VIBRANT MINDS

Local Control Accountability Plan

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

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

General Information

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

Vibrant Minds Charter School (VMCS), formerly known as GOALS Academy, is an independent public charter school authorized by the Anaheim Elementary School District, which was approved to open in the 2015-2016 school year to serve scholars in Grades TK-6. VMCS is located in Central Anaheim, which is a densely populated urban area in Orange County, California. However, there are no geographical boundaries for admittance to a charter school, and VMCS draws scholars from multiple cities in Los Angeles and Orange Counties. VMCS is considered to be a single school district since it is not part of a chain or consortium of charter schools. After five years of operation, our charter was renewed in the Spring of 2020 for five years, which begins with the 2020-2021 school year and concludes with the 2024-2025 school year. The projected maximum enrollment is 240-256 for the 2021-2022 school year due to space limitations in the facility, as well as a desire to remain a small school. However, this enrollment cap will result in a waiting list of at least 350 scholars. An eventual increase in enrollment is planned once a different facility is acquired, but with a maximum of 480 scholars to maintain the small school climate.

The school maintains a strength-based philosophy with a rigorous academic program and a highly enriched curriculum. Academically, VMCS Differentiates, Individualizes, and Personalizes (DIP) instruction; incorporates Technology-Infused Education (TIE); showcases Project-Based Learning (PBL); and adjusts instructional support as needed to ensure each scholar's maximum growth. In addition to traditional academic areas, VAPA (Visual and Performing Arts -- e.g., chorus, dance, drama, instrumental music, and visual arts), STEAM (Science, Technology, Engineering, Art, and Mathematics -- e.g., computer programing, drones, robotics, video productions, and web page development), and Life Skills (e.g., athletics, culinary arts, fashion design, second language, and homework) are offered so scholars can discover their interests and talents and transform them into strengths through character development and mentoring. Some of these offerings were curtailed during the pandemic due to distance learning and the need for stable groups upon the school's reopening on March 1, 2021, but they will be reinstated for the 2021-2022 school year. VMCS also emphasizes the development of VIA (Values in Action) character strengths under the "umbrella" virtues of wisdom and knowledge, courage, humanity, justice, temperance, and transcendence, as well as "The 7 Habits of Happy Kids" using the "Leader in Me" curriculum. Beginning in 2021-2022, the Zones of Regulation will also be implemented school-wide to support the scholars' social-emotional needs.There is strong family engagement in VMCS with many unique opportunities to be part of the school community.

MISSION

The mission of VMCS is to produce well-rounded, self-confident, community-conscious, high achieving graduates who successfully transition into higher levels of education, community involvement, and citizenship. VMCS will achieve these goals through a strength-based, comprehensive academic program with enrichment in VAPA (Visual and Performing Arts), STEAM (Science, Technology, Engineering, Art, and Mathematics), and Life Skills, as well as service learning.

VISION

Members of VMCS create an enriched and engaging learning environment in which interests and talents are discovered and transformed into strengths. Character is refined through self-awareness, acceptance of others, and service to the community. Above all, there is a commitment to ignite a love for learning and inspire a quest to fulfill one's unlimited potential as a unique human being.

Additionally, VMCS's education program is focused on developing the following aptitudes:

*   Proficient/advanced in foundational academic concepts and skills in reading, writing, speaking, listening, mathematics, science, and social science

*   Awareness and development of personal talents (e.g., academic, athletic, social-emotional, and visual/performing arts) that become ability strengths

*   Awareness and development of personal values (e.g., wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) that become character strengths

*   Awareness and development of the 5 Cs (e.g., critical thinking, creativity, communication, collaboration, character/compassion) that become essential strengths.

*   Healthy habits of diet, exercise, and mental well-being

*   Leadership and teamwork skills developed through athletics, learning, and service opportunities

*   Sense of responsibility for his or her community

*   Experience and commitment to help others through service

*   Appreciation for the purpose and value of life-long learning in formal and informal settings

*   Understanding of career pathways and how to access them, including the ability to excel in a technological world

These aptitudes will enable scholars to become intrinsically motivated, competent, life-long learners.

DIVERSITY

The scholars attending VMCS are more diverse than the surrounding traditional public schools in Anaheim with the following demographics:

*   76.89% Hispanic/Latino, 11.55% White, 3.59% Asian, 1.20% Filipino, 4.38% African American, 2.39% Multi-Ethnic

*   23.50% English Learner

*   69.30% Socio-economically Disadvantaged

*   11.6 % Special Education

RESILIENCY

While the Covid-19 pandemic was challenging for all schools and districts in the U.S.A., the VMCS staff demonstrated a high level of resiliency, dedication, and an unwavering "scholars first" perspective during the difficult times. And, in the process of dealing with the adversity of the pandemic, our staff became even stronger and discovered resources and adopted strategies that will be used far into the future to serve our scholars. The following are highlights of what occurred:

*   When we were closed with other schools in Orange County, California, on March 13, 2020, we gathered together that Friday afternoon and evening to develop a plan, and then worked throughout the weekend to coordinate our efforts. We initiated our distance learning model on March 16, 2020, with instructional materials and technology organized and distributed to our scholars. Through the end of the 2019-2020 school year, scholar met with their classroom teachers daily for whole group and small group instruction, with specialists working with scholars requiring additional support.

*   When it became apparent that schools would remain closed at the start of the 2020-2021 school year in Orange County, California, we implemented an instructional model for distance learning, which served all scholars daily from 8:30 a.m.-3:00 p.m. A week later, we also established the VM Distance Learning Center with the support of GOALS Inc. While the school's instructional staff taught from home via Zoom, approximately 96 scholars attended the VM Distance Learning Center for support. This permitted many parents to return to work without concern for the welfare and education of their scholars during the day.

*   On March 1, 2021, we reopened VMCS to in-person instruction, which was earlier than other schools in the area. This required VMCS to establish a Covid-19 Safety Plan, consult with Children's Hospital of Orange County (CHOC) for refinements, acquire an approval of the plan by the Orange County Health Care Agency (OCHCA), request a material revision of our charter from the Anaheim Elementary School District to temporarily lease a second building to permit physical distancing, hire additional staff to support two campuses, etc. Based on our "scholars first" perspective, every day of education counted, and we wanted to work with our scholars in-person for at least the final 60 days of the school year. While 21% of our scholars remained at home due to the parents' ongoing concerns about the pandemic, 79% of our scholars physically attended school. Our teachers and instructional assistants worked with in-person and distance learning scholars through a complex but effective scheduling of instruction.

*   We have adopted plans to provide the VM Summer Academy for an additional 20 days of in-person instruction in June of 2021 in support of struggling scholars requiring additional academic support. This will be followed by a system of individual and small group tutoring support.

We lived the quote from an anonymous author, "The difference between stumbling blocks and stepping stones is how you use them." We consistently saw stepping stones instead of stumbling blocks. As a school community, we are proud of what we provided to our scholars and their families during these unprecedented times.

Reflections: Successes

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

Vibrant Minds Charter School (VMCS) concluded the fifth year of its initial approved charter in the 2019-2020 school year. Renewing the charter for Vibrant Minds Charter School (VMCS) involved a rigorous process with the Anaheim Elementary School District (AESD), which culminated in an approval in the Spring of 2020. This approval permits VMCS to continue serving our scholars for an additional five years, beginning with the 2020-2021 school year and concluding with the 2024-2025 school year, at which time our school will undergo a renewal process once again. The school also underwent a material revision, which entailed separating VMCS from the GOALS organization. Both of these processes were well-supported by the parents, community, and staff, and the renewal is considered to be one of our major successes. Additionally, there continues to be a high demand for the limited number of seats at our school with a waiting list that remains at approximately 350, which is an indicator of VMCS's success as a "School Families Love."

