. During the reopening of 2021, the school will analyze opportunities to improve or maintain school climate. As the MARC did not have a facilities inspection, a plan of action will be included in the 2021 LCAP to address the facilities going forward to assess and repair.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a Safe, Flexible Digital High School utilizing highly trained staff and PPE pending the County public health school opening framework	\$ 13, 588	\$ 16,258	Yes
Apply the policies, procedures and recommendations from the COVID-19 School Site-Specific Protection Plan	\$ 3,000	\$ 7,852	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All funds budgeted used for Actions and services. Additionally, the district expended above the budgeted funds for additional equipment (medical grade air purifiers, automatic temperature stations, and air circulation fans) for each classroom.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

A COVID-19 reopening committee was created and was successful on reopening the schools to full in-person instruction on March 29 2021. During the month of March all actions were completed to get the students back in school while still offering students distance learning.

HSRC: The challenges presented at the K-6 site was moving to 100% distance on-line learning. Those challenges presented themselves in the form of steep learning curves in adapting each grade level curriculum for the distance learning model. Additionally, there was the "technology" factor. Teachers created a teaching model that they had never been exposed to before. Additional funds had to be allocated towards the purchase of technology to assist teachers in performing on-line instruction. Obviously, this was quite frustrating to most families and students, especially to those who never been exposed to this type of learning format in the past. However, once we were able to iron out the wrinkles and once students and families became accustomed to the routine, the learning

process was back into high gear. Students/Families picked up and dropped off weekly assignment packets - this was rather a smooth transition given the end of the prior year "crises" mode when the pandemic hit hard and our community went into "shelter in place" mode.

Our students returned to in-person instruction (60% of our students returned, 40% have remained on distance learning/independent study), on March 29, 2021. The transition was flawless and teachers and students picked up from where they had left off the week prior.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a Safe, Flexible Digital High School utilizing student chrome books and access to internet facilitating APEX curriculum, Webtools (Website, Google Education, Schoolwise, Zoom) and increasing stakeholder communication/participation through web tools	\$ 23,489	\$ 25,725	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All funds budgeted used for Actions and services.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

For the MARC, distance Learning was a huge success. The school utilized APEX curriculum and facilitated a four-period day block utilizing the website, zoom, schoolwise, and google education. There were some challenges to families with little rural internet. However, the school offered up T-Mobile Hotspots

HSRC: Because we are a non-classroom-based independent study program, students and parents understand and agree to the premise that the education of children is a team effort. Therefore, one of the greatest successes of being on distance learning was having the consistent engagement of students and families with their teachers. Teachers were able to streamline their curriculum and present lessons that were "structured, direct, and explicit." Coupled with daily ZOOM lessons/classes, all students met with their assigned teacher weekly (at minimum) on a one-on-one basis. For students attending ZOOM classes, a greater share of learning time was allocated to each student. Overall, the majority of zoom sessions were directed to small groups, thereby allowing the teacher to provide greater attention to each student. Teachers were also available in the afternoons and all day on Fridays for "online office hours," phone calls, and online meetings. Feedback from families was overwhelmingly positive with the only dissatisfaction being noted in the areas of pacing and technology issues. Teachers adhered to a rigorous curriculum.

The challenges of not being able to offer in-person instruction were the stress and emotional toll teachers and staff members endured. The root causes were "retooling" the "teaching" model we had become accustomed to and adapting it to an online format, while

attempting to keep up with grading, work sample collection, preparing the learning packets for the following week, and keeping tabs on student/families who disappeared from time to time.

**Continuity of Instruction:** Teachers successfully provided, direct, explicit, and structured lessons on concepts/standards that provided the greatest amount of leverage for student achievement. The curriculum remained rigorous however being streamlined. The challenges were at the beginning of the 2020-2021 school year in being 100% distance learning. The obstacles of preparing and presenting online, connecting all students with their teachers, and getting materials and technology into the hands of students/families took a few weeks to iron out.

**Access to Devices and Connectivity:** 100% of our students had access to devices (2-3% of families had their own, 97-98% of families were provided a Chromebook from the school) and 100% of our students had internet connectivity. The only challenge was the learning curve some parents experienced - which was remedied with a phone consultation or direct physical assistance provided at the school site.

**Pupil Participation and Progress:** The overall engagement rate of non-sped students was 97.8% for the first three quarters ( August 31, 2020 - April 02, 2021) and the engagement rate of sped students was 99.8% for the same three quarters. All sped students received all of their minutes!

**Staff Roles and Responsibilities:** Teachers successfully provided an instructional program via virtual learning utilizing ZOOM and Google Classroom. Teachers were responsible for connecting with every student as required by our program's master agreement: Most students attended daily online classes and about 30% met with their teacher once per week, as specified in their Independent Study Master Agreement.

**Supports for students with Unique Needs:** Students with special/unique needs continued to be supported by the classroom teacher, instructional aides, and our Resource teacher. Those supports were daily one-on-one service minutes with the Resource teacher, 4 days per week of one-on-one and small group tutoring by our instructional aides, and daily check-ins (one-on-one tutoring) with their classroom teachers. Additionally, families (parents and guardians) who required and/or requested additional or immediate assistance were provided additional support.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
APEX, Renaissance Learning assessments and appropriate staff	\$ 15,000	\$ 15,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All funds budgeted used for Actions and services.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Learning Loss was assessed through Renaissance Learning and APEX. Renaissance STAR testing occurred school wide at the start of the 2020-2021 school year and during May of the 2020-2021. Appropriate measures of intervention will occur during the 2021-2022 school year based on assessment learning loss.

HSRC: Assessing the "presumptive" learning loss will be fully realized in September 2021, when school fully resumes in the fall. During the 2020-2021 school year K-3rd teachers continued their core growth assessments, with parents reporting positive results in their child's/children academic growth. Upon "in-person" learning, beginning on March 29, 2021, K-2 students were assessed in early literacy skills, phonics, and site words by our reading specialist. Those results showed a "slightly" lower grasp of skills, but not of significant proportion. During this same time span, 4-6th grade teachers continued to assess their students by observation and analysis of work samples, and regular quizzes. Parents and families reported positive results in their children's academic growth. 4-6th grade students were assessed by the site principal utilizing the San Diego Quick. Those results demonstrated an average growth rate among most students. Those scoring below grade level, scored below grade level in the past and no loss of reading skills were noted.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Providers in Humboldt County were inundated with mental health requests. Many students were put on waiting lists. During this time, MARC created a social-emotional Monday COHORT day dedicated to creating social-emotional goals and building relationships with a trusting adult. This program was a success and will be built into future master schedules on the MARC site going into the 2021-2022 school year.

HSRC: All teachers regularly engaged their students in activities that promoted a sense of community (such as engaging in group interactive online gaming, role-playing, sing-alongs, meditation exercises) and helped relieve anxiety from the unknowns of COVID and being primarily confined to home. All teachers regularly engaged students on how they were feeling and were encouraged to take about their well-being either in a small group setting or one-on-one.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

At the MARC, the school executed 2 orientation days for parents and students to present and train stakeholders on the utilization of the distance tools. These orientations were a huge success recording more parent participation than in previous years with back to school night. In addition parent conferences were held via zoom/phone two times during gate 2020-2021 school year.

HSRC: Family and pupil engagement remained high during the school year, due to distance learning, Zoom, one-on-one student/family meetings, and weekly drop off and pick up of materials.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Students and families were referred to Eureka city school for lunch. Once the reopening of school in March, the lunch program continued on site for MARC and HSRC.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	NA	N/A	N/A	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Based on the in-person learning and distance learning that occurred during the 2020-2021 school year, goals will be created to assess the learning loss of the pandemic and begin to build on the prior knowledge of the students. Intervention strategies will be discussed with stakeholders to implement on the new 2021-2024 new goals.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Students will be assessed utilizing Renaissance STAR testing and interim assessments through out the span of the new LCAP. Targeted strategies will be based on largest need in gaps.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions and services for the 2020-2021 school year.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

**Strength:** There were many success for the 2019-2020 and 2020-2021 school year of distance learning. Zoom and digital tools became a staple and utilization increased. Staff, students, and parents familiarity increased as well as the utilization. The web tools will continue to be an important tool moving forward to increase stakeholder engagement and communication. Mental health assessments will need to be increased during the new LCAP going forward.

**Weakness:** It was difficult for staff to determine mental health in our students in a distance format. In-person learning will allow teachers to make the correct mental health assessment and be able to refer students to the appropriate community resources.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,699,005.00	1,699,005.00
	225,120.00	227,962.00
EPA	63,805.00	63,805.00
General Funds	1,014,907.00	1,014,907.00
LCFF Supplemental and Concentration	340,331.00	340,331.00
Lottery	36,842.00	35,000.00
REAP	18,000.00	17,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,699,005.00	1,699,005.00
1000-1999: Certificated Personnel Salaries	494,619.00	494,619.00
2000-2999: Classified Personnel Salaries	44,737.00	44,737.00
3000-3999: Employee Benefits	509,046.00	509,046.00
4000-4999: Books And Supplies	48,310.00	48,310.00
5800: Professional/Consulting Services And Operating Expenditures	342,173.00	342,173.00
62--1100--0--1110--4310--071--0000	35,000.00	0.00
62--01--0--1110--1000--4310--071--0000	0.00	35,000.00
62--1400--0--1110--1000--4310--071--0000	225,120.00	225,120.00

\* Totals based on expenditure amounts in goal and annual update sections.