During the renewal process, statewide and local data were analyzed to demonstrate that VMCS was successfully meeting the academic needs of all scholars. The following information was provided, although it has been condensed for the purposes of the LCAP. It also does not include data from the 2019-2020 school year because of the cancellation of the SBAC assessments, nor the 2020-2021 school year because of the state-approved assessment flexibility.

Statewide Measures of Scholar Achievement

* Schoolwide: As GOALS Academy, Vibrant Minds Charter School has posted four years of SBAC (Smarter Balanced Assessment Consortium) data demonstrating that the percentage of scholars meeting or exceeding standards in ELA has increased from 33 percent in 2016 to 44.66 percent in 2019, for an average increase of 2.92 percent each year. The percentage of scholars not meeting standards in ELA has decreased from 44 percent in 2016 to 23.22 percent in 2019, for an average decrease of 5.2 percent each year. In mathematics, scholars meeting or exceeding standards has increased from 31 percent in 2016 to 42.18 percent in 2019, for an average increase of 2.80 percent each year. In mathematics, the number of scholars not meeting standards has decreased from 46.3 percent in 2016 to 25.44 percent in 2019, for an average decrease of 5.22 percent.

For a more recent analysis of growth between the 2017-2018 and 2018-2019 school years, the percentage of scholars meeting or exceeding standards in ELA increased from 38 percent to 45 percent, and in mathematics from 34 percent to 42 percent.

* Economically Disadvantaged: The percentage of scholars meeting or exceeding ELA standards increased from 25 percent in 2016 to 42.35 percent in 2019, for an average increase of 4.34 percent each year. The percentage of scholars not meeting standards in ELA has decreased from 48 percent in 2016 to 20.22 percent in 2019, for an average decrease of 6.95 percent yearly. In mathematics, scholars meeting or exceeding standards has increased from 21.30 percent in 2016 to 33.73 percent in 2019, for an average increase of 3.11 percent yearly. The percentage of scholars not meeting standards in mathematics has decreased from 52 percent in 2016 to 26.69 percent in 2019, for an average decrease of 6.33 percent each year.

For a more recent analysis of growth between the 2017-2018 and 2018-2019 school years, the percentage of Economically Disadvantaged

scholars meeting or exceeding standards in ELA increased from 32 percent to 43 percent, and in mathematics from 24 percent to 34 percent.

* English Learners: In the 2015-2016 school year, we served 45 English Learners with a total school enrollment of 196, which was equivalent to 22.96 percent of our enrollment. For the SBAC tested scholars in Grades 3-6, 25 were English Learners or 30.12 percent of our tested enrollment. Additionally, 7 of our tested scholars were Reclassified Fluent English Proficient (RFEP), so they were not included in the English Learner subgroup. In the 2018-2019 school year, we served 48 English Learners with a total school enrollment of 243, which was equivalent to 19.75 percent of our enrollment. For the SBAC tested scholars in Grades 3-6, 24 were English Learners, or 17.76 percent of our tested enrollment. Of these 24 English Learners, 22 of them were part of two subgroups: two were SPED and 20 were Economically Disadvantaged. Additionally, 22 of our tested scholars were RFEP (with an additional two scholars in Grade 2), so they were not included in the English Learner subgroup. This makes a comparative data analysis challenging since English Learners who do well on the SBAC become prime candidates for reclassification, and the pool of scholars who remain labeled as English Learners are associated with lower SBAC scores. Therefore, our SBAC scores for English Learners were impacted by the reclassification rate we have been able to achieve. In essence, scholars who successfully achieve English language proficiency and qualify for reclassification are not accounted for in this calculation, skewing the percentage of English Learners who are meeting and not meeting proficiency standards. Since the 2015-2016 school year, we have served 58 reclassified English Learners. For this reason, the following data analysis needs to be viewed with this caveat since these results are impacted by the reclassification rate we have been able to achieve with our English Learners.

The percentage of English Learners meeting or exceeding ELA standards increased from 0 percent in 2016 to 3.70 percent in 2019, for an average increase of .93 percent yearly. The percentage of scholars not meeting standards in ELA has decreased from 57 percent in 2016 to 50.19 percent in 2019, for an average decrease of 1.70 percent yearly. In mathematics, scholars meeting or exceeding standards has increased from .8 percent in 2016 to 11.54 percent in 2019, for an average increase of 2.69 percent yearly. The percentage of scholars not meeting standards in mathematics has decreased from 61.71 percent in 2016 to 55.96 percent in 2019, for an average decrease of 1.44 percent each year.

An area of growth for our English Learners who have not been reclassified is from the "Standard Not Met" to Standard Nearly Met" designations. Comparing 2018 data with 2019 data, the following patterns were in evidence. In 2018 in ELA, 43 percent Nearly Met the Standard, and 57 percent Did Not Meet the Standard. In 2019 in ELA, 48 percent Nearly Met the Standard, and 48 percent Did Not Meet the Standard. In 2018 in mathematics, 30 percent Nearly Met the Standard, and 70 percent Did Not Meet the Standard. In 2019 in mathematics, 35 percent Nearly Met the Standard, and 54 percent Did Not Meet the Standard.

* Disability: The number of scholars with disabilities tested in 2019 included 14 scholars, with a total number of 24 Special Education scholars for Transitional Kindergarten through Grade 6, which is 10 percent of the total school enrollment. There was only one scholar with disabilities tested in 2016. This small sample needs to be taken into consideration in any statistical analysis, and a comparison between 2016 and 2019 is inappropriate. Also, scholars with disabilities qualify for special services based on their learning challenges, which are also reflected in their SBAC scores. In 2019, the percentage of scholars meeting or exceeding ELA standards was 14.29 percent, and the percentage of scholars not meeting ELA standards was 71.64 percent. In 2019, the percentage of scholars meeting or exceeding mathematic standards was 0 percent, and the percentage of scholars not meeting mathematics standards was 64.36 percent. All scholars involved in the Special Education Program met the goals indicated in their IEPs.

* Statistically Significant Additional Subgroups: There are only two statistically significant subgroups in terms of race/ethnicity, which are indicated below.

- Hispanic/Latino --The percentage of Hispanic/Latino scholars meeting or exceeding ELA standards increased from 29.10 percent in 2016 to 41.67 percent in 2019, for an average increase of 3.14 percent each year. The percentage of scholars not meeting standards in ELA decreased from 48.23 percent in 2016 to 23.78 percent in 2019, for an average decrease of 6.11 percent each year. In mathematics, scholars meeting or exceeding standards increased from 25.31 percent in 2016 to 35.85 percent in 2019, for an average increase of 2.64 percent yearly. The percentage of scholars not meeting standards in mathematics decreased from 42.71 percent in 2016 to 27.06 percent in 2019, for an average decrease of 3.91 percent each year.

- White -- The percentage of White scholars meeting or exceeding ELA standards increased from 31.25 percent in 2016 to 40.24 percent in 2019, for an average increase of 2.25 percent each year. The percentage of scholars not meeting standards in ELA decreased from 37.38 percent in 2016 to 28.12 percent in 2019, for an average decrease of 2.32 percent each year. In mathematics, scholars meeting or exceeding standards increased from 31.25 percent in 2016 to 62.13 percent in 2019, for an average increase of 7.72 percent yearly. The percentage of scholars not meeting standards in mathematics decreased from 50 percent in 2016 to 33.21 percent in 2019, for an average decrease of 4.2 percent each year.

* Estimated Academic Indicator: Due to the Covid-19 pandemic, the posted California Dashboard is based on 2018-2019 SBAC data. The academic indicator demonstrates growth for Vibrant Minds Charter School in both ELA with 11.6 points below the standard and an increase of +4.1 points (yellow status) and mathematics with 18.8 points below the standard and an increase of +13.2 points (green status). For the reported subgroups, 8 out of 12 showed increases in ELA and 11 out of 12 showed increases in mathematics. For English Learners, 55.6% made progress towards English language proficiency, which is considered to to be in the "High" category.