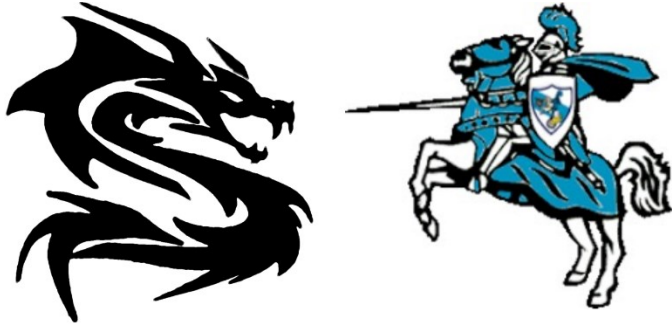


Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,699,005.00	1,699,005.00
1000-1999: Certificated Personnel Salaries	General Funds	494,619.00	494,619.00
2000-2999: Classified Personnel Salaries	General Funds	44,737.00	44,737.00
3000-3999: Employee Benefits	EPA	39,116.00	39,116.00
3000-3999: Employee Benefits	General Funds	469,930.00	469,930.00
4000-4999: Books And Supplies		0.00	1,000.00
4000-4999: Books And Supplies	EPA	24,689.00	24,689.00
4000-4999: Books And Supplies	General Funds	5,621.00	5,621.00
4000-4999: Books And Supplies	REAP	18,000.00	17,000.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	1,842.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	340,331.00	340,331.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	1,842.00	0.00
62--1100--0--1110--4310--071--0000	Lottery	35,000.00	0.00
62--01--0--1110--1000--4310--071--0000	Lottery	0.00	35,000.00
62--1400--0--1110--1000--4310--071--0000		225,120.00	225,120.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,434,043.00	1,434,043.00
Goal 2	4,842.00	4,842.00
Goal 3	260,120.00	260,120.00

\* Totals based on expenditure amounts in goal and annual update sections.



**PACIFIC VIEW CHARTER 2.0**

## 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
Pacific View Charter School District 2.0	James Malloy Director	jmalloy@pacificviewcharter.com 707--269--9490

## Plan Summary [2021-22]

### General Information

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

Pacific View Charter School 2.0 (PVCS 2.0) is an independent non-classroom-based charter school sponsored by the Eureka Unified School District and located in Humboldt County. PVCS 2.0 consists of two schools: The Henderson Street Resource Center (HSRC) and the Moore Avenue Resource Center (MARC) with an approximate enrollment of 175 total students. MARC is a Western Association of Schools and Colleges (WASC) accredited school. The HSRC serves grades K-6 (120 students) and the MARC serves grades 7-12 (55 students). We offer two types of academic programs, non-classroom-based instruction, and Independent Study. Students in Kindergarten through 6th grade have both non-classroom-based instruction and Independent Study available. Students in grades 7th & 8th have only Independent Study available. Students in grades 9th through 12th have both non-classroom-based instruction and Independent Study available. We provide preparatory coursework for college-bound students as well as for students entering the workforce.

We offer an online curriculum that allows students to access the curriculum at school or home at any time of the day. Our non-classroom-based programs offer small class sizes that foster respectful classroom communities. All classes adhere to the California State Standards and utilize a variety of teaching methods and styles. Each class is unique, multi-leveled, and is taught by highly qualified teachers that are trained to differentiate instruction to reach all learners. Our teaching staff values the strength of student mentoring and peer collaboration. All appropriate grade-level standards are addressed. Our Independent study students meet with a teacher at least once a week to create a cooperative atmosphere and establish an instructional approach that best complements the student's goals and learning style. The teacher monitors, reviews, and evaluates the student's work regularly.

All Pacific View Charter School students are expected to maintain a high standard of ethics and quality, meeting both school and state standards.

#### Current Student Demographics - Data Quest Enrollment Data for 2020/2021

African American 2.3% - American Indian/Alaska Native 7.4% - Asian 4.5% - Hispanic/Latino 21%  
Pacific Islander 2.3% - White 44.9% - Two or More Races 16.5% - Not Reported 1.1% -

English Learners 5.6% - Foster Youth 2.8% - Homeless Youth .6% - Migrant Education 0% - Students with Disabilities 15.9% -  
Socially/economically Disadvantaged 73.2%

Our mission is to improve the lives of all students through a program focused on nurturing and educating while supporting parental choice and individualized instruction resulting in measurably increased student knowledge and understanding.