Local Measures of Scholar Achievement

* The trimester report card is one measure by which VMCS can demonstrate our scholars' growth toward mastery in all curricular areas. VMCS uses a standards-based report card, which is completed every trimester (i.e., every 60 days). The following Academic Performance Levels are reported, with the goal of scholars receiving a 3 or 4 in each academic area:

4 - Advanced Performance Level
3 - Proficient Performance Level
2 - Approaching Performance Level
1 - Minimal Performance Level

The last report card not impacted by the Covid-19 pandemic was at the end of the 2018-2019 school year. The following data indicates that the majority of scholars in the third trimester of the 2018-2019 school year met or exceeded academic expectations (3 or 4), while the remaining students either approached or demonstrated minimal performance levels (1 or 2). For the 2018-2019 school year, no scholars were retained.

Reading -- 76.76% with 3 or 4, 23.24% with 1 or 2
Writing -- 71.37% with 3 or 4, 28.63% with 1 or 2
Mathematics -- 75.10% with 3 or 4, 24.90% with 1 or 2
Science -- 93.36% with 3 or 4, 6.64% with 1 or 2
Social Studies -- 94.61% with 3 or 4, 5.39% with 1 or 2
Physical Education -- 99.57% with 3 or 4, 0.43% with 1 or 2
Visual and Performance Arts -- 96.17% with 3 or 4, 3.83% with 1 or 2

* Another local measure used by VMCS is the iReady Assessment system, which has also been approved as an SBAC alternative for the 2020-2021 school year. This assessment was first administered in the 2019-2020 school year, and results will be used as a trimester and annual measure of the success of our school's academic program. At the time of the writing of the LCAP, the final assessment for the 2020-2021 school year has not been completed. However, for the 2019-2020 school year, a summation of the results are as follows:

Reading
TK/K -- 29% met the Annual Typical Growth Goal, 18% met the Annual Stretch Growth Goal, and 61% had an improved placement.
Grade 1 -- 78% met the Annual Typical Growth Goal, 56% met the Annual Stretch Growth Goal, and 81% had an improved placement.
Grade 2 -- 71% met the Annual Typical Growth Goal, 35% met the Annual Stretch Growth Goal, and 68% had an improved placement.
Grade 3 -- 77% met the Annual Typical Growth Goal, 50% met the Annual Stretch Growth Goal, and 90% had an improved placement.
Grade 4 -- 53% met the Annual Typical Growth Goal, 29% met the Annual Stretch Growth Goal, and 49% had an improved placement.
Grade 5 -- 66% met the Annual Typical Growth Goal, 24% met the Annual Stretch Growth Goal, and 55% had an improved placement.
Grade 6 -- 62% met the Annual Typical Growth Goal, 24% met the Annual Stretch Growth Goal, and 52% had an improved placement.

Mathematics
TK/K -- 45% met the Annual Typical Growth Goal, 28% met the Annual Stretch Growth Goal, and 55% had an improved placement.
Grade 1 -- 75% met the Annual Typical Growth Goal, 72% met the Annual Stretch Growth Goal, and 75% had an improved placement.
Grade 2 -- 58% met the Annual Typical Growth Goal, 29% met the Annual Stretch Growth Goal, and 58% had an improved placement.
Grade 3 -- 79% met the Annual Typical Growth Goal, 38% met the Annual Stretch Growth Goal, and 86% had an improved placement.
Grade 4 -- 44% met the Annual Typical Growth Goal, 19% met the Annual Stretch Growth Goal, and 67% had an improved placement.
Grade 5 -- 55% met the Annual Typical Growth Goal, 14% met the Annual Stretch Growth Goal, and 59% had an improved placement.
Grade 6 -- 52% met the Annual Typical Growth Goal, 24% met the Annual Stretch Growth Goal, and 62% had an improved placement.

While there is room to grow based on statewide and local measures of scholar achievement, VMCS continues to demonstrate school-wide and subgroup academic growth. Additionally, as displayed on the California Accountability System Dashboard under Conditions & Climate, VMCS achieved Blue (highest performance) in terms of Suspension Rate, as well as met standard for Teachers, Instructional Materials, and Facilities; Parent and Family Engagement; and Local Climate Survey. With the annual scholars and parents surveys developed by VMCS, scholars and parents rate VMCS high in all areas.

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.

Attendance

Even prior to the Covid-19 pandemic, there has been a concern about the number of tardies and absences recorded for a subset of scholars. Because most scholars (close to 100%) are driven to school, they do not have the option of arriving at school independent of their parents/guardians. Therefore, challenges with attendance are perceived as a family issue rather than a scholar issue. For the last California Dashboard posting at the end of the 2018-2019 school year, 7.3% of the scholars were considered to be chronically absent, which equated to an overall yellow status. Within subgroups, this was 7.4% of our 54 English Learners (orange status), 6% of our 184 Hispanic scholars (orange status), and 10% of our 160 Socioeconomically Disadvantaged scholars (orange status).

As of April 30, 2021, the average daily attendance for the 2020-2021 school year is 96.66%, which would typically be considered to be strong. However, with distance learning occurring through March 1, 2021, the standard for attendance involved scholars signing in for at least a portion of the day, without consideration for the quality of attendance. Scholar engagement during distance learning was highly variable. Since returning to in-person instruction, school-wide attendance has remained high at 95.67%, and the quality of attendance has greatly improved. However, the tardies and absences continue to involve a small cohort of scholars with excessive absences or tardies. As of April 30, 2021, we have 14 scholars with 10 or more absences, and 23 scholars with 10 or more tardies. While the pandemic may be at the root cause for some of this inconsistency, attendance and punctuality need to be closely monitored during the 2021-2022 school year, and parents/guardians and the school staff need to be quickly engaged to solve attendance/punctuality issues. For this reason, the LCAP will provide support in this area.

Increased Growth in English-Language Arts

One measure of academic growth in English-Language Arts is the scholars' performance on the annual SBAC for Grades 3-6, with a planned resumption of testing for in the 2021-2022 school year. Based on the 2018-2019 data, VMCS was 11.6 points below standard (yellow level) school-wide, with a growth of 4.1 points. It is the school's goal to meet the school-wide standard (green level).

A second measure of academic growth in English-Language Arts is the scholars' performance on the iReady Reading Assessment for Grades K-6. VMCS began using this assessment tool in the 2019-2020 school year. This was then used as the alternative assessment for the 2020-2021 school year, which was in accordance to the California Department of Education's testing flexibility guidelines. In the 2019-2020 school year, the annual growth goal was achieved by 61% of the scholars, and the annual stretch growth goal was achieved by 34% of the scholars. The assessment of the scholars for the 2020-2021 school year has not been completed yet, and the data will still be impacted by the instructional challenges related to the Covid-19 pandemic. In the future, the school's target is for the annual growth goal to be achieved by 100% of the scholars, which represents the typical growth achieved by scholars, regardless of where their beginning of the year placement was. The school's target is for the annual stretch growth goal to be achieved by 80% of the scholars to support accelerated progress toward grade-level proficiency. At this time, the iReady Reading Assessment data has not been disaggregated for the subgroups of

English Leaners, Scholars with Disabilities, Hispanic, and Socioeconomically Disadvantaged. This will be rectified prior to the start of the 2021-2022 school year for the school years beginning with 2019-2020.

*   English Learners -- Based on the 2018-2019 English-Language Arts SBAC data, the 45 English Learners in Grades 3-6 were 35.3 points below standard (orange level). Although this is better than the state-wide performance of 45.1 points below standard, VMCS declined by 6.7 points, and the state increased by 3.1 points, which resulted in the state being in the yellow level. VMCS needs to achieve a positive trend that will result in reducing the distance from the standard (yellow level).