Currently, the County of Humboldt is confronted with unprecedented challenges directly impacting most schools. The prevalence of drugs, crime, mental health issues, lack of local employment, poverty, homelessness, and a limited number of physicians and mental health facilities create an environment of apathy and hopelessness among many of our youth. Humboldt County has one of the largest percentages of individuals in the state who have experienced Adverse Childhood Experiences (ACES).

The advent of COVID-19 has placed an additional burden upon most families and children as most schools moved to distance learning, including PVCS 2.0. We were able to resume on-campus classes on March 29, 2021.

In the midst of a fractured larger community, PVCS 2.0 has provided a safe, secure, academically rigorous, and individualized learning environment replete with opportunities for success.

## Reflections: Successes

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

MARC: The state average had a suspension rate of 3.4% and a chronic absenteeism rate of 10.1%. Our Suspension rate for 2019 was 0% and our chronic absenteeism is 0.7% a decline of 1.2%. . Based on the 2019 school dashboard, ELA scores grew .6 points and Math scores grew 17.1 points. MARC needs to continue to build and keep assets that continue to promote the successes on these Dashboard indicators

HSRC: Celebrating the smallest of achievements, our Socioeconomically Disadvantaged students increased their scores in ELA and Math, as listed on the California School Dashboard. During the period of school closure, teachers maintained a rigorous program (although pared down) and kept in daily contact with students and their families via Zoom. Students social-emotional needs were being directly addressed as well as their academic achievement.

## 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.

MARC: Based on the California state dashboard, graduation rates and college and career indicators are our highest priority due to that data displaying a 68.4% grad rate and a 0% college readiness rate. Future LCAP Goals and Actions will target these needed areas along with the factors influencing the low outcomes. The MARC is committed to social-emotional learning, student flexibility from trauma, and college and career opportunities making high school relevant. Funding will be allocated to increase technology tools/curriculum for individualized student education, college choice, and career programs. The 2019 dashboard displays ELA and Math overall performance in the "Orange" category which will be further addressed in the 3-year LCAP goals and actions.

HSRC: Increase student achievement for ALL students, including students with disabilities, students who are low-income, English learners, foster youth, students who are homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. Increased instructional aides to provide one-on-one tutoring during the school day and the addition of a part-time reading specialist.

# LCAP Highlights

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

This LCAP is unlike its predecessors: its goals are rigorous, specific, objectively-measurable and student-centered. The theme of this LCAP is "student achievement:" one that creates and maintains a challenging, technology based, social-emotionally supportive program that is positive and engaging for all students and welcoming of all families.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

Our stakeholder engagement process began in January of 2020, just prior to the COVID-19 school closure, and continued through May 2021. 4 parent surveys were executed through that time pertaining to COVID response and participation. Additionally, a new parent-teacher-admin COVID-19 reopening committee was created that further addressed student learning loss and safety that have influenced this LCAP. That engagement process of surveys and the subsequent feedback, tabling events, open meeting invitations, participation, and direct communication with school administration has greatly impacted this LCAP. The engagement with students, families, board members, staff members, and other interested parties resulted in three general goals. Those original goals, whose integrity has been maintained, have grown into being student-centric and objectively measurable. Time-Line of Events:

January/February 2020 School Climate Survey (Students/Parents/Teachers)

June 2020 - Communication Audit Survey

June 2020 - Parent Reopening Survey for 2021-2022

September 2020- Parent Feedback Survey

October 2020 - Parent in-person learning survey

November 2020- Parent Conference/Input

December 2020 - Semester 1 Parent curriculum Evaluation

February 2021 - COVID In-person Learning Survey

March 2021- Parent-Teacher committee recommendations

March 2021- Teacher Strategic Goal Evaluation Survey

April 2021 - Parent Conference

Monthly - Open Forum Admin, Teachers, Parents

A summary of the feedback provided by specific stakeholder groups.

The summary of all things offered and provided, which were universally in agreement, were maintaining programs that are challenging, supportive of student's social-emotional well-being, and maintaining facilities that are clean, well maintained, safe, and welcoming for all. Goals and strategies that must be addressed pertain to the deficiency from CA state dashboard. Moreover, stakeholders expressed it would be nice to increase computer support assets for students at home and expansion of school to career education.