*   Scholars with Disabilities -- Although the VMCS Scholars with Disabilities subgroup does not meet the numerical standard for inclusion on the California Dashboard, it is a subgroup for whom we have concerns. We will continue to refine our academic support for English-Language Arts for this subgroup. There is a need to develop a coordinated approach with the Education Specialist and regular education staff, with the infusion of greater differentiation, individualization, and personalization for scholars under an Individualized Education Program (IEP).

Increased Growth in Mathematics

One measure of academic growth in Mathematics is the scholars' performance on the annual SBAC for Grades 3-6, with a planned resumption of testing for in the 2021-2022 school year. Based on the 2018-2019 data, VMCS was 18.8 points below standard (green level) school-wide, with a growth of 13.2 points. It is the school's goal to maintain the school-wide standard (green level) with an increased growth toward the standard.

A second measure of academic growth in Mathematics is the scholars' performance on the iReady Mathematics Assessment for Grades K-6. VMCS began using this assessment tool in the 2019-2020 school year. This was then used as the alternative assessment for the 2020-2021 school year, which was in accordance to the California Department of Education's testing flexibility guidelines. In the 2019-2020 school year, the annual growth goal was achieved by 57% of the scholars, and the annual stretch growth goal was achieved by 31% of the scholars. The assessment of the scholars for the 2020-2021 school year has not been completed yet, and the data will still be impacted by the instructional challenges related to the Covid-19 pandemic. In the future, the school's target is for the annual growth goal to be achieved by 100% of the scholars, which represents the typical growth achieved by scholars, regardless of where their beginning of the year placement was. The school's target is for the annual stretch growth goal to be achieved by 80% of the scholars to support accelerated progress toward grade-level proficiency. At this time, the iReady Mathematics Assessment data has not been disaggregated for the subgroups of English Leaners, Scholars with Disabilities, Hispanic, and Socioeconomically Disadvantaged. This will be rectified prior to the start of the 2021-2022 school year for the school years beginning with 2019-2020.

*   English Learners -- Based on the 2018-2019 Mathematics SBAC data, the 44 English Learners in Grades 3-6 were 45.3 points below standard (yellow level). Although this is better than the state-wide performance of 68.6 points below standard, this is an area of concern for our English Learners. It is the school's goal to achieve the green level for the English Learner subgroup.

*   Scholars with Disabilities -- Although the VMCS Scholars with Disabilities subgroup does not meet the numerical standard for inclusion on the California Dashboard, it is a subgroup for whom we have concerns. We will continue to refine our academic support for Mathematics

for this subgroup. There is a need to develop a coordinated approach with the Education Specialist and regular education staff, with the infusion of greater differentiation, individualization, and personalization for scholars under an Individualized Education Program (IEP).

Increased Progress in English Acquisition

According to the California School Dashboard's data for VMCS and 2018-2019, 55.6% of the 36 English Learners made progress toward English language proficiency as measured by the ELPAC, which is considered to be high. For the state, the percentage of English Learners who made progress was 48.3%. In addition to the 55.6%, 11.1% of the English Learners decreased at least one ELPI Level and 33.3% maintained the English Learner Progress Indicator of 1, 2L, 2 H, 3L, and 3H. No scholars maintained the ELPI Level of 4, most likely because of our timely approach toward reclassification of our English Learners.

Parent Engagement of English Learners

Because our English Learners demonstrate a learning gap based on the English-Language Arts and Mathematics SBAC data, we will continue to reach out to the parents of English Learners and increase their engagement in school. This has been difficult during the Covid-19 pandemic, especially with the consistent attendance of the English Learner Advisory Committee (ELAC) members. In-person garnered great engagement from all families, including the parents/guardians of English Learners.

LCAP Highlights

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

After six years of operation, Vibrant Minds Charter School has an even clearer understanding of the strengths of the scholars, the support of the parents, and the dedication of the staff. Additionally, there is increased confidence that the school is fiscally secure and sustainable. The renewal of the school's charter by the Anaheim Elementary School District for 2020-2021 through 2024-2025 was especially reassuring. These developments permit a gradual adjustment of salaries to better approximate the salaries in the surrounding districts, an expansion of the staff to better fulfill the school's vision and mission, and the purchase additional instructional materials to support the traditional content areas, as well as provide staff and materials for enrichment. Goals and expenditures to support the vision and mission of the school will be reflected in the four goals of this LCAP document. The goals for 2020-2021, with ongoing refinements and implementation for the three-year lifecycle of this LCAP, are:

*   Goal 1 (Broad Goal) -- Improve scholars' attendance and attitude toward school through attendance incentives and consequences, a positive school climate, social-emotional support, and timely academic support.

*   Goal 2 (Focus Goal) -- Improve scholars' academic growth in English-Language Arts as measured by Standards-Based Report Cards, iReady Reading Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.

*   Goal 3 (Focus Goal) -- Improve scholars' academic progress in Mathematics as measured by Standards-Based Report Cards, iReady Mathematics Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.

*   Goal 4 (Focus Goal) -- Improve English Learners progress in English acquisition as measured by the ELPAC, as well as their growth in all other academic areas with the goal of reclassification.

*   Goal 5 (Broad Goal) -- Help scholars discover their interests and talents and transform them into strengths through character development and mentoring in the areas Project-Based Learning, GATE, VAPA, P.E., Field trips, and after-school electives.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The stakeholder engagement process involved the following stakeholder groups, and key dates for their involvement are included in the sections below.

Scholars

During the first week of May 2021, the Grade TK-6 scholars were asked to complete a survey. The directions for the survey asked them to respond to four questions with pictures, captioned pictures, or a written response. The teachers were asked to select an approach that was developmentally appropriate for their scholars. The four questions were --

* What do you like about Vibrant Minds Charter School?

* What would you like to change about Vibrant Minds Charter School?

* What is an idea you would like us to do at Vibrant Minds Charter School?

* What are your strengths as a person?

Parents/Guardians

* School Site Council (SSC): The VMCS SSC is composed of four parents with one alternate and four staff members. The four parents and one alternate were elected to represent a parental perspective. The four staff members include one classified staff, two certificated staff, and the executive director. Other than the executive director, the staff members were elected to represent a staff member perspective. The SSC convenes monthly, and the LCAP was discussed and feedback was received on the dates of March 4, April 8, and May 6, 2021, with meetings occurring via Zoom due to the Covid-19 pandemic and starting at 5:30 p.m. for accessibility to parents.

* English Learner Advisory Committee (ELAC): ELAC Meetings are held monthly on Wednesdays at 6:00 p.m. The ELAC has been inconsistent in terms of parent participation. Strategies for supporting increased and consistent attendance are being explored. Although there is a translator for the ELAC Meetings, there are Internet issues (user skills and connectivity) that are barriers to full participation. In-person meetings may ameliorate some of the challenges. The LCAP was discussed and input was sought at the meetings on March 3 and April 7, 2021. Unfortunately, no one attended the April meeting. All meeting are held at 6:00 p.m. via Zoom to support parents' participation.

* Parent Survey: A parent survey was sent out in English and Spanish. For the English surveys, 79 scholars were represented, and for the Spanish surveys, 2 were completed via a phone interview by the community liaison. The survey consisted of 36 statements with a rating scale of Mostly True, Sometimes True, Mostly False, and Not Applicable. There were also 14 items requiring short answers. The survey

responses were collected between April 21-30, 2021.

Staff

* Teacher Think Tank Meetings: As a co-created school, all certificated educators, coordinators, and directors (i.e., 8 teachers, 4 TOSAs, 1 Education Specialist, 2 Coordinators, Assistant Director, and Executive Director) work together to determine program refinements throughout the school year, and decisions for the future of VMCS. These dialogues occur at weekly Think Tank Meetings on Tuesdays from 3:15-4:15 p.m. This ongoing input has a great impact on the goals and associated actions for the LCAP.

* Teacher Questionnaire: To solicit additional input from the certificated educators, coordinators, and directors, a Think Tank Meeting on April 27, 2021, was devoted to the completion of a questionnaire by grade-span groups with the following questions --
  * Prior to the Covid-19 pandemic, what was working well and should not be changed?
  * What do you think should be short-term strategies and goals (next school year) for our school that will make a positive difference for our scholars' academic and personal growth?
  * What do you think should be long-term strategies and goals (within three to five years) for our school that will make a positive difference for our scholars' academic and personal growth?
  * What support would you like in terms of professional development?
  * What support would you like the I.A.s to have in terms of professional development?
  * What would you like to share with colleagues in terms of professional development?
  * What are your thoughts about the use of the instructional assistants, with the expectation that there will be one I.A. per each classroom?
  * What are your thoughts about the use of the TOSAs, with the expectation that there will be one primary grade, one upper grade, and one STEAM TOSA?
  * What are your thoughts about the use of the coordinator/leadership team – Kla, Yvette, Chammarra, and Debbie?
  * In general, which subgroups of scholars are you most concerned about?
  * What are some proposed resources and strategies to support them?
  * What school-wide programs and strategies should we consider to support positive behaviors?
  * Do you prefer a 30-minute lunch, which results in a 15 minute earlier dismissal, or a 45-minute lunch?
  * What are your thoughts about VAPA/P.E.?
  * What are your thoughts about field trips?
  * Freestyle thoughts?

VMCS Board

* The LCAP was part of a general discussion with the VMCS Board on March 10 and April 14, 2021. Initially, the timeline and template were shared with the Board at the March meeting. The Board members also had an opportunity to share what they wanted to have included in the LCAP. At the April meeting, the Board reviewed and approved the content of the Scholar Survey and Parent Survey.
The Public Hearing for the LCAP was on May 12, 2021, at 5:30 p.m. At this time, the results of the survey were presented, and the draft of the LCAP was provided.

* Board Approval was sought and obtained on June 2, 2021, after all refinements were made to the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Scholars

Based on the surveys of the scholars, the predominant themes were a desire to have better breakfast and lunch meals, more field trips, and increased playground space. While the statements about the food were typical, the meals are provided by the Anaheim Union High School District and are excellent for school-provided food that must abide by nutritional standards. However, it is not the food the scholars prefer. Field trips were temporarily on hiatus because of the Covid-19 pandemic, but we plan to reinstate them for the 2021-2022 school year. We are also searching for a new location for our school, with the goal of having more play space.

Parents/Guardians

* During the SSC Meetings on March 4, April 8, and May 6, 2021, the following suggestions were made. Additionally, the LCAP draft was presented to the SSC members on May 6, 2021, for additional input.
  • Continuation of I.A. support
  • Reduced class size from 32
  • Support from guest speakers (e.g., Baba the Storyteller)
  • Greater diversification of staff in terms of university affiliation
  • Resumption of after-school enrichment in VAPA, STEAM, and Life Skills
  • More branching into the community with service projects
  • Establishment of Makerspace/library
  • Change in location

* During the ELAC Meeting on March 3, 2021, the parents expressed support for the following areas of support:
  • Summer Academy
  • Tutoring
  • Computer program to support English Language Development for scholars and parents

* Based on the ParentSquare surveys from the parents, there were some trends that were different from previous years. It is unclear if the Covid-19 pandemic impacted certain survey responses, especially in areas that are typically strengths for VMCS. Regardless, the surveys were overwhelmingly positive and supportive. Areas is which there were 10 or more Sometime True or Mostly False were interpreted as areas of interest and/or concern. They included the following statements:
  • VMCS has an appropriate set of rules and consequences for behavior (10 Sometimes True and 1 Mostly False).
  • VMCS's scholar are respectful to each other (19 Sometimes True).
  • VMC'S scholars are respectful to adults (10 Sometimes True).

- My child is sufficiently challenged in school (13 Sometimes True).
- My child understands his/her homework (13 Sometimes True).
- My child receives an appropriate amount of homework each night (11 Sometimes True)
- My child receives help with homework from family members (12 Sometimes True)
- I know how my child is progressing in reading (12 Sometimes True and 1 Mostly False).
- I know how my child is progressing in written expression (12 Sometimes True and 1 Mostly False).
- I know how my child is progressing in mathematics (12 Sometimes True).
- I receive support from the school on how to help my child at home. (11 Sometimes True and 2 Mostly False).
- There are opportunities for parents to visit classrooms at VMCS (10 Sometimes True).
- There are opportunities for parents to know each other at VMCS (9 Sometimes True and 3 Mostly False).

Staff

* Certificated

Based on the completed questionnaires from the certificated staff, there was a desire to reduce class size from 32 to 30, maintain support from instructional assistants, provide ELD/intervention support through TOSAs, have more clearly defined roles for the support staff, increase time to plan for instruction, and explore English-language arts resources. Training recommendations included classroom management, Kagan strategies, GLAD, and Cognitive Guided Instruction (CGI) for mathematics.

* Classified

Based on the completed surveys from the classified staff, they expressed a desire to learn how to support scholars with behavioral issues, as well as attend a variety of trainings. There was also a recommendation that teachers and instructional assistants spend more time collaborating with each other. The office staff was interested in developing in more skills with productivity technology and program.s

VMCS Board

* Based on the discussion of the VMCS Board and Public Hearing for the LCAP at the May 14, 2021, Board Meeting, there were no changes to the presented draft during the public hearing.

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

Based on the feedback from the stakeholder groups of scholars, parents, and staff, the following LCAP goals and actions were influenced:

Parent Influences

*   To ensure consistent cleanliness of the facilities, an additional 5-hour custodian will be hired to cover the mid-day shift. In the past prior to the pandemic, there was a gap in support during the after-school programming.

*   To increase a sense of safety, a different facility will be pursued that is not as impacted by homeless people. This was already in progress, with the hope for a new "home" for the 2022-2023 school year.

*   The scholars and parents will be provided with access to the refined VMCS School-Wide Behavior Plan. This is already in existence, but the scholars and parents appear to be unaware of the plan.

*   Through Zones of Regulation and Love and Logic Workshops for parents, scholars who struggle with appropriate behavioral choices will become responsible, respectful, safe, and kind.

*   Through increased Differentiation, Individualization, and Personalization (DIP), scholars will be sufficiently challenged in school. This will also be augmented by the GATE Program for qualifying scholars.

*   Via the Aeries Parent Portal, parents will have ongoing access to their scholars academic progress and effort.

*   Homework expectations will be clarified for parents and scholars with an emphasis on homework that inherently differentiates, individualizes, and personalizes and is time-bound rather than work-bound to ensure an appropriate homework load.

*   F.A.S.T. family events will be reinstated that will include classroom visitations and social opportunities.

Staff Influences

*   Class size will return to a maximum of 30 through natural attrition.

*   Instructional Assistant support will increase to 5.5 hours.

*   There will initially be two TOSAs to support English Learners and Tier 3 scholars in English-language arts and mathematics, with the possibility of additional TOSAs if the budget permits.

*   There will be an additional TOSA to support after-school programming with an emphasis on Project-Based Learning (PBL) and STEAM electives, as well as classroom-based PBL.

*   Physical education will be taught by a specialist two days per week.

*   There will be one field trip per trimester, for a total of three.

*   The staff will be oriented to the refined VMCS School-Wide Behavior Plan. This is already in existence, but new staff members may not be fully informed.

*   Through Zones of Regulation and Kagan Workshops for instructional staff, scholars who struggle with appropriate behavior choices will become responsible, respectful, safe, and kind.

*   Additional resources will be available, such as TPT school access and ELD materials.

*   The roles of the support staff will be more clearly defined.

*   The teachers and instructional assistants will have more time to collaborate with each other.

*   The office staff will be given opportunities to develop additional skills cross-training and trainings.