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

Goals 1 and 3 are a direct result of feedback received from stakeholders. A majority of stakeholders are interested in their children attending schools are responsive to their needs in a positive and nurturing environment. All stakeholders agreed to a focus on increasing our California Dashboard colors in Math and ELA to a higher or higher levels., although that was not an overall identified concern.

# Goals and Actions

## Goal

Goal #	Description
1	Create a challenging, supportive and individualized learning opportunity to ensure and support high standards of achievement for students and staff through the use of technology in the teaching and learning process while increasing our understanding of how intersectionality affects student achievement and apply that understanding to reduce social inequality and injustice on campus and in the community - For ALL students, including students with disabilities, students who are low-income, English learners, foster youth, students who are homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level.

An explanation of why the LEA has developed this goal.

This goal was developed with input from our stakeholders wanting their children to attend schools where they develop personal connections with many staff members and school administrators. Attending a school that is supportive of ALL students is the primary concern, however it is coupled with high behavioral expectations in an environment that is challenging, technology based, and focused on individual achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic School Serves as measured in local indicators: Credentialed Teachers, Student Access to standard-aligned materials, Maintenance of facilities	100% Credentialed teachers who are appropriately assigned; 100% of student have access to standard aligned materials; and both leased facilities are maintained in good repair (utilizing the State of California Facilities Inspection Tool FIT).  Baseline: March 2020				Maintain



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards, programs and services for equal access for all students including English language learners, socio-economic disadvantaged, special education, and Foster/Homeless Youth as measured by Local indicators.	100% implementation of State standard curriculum for all students.  Baseline: March 2020				Maintain
Programs and services developed and provided to individuals with exceptional needs and unduplicated students to enroll and access all required areas of study as measured by Local indicators.	One Foster Youth Liaison with Humboldt County Office of Education to enforce programs and services within PVCS. 100% of Special education programs and services, as well as socio-economic disadvantaged programs, are executed based on population and state/federal law.  Baseline: March 2020				Maintain
SELPA Elements 1-14 including Child Find, and Chronic Absenteeism that	2019-2020 Monitoring Level: Two Targeted Elements for 14a Higher Education and				0 Targeted Elements to address in a yearly SEP plan.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
require monitoring by the California Department of Education	Element 14B Competitive Employment				
LEA Special Coordinator, in conjunction with administration, ensures compliance of all SELPA regulations.	<p>Resource Teachers ensure that students with disabilities make adequate progress towards IEP goals, build positive and trusting relationships with both the students and their families, and maintain weekly communication with classroom teachers.</p> <p>Baseline: March 2020</p>				Maintain

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Pupil Academic, Social-Emotional, and Other Supports	Continue to focus on the academic, social-emotional and other needs of our student population, particularly those who are categorized as low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. Multi-Tiered Systems of Support serves as a model for student intervention and academic achievement. Staff members actively engage in and provide social-emotional supports for students such as Trauma-Informed Practices, Restorative Justice, Crises Prevention, and De-Escalations practices. All staff continue to build positive and quality relationships with both students and their families.	\$98,375.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	Basic Services	All classroom teachers (multi-subject/single-subject) are fully credentialed and appropriately assigned. In addition, instructional materials are aligned to the California State Common Core Standards and a sufficient numbers of texts/materials are available to all students in all grade levels. School facilities, although leased, are keep in good repair (measured by the FIT and common sense).	\$1,725,026.00	No
<b>3</b>	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Expand on Campus Learning labs due to a year of distance learning: Career technical education course Electronics/Computer Science .2 Ag/Science hydroponics contract with Humboldt county of education. Science Lab equipment expansion for chemistry and biology (A-G) requirements. Special Education living skill lab(Washing/Dryer/Vacuum).	\$50,000.00	No
<b>4</b>	SELPA Elements 1-14 including Child Find, and Chronic Absenteeism that require monitoring by the California Department of Education	Investments for staff to supervise/comply with SELPA Elements 1-14 including Child Find, and Chronic Absenteeism that require monitoring by the California Department of Education.	\$191,006.00	No
<b>5</b>	Access to and Enrollment in a Broad Course of Study	100% of students enrolled at both sites (HSRC EC 51210 and MARC EC 51220(a)-(i)) have access to a and enrollment in a broad course of study, as evidenced by CALPADS and The California Schools Dashboard.	\$24,550.00	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	By the Spring of 2024, the California Schools Dashboard will reflect 0 (zero) points below the standard in student achievement as measured by the Dashboard indicators.

An explanation of why the LEA has developed this goal.

In the examination of the 2017 and 2018 CAASPP scores, the determination was made to implement a Strategic Intervention and Academic Achievement Plan (SIAAP) to target specific areas that have been roadblocks to our pupil's academic achievement. The SIAAP was presented to staff, parents, and community stakeholders during a week-long tabling event during the Spring of 2018 parent conferences for discussions, questions, and input. Additionally, the SIAAP was presented to the school board in an open meeting. The goals laid out in the SIAAP (beginning in 2019) resulted in a positive trend in our local assessment measures. With the suspension of the Spring 2020 CAASPP test, we were unable to demonstrate the anticipated move of scores towards the standard. The focus of this goal is to reverse the "declining" trend away from the standard and to begin to close the gap towards the standard. Particular attention will be given to reducing the points below the standard for students with disabilities, students who are low-income, English learners, foster youth, students who are homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments scores for all student measured demographics by the State of California	2019 Dashboard Indicators ELA: -55.5 points below the standard.  2019 Dashboard Indicators Math: -86.8 points below the standard  Science (CAST): 20.51% Met or Exceeded				0 Points Below Standard as evidenced by the California Schools Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Social Science (2022): N/A				
Graduation Rate for all student measured demographics by the State of California	2019 Dashboard Indicates: 68.4%				90% or higher as evidence by the California Schools Dashboard
College and Career Readiness Rate for all student measured demographics by the State of California. Combination Formula Measured (2021) By: <ul style="list-style-type: none"> <li>• A-G Course Completion</li> <li>• ELA Math State Test Proficiency</li> <li>• CTE completed Pathway</li> <li>• College Concurrent Enrollment</li> <li>• ROTC</li> <li>• AP/IB Course Completion</li> </ul>	2019 Dashboard College and Career Readiness Indicates: 0%				50% or more students will be college or career ready by California state dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>State Seal of Biliteracy Test</li> </ul> <p>Pacific View will be measured based on A-G completion, State Test Proficiency, and College Concurrent Enrollment assets. EAP is embedded in the State Math/ELA Test. Therefore the CA DASHBOARDS College and Career readiness percentage metric provide a combined metric of A-G/State Testing/College Enrollment/EAP.</p>					
Chronic Absenteeism for all student measured demographics by the State of California	2019 Dashboard Indicates: .7%				Maintain Less than 5%
Suspension Rates for all student measured	2019 Dashboard Indicates: 0%				Maintain Less than 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demographics by the State of California					
English learners pupils making progress towards English proficiency.	EL Reclassification Rate:				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Achievement Plan	<p>The Academic Achievement Plan addresses the following critical areas to increase student achievement by expanding and enhancing learning supports:</p> <p>A. Staff development/training in the areas of student's social-emotional health and academic needs utilizing a tiered framework of supplemental instruction and support.</p> <p>B. Implementing the goals outlined in the Expanded Learning Opportunities Grant.</p> <p>i. Continue to implement general K-6 grade established practices that promote strong number sense and sustain a mathematical growth mindset:</p> <p>Mathematics instruction is direct, explicit, and structured. (Brain research says the average attention span is between 8-10 minutes)</p>	\$255,853.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Students have ample time to practice newly learned skills within a group setting (when CDC guidelines allow) and individually.</p> <p>Students apply “Real-World Problems,” to demonstrate their understanding and proficiency of domain concepts.</p> <p>Regular practice to develop proficiency of grade-appropriate multiplication facts to automaticity.</p> <p>Regular spiral review (distributed practice) that is:</p> <p>Focus on distributed practice vs. instruction,</p> <p>Short and focused,</p> <p>Consistent, predictable, and</p> <p>Data-driven.</p> <p>ii. Continue to implement general K-6 established practices that promote literacy development, fluency, and written expression:</p> <p>General K-6th grade established practices that promote literacy development, fluency, and written expression:</p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p>Journeys lessons are guided by an “essential question,” with students responding to “Analyze the Text,”</p> <p>Dig Deeper, Your Turn, Performance Task, and Compare Texts portions of the reading lesson, by means</p> <p>of a “Reading Response Journal.”</p> <p>Close reading develops students’ ability to determine the purpose and notice features and language</p> <p>used by the author to thoughtfully and methodically engage with the details in the text and understand</p> <p>why they were used.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Across the curriculum reading that develops and deepens students' interests and understandings in other core subjects.</p> <p>Reading a variety of literature and informational texts.</p> <p>Encouraging "reading for enjoyment" across many types of genres.</p> <ul style="list-style-type: none"> <li>• Vocabulary: Journeys "Vocabulary in Context" is utilized to develop deeper understandings of the text. Interacting with vocabulary extends beyond simply writing out definitions and administering spelling tests.</li> </ul> <p>Focusing on content-specific and academic vocabulary across the curriculum.</p> <ul style="list-style-type: none"> <li>• Writing: All students will receive direct instruction using the Common Core Writing Handbook (CCWH) as a guide: analyze the model, practicing the WE DO and composing a writing sample of their own.</li> </ul> <p>Students in grades Three through Five focus on Opinion and Informative essays, Response to Literature, and Narrative writing. Grade Six focuses on Argumentative and Informative essays and Literary Analysis. Writing genres are deeply developed utilizing the Performance Assessment Booklet with both</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>direct instruction and independent practice.</p> <p>Students compose writings of appropriate content and length as outlined by the California Common Core Written Expression Standards.</p> <ul style="list-style-type: none"> <li>• Early Literacy: Students in grades Kindergarten through Second receive explicit phonics instruction and sustained support in developmental reading skills and reading comprehension.</li> </ul> <p>Explicit phonics instruction includes:  Phonemic Awareness  Consonants and Short Vowels  Closed Syllables  Syllable Division and Vowel Terms  Decodable and High-Frequency words embedded in readers  Vocabulary development readers</p> <p>Students develop proficiency of sight words beginning in Kindergarten with the first 100 and continuing incrementally into the third grade.</p>		