Goals and Actions

Goal

Goal #	Description
1	Scholars' attendance and attitude toward school will be improved through attendance incentives and consequences, a positive school climate, social-emotional support, timely academic tutoring, inspirational guest speakers, supportive bilingual office staff, effective and efficient custodial support, and visionary leadership.

An explanation of why the LEA has developed this goal.

After the Covid-19 pandemic, every day of school counts to mitigate learning loss. Often the scholars who are struggling the most are the ones who have inconsistent attendance and punctuality. Attendance and punctuality issues are exacerbated when parents/guardians are also struggling with undependable transportation, unstable work schedules, family emergencies, etc. Additionally, some parents/guardians choose to pull their scholars out of school for recreational purposes without a clear understanding of how this impacts their scholars' learning, as well as the learning of the other members of the class. While attendance data looks fairly strong for VMCS, there are a number of scholars who are habitually absent or tardy, and this has a severe impact on their academic growth.

It is believed that a positive school climate has a positive impact on attendance, punctuality, and attitude toward school. As a school, we stress the importance of being respectful, responsible, safe, and kind. However, when analyzing survey data, the scholars and parents reported disrespect among scholars and from scholars toward adults. This needs to be changed via various trainings, such as Love & Logic for parents and PBIS, Zones of Regulation, and Kagan Strategies for staff. Additionally, the School-Wide Behavior Plan needs to be revisited, revised, and consistently implemented.

If scholars are having social-emotional difficulties, it is difficult for them to focus on learning. For this reason, having social-emotional support for scholars in general education, as well as special education, is essential. In order for the counselor to understand the context of scholars' social-emotional difficulties, we will hire a full-time counselor for the 2021-2022 school year. We will revisit the effectiveness of this position at the end of the school year.

Scholars may become reluctant to attend school if they are struggling academically. For this reason, one-on-one and small group tutoring will be made available, with a focus on English Learners and Socioeconomically Disadvantaged scholars. The tutoring will focus on reading and mathematics in the form of homework support, as well as intervention to fill academic gaps. The tutoring will occur after school. Additionally, guest speakers will help scholars develop self-acceptance and the acceptance of others, especially in light of the diversity represented by VMCS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Data	38,870 Present/40,212 Enrollment or 96.66% as of April 30, 2021				97%
Tardiness Data	3,969 Tardies/38,870 Present or 10% as of April 30, 2021				5%
Suspension Data	0 Suspensions				0 Suspensions
PBIS School Climate Survey: Elementary for Scholars in Grades 3-6	A number of scholars expressed concerns about their safety.				95% Often/Always for Each Item

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Awareness and Incentives	The scholars will receive a daily report regarding which classes had 0 absences. At the end of the month, classes with the greatest number of days with 0 absences will receive monetary rewards for classroom enrichment (1st place = $100, 2nd place = $50, and 3rd place = $25).	$1,750.00	No
2	Punctuality Awareness and Incentives	Scholars who arrive at school on time and in school uniform will receive a raffle ticket. Three tickets will be drawn daily for a prize.	$2,700.00	No
3	Perfect Attendance Recognition	Each trimester, scholars with perfect attendance will be recognized with a certificate, as well as a t-shirt provided by F.A.S.T.	$550.00	No
4	School Attendance Review Board	The parents of scholars who are identified as being habitually tardy and/or absent will meet with the School Attendance Review Board (SARB) before or after school. The SARB will include the executive	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		director and/or the assistant director, teacher, and community liaison. Letters will be sent via certified mail.		
5	Zones of Regulation Training	The instructional staff (instructional assistants, teachers, TOSAs, coordinators, and directors) will receive training in the Zones of Regulation, which will include the book and an online webinar.	$10,000.00	No
6	Kagan Strategies Training	A primary and upper grade staff member will be trained in the Kagan Strategies, and s/he will train the other staff members. The two staff members will attend a training during the summer of the 2021-2022, 2022-2023, and 2023-2024 school year, which will result in them being fully trained.	$3,000.00	No
7	PBIS Incentives	An incentive system associated with PBIS Buddy Tickets will be implemented, which focuses on catching our scholars being good. Monthly celebrations will occur based on having accumulated sufficient Buddy Tickets.	$5,000.00	No
8	General Education Counseling	Scholars requiring Tier 3 social-emotional support will have access to on-site counseling, which may involve family counseling if warranted. The primary focus will be on English learners and socioeconomically disadvantaged scholars.	$35,000.00	Yes
9	Special Education Counseling	Scholars with an IEP requiring Tier 3 social-emotional support will have access to on-site counseling, which may involve family counseling if warranted.	$35,000.00	No
10	Academic Tutoring	With a focus on English Learners and Socioeconomically Disadvantaged scholars requiring academic support outside of the	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional day, homework support and academic tutoring will be provided by Biola students and instructional assistants.		
11	Guest Speakers, with a Focus on Self-Acceptance and the Acceptance of Others.	Baba the Storyteller is an example of a guest speaker who have become an integral part of our school's positive climate. He emphasizes self-acceptance and the acceptance of others. Other guest speakers, both free and with a fee, will be sought out.	$10,000.00	Yes
12	Coordinator of GATE and School Climate/Events	This coordinator will play multiple roles, with a focus on support for GATE scholars and the coordination of school-wide events to support a positive school climate.	$62,000.00	No
13	Executive Director and Assistant Director	Working in partnership, the two site administrators will co-create a vision for the school with all stakeholders, and then coordinate efforts to fulfill the vision.	$150,000.00	No
14	Bilingual Office Staff	The bilingual office staff consists of a full-time lead office clerk, a full-time office clerk, and a part-time office clerk.	$90,000.00	No
15	Custodial Support	The custodial support will consist of three 5-hour part-time custodians.	$50,000.00	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
2	Scholars' academic growth in English-Language Arts will improve as measured by Standards-Based Report Cards, iReady Reading Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.

An explanation of why the LEA has developed this goal.

Based on the analysis of data from Standards-Based Report Cards and iReady Reading Assessments for Grades TK-6 and SBAC ELA data for Grades 3-6, many VMCS scholars continue to struggle in English-Language Arts. It is believed that the gap has become even wider during the Covid-19 pandemic. So, focusing on reading and writing for all scholars, with an intensification of services for the subgroups of English Learners, Hispanic, and Socioeconomic Disadvantaged is imperative.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-Based Report Cards	Based on 2018-2019 Pre-Pandemic EOY Grades % of 3 or 4 (Proficient/Advanced) Reading -- 76.76% Writing -- 71.37%				2023-2024 EOY Grades 3 or 4 (Proficient/Advanced) Reading -- 80% Writing -- 80%
iReady Reading Assessments	Based on 2019-2020 EOY iReady Reading Assessment TK/K -- 29% met the Annual Typical				2023-2024 EOY Assessment For all grade levels, 100% of the scholars should meet their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Growth Goal, 18% met the Annual Stretch Growth Goal, and 61% had an improved placement. Grade 1 -- 78% met the Annual Typical Growth Goal, 56% met the Annual Stretch Growth Goal, and 81% had an improved placement. Grade 2 -- 71% met the Annual Typical Growth Goal, 35% met the Annual Stretch Growth Goal, and 68% had an improved placement. Grade 3 -- 77% met the Annual Typical Growth Goal, 50% met the Annual Stretch Growth Goal, and 90% had an improved placement. Grade 4 -- 53% met the Annual Typical Growth Goal, 29% met the Annual Stretch Growth Goal,				Annual Typical Growth Goal, 80% of the scholars should make their Annual Stretch Goals, and 100% should have an improved placement. The same desired outcomes are true for English Learners, Hispanics, and Socioeconomically Disadvantaged.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and 49% had an improved placement. Grade 5 -- 66% met the Annual Typical Growth Goal, 24% met the Annual Stretch Growth Goal, and 55% had an improved placement. Grade 6 -- 62% met the Annual Typical Growth Goal, 24% met the Annual Stretch Growth Goal, and 52% had an improved placement.				
SBAC for English-Language Arts	Based on 2018-2019 SBAC Data for ELA School-wide was 11.6 points below standard (yellow level), with an increase of 4.1 points. English Learners were 35.3 points below standard (orange level), with a decrease of 6.7 points. Hispanics were 18.9 points below standard				2023-2024 SBAC Date for ELA For school-wide and the subgroups of English Learners, Hispanics, and Socioeconomically Disadvantaged, the goal is to meet the standard (green level).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(yellow level), with an increase of 7.8 points. Socioeconomically Disadvantaged were 19.5 points below standard (yellow level), with an increase of 8.7 points.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	8 Part-Time Instructional Assistants	A 5.5 hour instructional assistant will be assigned to each of the eight classrooms with a focus on scholars who are English Learners and Socioeconomically Disadvantaged. They will support both ELA and mathematics.	$126,060.00	Yes
2	3 Part-Time Special Education Instructional Assistants	Under established IEPs, two 5.5 instructional assistants will work one-on-one with a scholar. One instructional assistant will be assigned to the Education Specialist to support services to scholars under an IEP. They will support both ELA and mathematics.	$47,271.00	No
3	2 Teachers on Special Assignment (TOSAs) for ELD and Reading Intervention	One TOSA will be assigned to Grades TK-3 (four classes), and one TOSA will be assigned to Grades 4-6 (four classes). Their focus will be on Tier 3 intervention in ELA, as well as ELD for English Learners.	$170,000.00	Yes
4	Approved Textbooks and Core Curricula Materials for ELA	Instructional materials for ELA will be purchased based on teacher request. This includes items such as Teachers Pay Teachers purchases, units of study, supplies, etc. This equates to a budget of	$34,800.00	No