Action #	Title	Description	Total Funds	Contributing
2	HSRC Expanded learning	<p>The ELO Grant enables our LEA to provide supplemental instruction and support strategies in the areas of:</p> <p>A. extending instructional learning time,  B accelerating progress to close learning gaps through the implementation, expansion, and enhancement of learning supports  C. integrated student supports to address other barriers to learning,  D. community learning hubs that provide students with access to technology, high-speed internet, and other academic supports,  E. additional academic services for students,  F. training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs.</p>	\$136,227.00	No
3	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college readiness indicators:	<p>MARC: Purchasing of APEX, Renaissance, Chromebooks, College Pipeline Program (Split Cost of Renaissance with HSRC).</p> <ul style="list-style-type: none"> <li>• APEX provides credit recovery opportunities for students to make up failed credits in other course while concurrently taking grade level specific courses. APEX also provides "Tutorials" as intervention in order to met subject matter readiness. APEX is CA A-G certified curriculum</li> <li>• Renaissance provides longitudinal assessments and targeted support in the areas of Math and English Language Arts to aid in state testing.</li> <li>• As a digital high school, chrome books are not allowed to be taken home. The expansion of chrombooks will allow APEX access at home to complete A-G courses and credit recovery courses.</li> <li>• College Pipeline program will increase student enrollment and give them support on applications for community college and their first weeks of school.</li> </ul>	\$35,000.00	No

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	Each school site will develop and maintain positive parent, student, and community involvement and engagement to promote and support student success - for ALL students, including: students with disabilities, students who are low-income, English learners, foster youth, students who are homeless, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level. With the anticipation of additional allocations from the American Rescue Plan Act (ESSER III) services for our students in the aforementioned categories will be increased and improved.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that a focus remains on a positive school culture. Developing and maintaining positive relationships with families and students, while engaging with our community to provide connections for assistance definitely supports student success. It is important that families remain connected with school personnel: the office secretary, the classroom teachers, and school administration.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement: <ul style="list-style-type: none"> <li>Surveys and promotion of participation for unduplicated pupils and individuals with exceptional needs as measured by local indicators.</li> </ul>	Survey Participation Rate: MARC: 97% HSRC: 96% Parent Events: MARC: 100% HSRC: 100% SPED IEP Parent Participation: 100%				Maintain at 95% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>On campus/virtual event attendance #s and Parent Conferences attendance #s</li> </ul>					
Pupil engagement at school based on attendance and dropout rates.	Attendance: 100% due to independent study school Drop Out Rate (DataQuest):				Maintain 100% Attendance Rate Drop Out Rate:
School Climate and student survey	Suspensions Rate: 0% Expulsions Rate: 0% Student Survey Participation- MARC: 100% HSRC: 100% March 2020				Maintain suspension and expulsion rate. Student Survey Participation Rate increase by: Maintain
<p>Direct SchoolWise communication with classroom teachers.</p> <p>School site principals available for immediate parent/family assistance,</p>	<p>Teacher Communication Rate: MARC: 100% HSRC: 100%</p> <p>Principal Availability/Engagement Rate: MARC: 100% HSRC: 100%</p>				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
communication, and engagement.  Measuring is conducted once per year, via family surveys.					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Family-School Connection	Engage all families, on a continual basis, to ensure involvement in the development of school programs, LCAP development process, and the evaluation of school operations and functions. Families respond to LEA surveys and attend on-campus and virtual meetings to provide questions and input. 100% of families participate in parent-teacher conferences.  Each site continues to focus on engaging families whose children are categorized as low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level.	\$34,350.00	Yes
2	Student-School Connection	Ensure that students are engaged in attending school. Pupil attendance rate is based on the completion of 80% or more of assigned work, completed in a satisfactory manner. Drop out rate is monitored and teachers ensure that students stay connected to the school and report to administration negative behavior/interactions that may be a sign of disengagement and possible path towards dropping out.	\$9,450.00	Yes