Action #	Title	Description	Total Funds	Contributing
		$4,000 per 8 classroom teachers, 3 TOSAs, and 1 Education Specialist.		
5	Classroom Libraries	Each classroom has its own library to support Daily Three/Five and CAFE. To supplement the library that already exists in each classroom, the eight teachers will receive a $2,000 budget to purchase books that are especially appealing to English Learners and Socioeconomically Disadvantaged scholars.	$16,000.00	Yes
6	Computer-Based Instruction for English-Language Arts	Each teacher uses a number of computer-based programs requiring subscriptions for their use. The ELA programs in use include. Additionally, the staff needs presentation software, as well the need to supervise scholars' safe use of computers. * Flocabulary * iReady Reading * Nearpod * Newsela * RazKids * Starfall	$18,450.00	No
7	Technology to Support Instruction	Teachers need to have presentation technology (e.g., laptop, document camera, projection camera) and scholars need to have learning technology (e.g., Chromebook, headphones, mice). These tools need to be replaced on an ongoing basis, and the school is budgeting $50,000 yearly.	$58,000.00	No
8	Professional Development for ELA and Induction Program	Three teachers will complete Year 1 and two teachers will complete Year 2 of the OCDE Induction Program to clear their credentials ($3,600 per candidate). Teachers will also have access to funds to attend professional development to support an effective ELA program.	$26,245.00	No

Action #	Title	Description	Total Funds	Contributing
9	Parent Workshops	Parents have expressed an interest in learning how to help their scholars work on reading and writing at home. Training in this area will be provided by school staff during Back-to-School Night, as well as during Parent/Teacher Conferences at the end of the first and second trimesters. The focus will be on the scholars' status in reading and writing relative to grade level expectations, as well as where they should be at the end of the next trimester. The primary cost will involve child care, materials, and possible stipends for the teachers.	$3,200.00	No
10	Summer Academy	The Summer Academy is scheduled for June 7-July 2, 2021. Scholars who received 1s or 2s on their report cards at the end of Trimester 3 in Grades TK-6 will be invited to attend. The morning will focus on reading and mathematics skills, and the afternoon will involve enrichment activities. The Summer Academy format, if effective, may also occur in the Summer of 2022.	$30,000.00	No
11	8 Classroom Teachers	The classroom teachers selected for VMCS will be highly qualified with a clear vision for making a positive difference in our scholars' lives.	$680,000.00	No
12	Instructional Materials and Supplies	Instructional materials and supplies will be purchased to support instruction in English-language arts for struggling scholars, with a focus on English Learners and Socioeconomically Disadvantaged scholars.	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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	Scholars' academic growth in mathematics will improve as measured by Standards-Based Report Cards, iReady Mathematics Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.

An explanation of why the LEA has developed this goal.

Based on the analysis of data from Standards-Based Report Cards and iReady Mathematics Assessments for Grades TK-6 and SBAC Mathematics data for Grades 3-6, many VMCS scholars continue to struggle in mathematics. It is believed that the gap has become even wider during the Covid-19 pandemic. So, focusing on mathematics for all scholars, with an intensification of services for the subgroups of English Learners, Hispanic, and Socioeconomic Disadvantaged, is imperative.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-Based Report Cards	Based on 2018-2019 Pre-Pandemic EOY Grades % of 3 or 4 (Proficient/Advanced) Mathematics -- 75.10%				2023-2024 EOY Grades 3 or 4 (Proficient/Advanced) Mathematics -- 80%
iReady Mathematics Assessments	Based on 2019-2020 EOY iReady Mathematics Assessment TK/K -- 45% met the Annual Typical Growth Goal, 28%				2023-2024 EOY Assessment For all grade levels, 100% of the scholars should meet their Annual Typical Growth Goal, 80% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	met the Annual Stretch Growth Goal, and 55% had an improved placement. Grade 1 -- 75% met the Annual Typical Growth Goal, 72% met the Annual Stretch Growth Goal, and 75% had an improved placement. Grade 2 -- 58% met the Annual Typical Growth Goal, 29% met the Annual Stretch Growth Goal, and 58% had an improved placement. Grade 3 -- 79% met the Annual Typical Growth Goal, 38% met the Annual Stretch Growth Goal, and 86% had an improved placement. Grade 4 -- 44% met the Annual Typical Growth Goal, 19% met the Annual Stretch Growth Goal, and 67% had an improved placement.				the scholars should make their Annual Stretch Goals, and 100% should have an improved placement. The same desired outcomes are true for English Learners, Hispanics, and Socioeconomically Disadvantaged.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 -- 55% met the Annual Typical Growth Goal, 14% met the Annual Stretch Growth Goal, and 59% had an improved placement. Grade 6 -- 52% met the Annual Typical Growth Goal, 24% met the Annual Stretch Growth Goal, and 62% had an improved placement.				
SBAC for Mathematics	Based on 2018-2019 SBAC Data for Mathematics School-wide was 18.8 points below standard (green level), with an increase of 13.2 points. English Learners were 45.3 points below standard (yellow level), with an increase of 6.7 points. Hispanics were 28.4 points below standard (yellow level), with an				2023-2024 SBAC Date for Mathematics For school-wide and the subgroups of English Learners, Hispanics, and Socioeconomically Disadvantaged, the goal is to meet the standard (green level).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	increase of 12.8 points. Socioeconomically Disadvantaged were 35.3 points below standard (yellow level), with an increase of 15.5 points.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	8 Part-Time Instructional Assistants	A 5.5 hour instructional assistant will be assigned to each of the eight classrooms with a focus on scholars who are English Learners and Socioeconomically Disadvantaged. They will support both ELA and mathematics.	$0.00	Yes
2	3 Part-Time Special Education Instructional Assistants	Under established IEPs, two 5.5 instructional assistants will work one-on-one with a scholar. One instructional assistant will be assigned to the Education Specialist to support services to scholars under an IEP. They will support both ELA and mathematics.	$0.00	No
3	Approved Textbooks and Core Curricula Materials for Mathematics	Instructional materials for mathematics will be purchased based on teacher request. This includes items such as Teachers Pay Teachers purchases, manipulatives, supplies, etc. This equates to a budget of $4,000 per 8 classroom teachers and $2,800 for 1 Education Specialist.	$34,800.00	No