Action #	Title	Description	Total Funds	Contributing
		A climate survey is administered, at least once annually, to all students K-12 to determine their level of happiness with their teachers, classrooms, peers, playground, school activities, and school lunches.		
<b>3</b>	Staff-Family Connection	<p>Classroom teachers maintain regular positive connections with the families of their students. Teachers also are responsive to family emails received primarily through School Wise, phone calls, and school email. When requested, the teacher meets in person with families.</p> <p>School administration makes it a priority to respond quickly to family questions, concerns, and input.</p>	\$8,300.00	Yes
<b>4</b>	Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:	MARC: Utilized as a community learning hub. To coordinate Chromebook's Digital Tools. Speaker and parent dropbox. Main office upgrades for post-covid-19 technological requirements. Admin computer and additional software, and Wireless (Airplay 2) compatible projectors, mounted from the ceiling.	\$6,512.00	No
<b>5</b>	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	MARC: LGBTQIA+, Foster Youth, Learning Loss Assessment training, Trauma Responsive Practices	\$12,051.00	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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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.88%	307,953.00

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.

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

The following bullet points describe actions and services that are increasing and improving services:

- Increase achievement proficiency for unduplicated students by contracting for professional development in the area of mathematics.
- Provide Multi-Tiered Support Services (MTSS) for our at-risk students.
- Offer math intervention/RTI during the school day that is above and beyond the core instructional minutes.
- After-school Tutorial support in all subject matters.
- Additional researched-based instructional materials designed to meet the needs of foster youth, English-learner, and low-income students.
- Provide additional instructional aide support, during the academic day, for one-on-one tutoring.
- Engage families of foster youth, English-learner, and low-income students via on-site events, regular teacher meetings, administration outreach.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,901,269.00	\$350,542.00	\$13,739.00	\$321,150.00	\$2,586,700.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,657,094.00	\$929,606.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Pupil Academic, Social-Emotional, and Other Supports	\$77,507.00	\$10,000.00	\$10,868.00		\$98,375.00
1	2	All	Basic Services	\$1,426,361.00	\$117,389.00	\$2,871.00	\$178,405.00	\$1,725,026.00
1	3	All	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports				\$50,000.00	\$50,000.00
1	4	Students with Disabilities	SELPA Elements 1-14 including Child Find, and Chronic Absenteeism that require monitoring by the California Department of Education	\$89,448.00	\$63,612.00		\$37,946.00	\$191,006.00
1	5	All Students with Disabilities	Access to and Enrollment in a Broad Course of Study		\$12,050.00		\$12,500.00	\$24,550.00
2	1	English Learners Foster Youth Low Income	Academic Achievement Plan	\$255,853.00				\$255,853.00
2	2	All	HSRC Expanded learning		\$136,227.00			\$136,227.00
2	3	All	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college readiness indicators:				\$35,000.00	\$35,000.00
3	1	English Learners Foster Youth Low Income	Family-School Connection	\$34,350.00				\$34,350.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Student-School Connection	\$9,450.00				\$9,450.00
3	3	English Learners Foster Youth Low Income	Staff-Family Connection	\$8,300.00				\$8,300.00
3	4	All	Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:		\$6,512.00			\$6,512.00
3	5	All	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		\$4,752.00		\$7,299.00	\$12,051.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$307,953.00	\$307,953.00
<b>LEA-wide Total:</b>	\$52,100.00	\$52,100.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$255,853.00	\$255,853.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
<b>2</b>	<b>1</b>	Academic Achievement Plan	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Henderson Street Resource Center K-6	\$255,853.00	\$255,853.00
<b>3</b>	<b>1</b>	Family-School Connection	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,350.00	\$34,350.00
<b>3</b>	<b>2</b>	Student-School Connection	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,450.00	\$9,450.00
<b>3</b>	<b>3</b>	Staff-Family Connection	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,300.00	\$8,300.00

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.