Action #	Title	Description	Total Funds	Contributing
4	Computer-Based Instruction for Mathematics	Each teacher uses a number of computer-based programs requiring subscriptions for their use. The mathematics programs currently in use include, with an exploration of more options for the 2021-2022 school year: * iReady Math * Prodigy	$18,450.00	No
5	Technology to Support Instruction	Teachers need to have presentation technology (e.g., laptop, document camera, projection camera) and scholars need to have learning technology (e.g., Chromebook, headphones, mice). These tools need to be replaced on an ongoing basis, and the school is budgeting $50,000 yearly.	$0.00	No
6	Professional Development for Mathematics	Teachers will have access to funds to attend professional development to support an effective mathematics program, with a focus on Cognitive Guided Instruction.	$8,245.00	No
7	Parent Workshops	Parents have expressed an interest in learning how to help their scholars work on mathematics skills. Training in this area will be provided by school staff during Back-to-School Night, as well as during Parent/Teacher Conferences at the end of the first and second trimesters. The focus will be on the scholars' status in mathematics relative to grade level expectations, as well as where they should be at the end of the next trimester. The primary cost will involve child care, materials, and possible stipends for the teachers.	$0.00	No
8	Instructional Materials and Supplies	Instructional materials and supplies will be purchased to support instruction in mathematics, with a focus on meeting the needs of English Learner and Socioeconomically Disadvantaged scholars.	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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
4	English Learners will progress in English language acquisitions as measured by the ELPAC, as well as their growth in all academic areas with the goal of reclassification to Fluent English Proficient.

An explanation of why the LEA has developed this goal.

While our English Learners tend to make progress as measured by the ELPAC, there are some scholars who remain classified as English Learners because of their lack of proficiency in English-Language Arts. A strong foundation needs to be built so English Learners have equal access to the curriculum in all areas, especially English Language Arts and mathematics. Additionally, scholars designated as Reclassified Fluent English Proficient need to be monitored and supported to ensure their academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	Based on the 2019 English Learner Progress Indicator (ELPI), the following percentages were reported for the 36 English Learners: 11.1% Decreased at least one ELPI Level 33.3% Maintained ELPI Level 55.5% Progressed at least one ELPI Level				Based on 2024 English Learner Progress Indicator (ELPI), the following percentages are anticipated: 0% Decreased at least one ELPI Level 20% Maintained ELPI Level 80% Progressed at least one ELPI Level
SBAC for ELA	Based on the 2019 SBAC Data,				Reclassified English Learners should be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reclassified English Learners achieved the following: 12.4 points above standard in ELA, but declined by 19.1 Points 3.7 points below standard in Mathematics, and declined by 6.8 Points				proficient or advanced in ELA and Mathematics., and this should result in achieving the standard (green level).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Designated and Leveled ELD Instruction	English Learners will be provided 30 minutes of designated and leveled ELD instruction daily by the classroom teacher and/or TOSA using effective instructional resources that are aligned with the ELD Standards.	$20,000.00	Yes
2	ELD Progress Monitoring	Monitoring the progress of and making instructional adjustments for English Learners in the areas of English acquisition, English-language arts, and mathematics is important.	$5,000.00	Yes
3	GLAD Training	To classroom teachers will receive training in Guided Language Acquisition Instruction (GLAD) to modify the delivery of scholar instruction to promote academic language and literacy. The training will be provided by a staff member who has been certified.	$2,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	ESL Classes (in-person and computer-based)	Weekly in-person ESL classes will be offered to parents/guardians, as well as a subscription to Rosetta Stone.	$19,390.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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
5	Help scholars discover their interests and talents and transform them into strengths through character development and mentoring in the areas Project-Based Learning, GATE, VAPA, and P.E., Field trips, and after-school electives (VAPA, STEAM, and Life Skills).

An explanation of why the LEA has developed this goal.

VMCS focuses on the development of our scholars' strengths. At the elementary-school level, this entails having our scholars experience many forms of enrichment during the day and outside of school. Due to the Covid-19 panemic, many of VMCS's enrichment activities were put on hiatus. However, they will resume for the 2021-2022 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Project-Based Learning Rubric Scores	No Baseline Data -- Commence tracking in 2021-2022				At end of each trimester, 80% of PBL Rubric Scores in 3 or 4 range
GATE Program Survey	No Baseline Data -- Commence GATE Program Survey in 2021-2022				"Mostly True" EOY rating on GATE Program Survey in all areas by 80% of scholars and parents
Physical Fitness Test Scores	Based on Gr. 5 2018-2019 Data Aerobic Capacity -- 71% Body Composition -- 67.7%				Aerobic Capacity -- 80% Body Composition -- 80% Abdominal Strength -- 80% Trunk Extension Strength -- 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Abdominal Strength -- 64.5% Trunk Extension Strength -- 83.9% Upper Body Strength -- 83.9% Flexibility -- 58.1%				Upper Body Strength -- 80% Flexibility -- 80%
VAPA Report Card Marks	Based on 2019-2020 EOY Report Card, 96.17% of scholars received S or O in VAPA				Maintain
Field Trip Evaluations	No Baseline -- Commence Field Trip Program Evaluations in 2021-2022				"Mostly True" EOY rating on Field Trip Program in all areas by 80% of scholars and parents
ASES Survey	No Baseline -- Shift from GOALS Inc. ASES Program to VMCS ASES Program in 2021-2022				"Mostly True" EOY rating on VMCS ASES Program in all areas by 80% of scholars and parents

Actions

Action #	Title	Description	Total Funds	Contributing
1	Project-Based Learning (PBL)	With the support of a TOSA, each trimester scholars will be involved in PBL that is cross-curricular in design and includes the essential components of quality PBL.	$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	GATE	Grades 3-6 scholars who have been identified as GATE are provided additional mentoring, including support for a PBL experience of their own choosing.	$0.00	No
3	P.E./VAPA Classes	Monday, Wednesday, and Friday a VAPA Specialist will work with each class for 45 minutes, and Tuesday and Thursday a P.E. Specialist will work with each class. This also serves as release time for classroom teachers.	$27,000.00	No
4	Field Trips	Each class will experience one field trip per trimester for a total of three field trips in a year.	$15,000.00	No
5	After-School Electives	The offering of after-school electives helps our scholars discover their interests and talents and transform them into strengths through mentoring and character development. Additionally, there will be after-school PBL. Priority for involvement in the program will be to scholars who are English-learners and low income.	$135,000.00	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.

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
23.41%	$488,166.00

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.

For each of these responses, foster youth are not taken into consideration since at this time VMCS serves no scholars under this category. However, if the foster youth population grows at VMCS, an increased focus on specific services for this subgroup will occur. Additionally, the majority of the scholars at VMCS fall into the categories of Hispanic and Socioeconomically Disadvantaged, with a growing number of English Learners. Therefore, school-wide goals are formulated, while also keeping the need of these three subgroups in mind.

Goal 1 -- Scholars' attendance and attitude toward school will be improved through attendance incentives and consequences. a positive school climate, social-emotional support, timely academic tutoring, inspirational guest speakers, and visionary leadership.

* Because Hispanic, English Learner, and Socioeconomically Disadvantaged scholars are especially impacted by inconsistent attendance and frequent tardies, all school-wide strategies and incentives to improve attendance and punctuality will have a positive impact on these three subgroups.

* While the Zones of Regulation professional development and materials will have a positive impact on all scholars, Hispanic, English Learner, and Socioeconomically Disadvantaged scholars who may live in unstable home environments will especially benefit from this program, which supports their social-emotional development.

* The Kagan Workshops focus on classroom management through cooperative learning, growth mindset, mindfulness, etc. This will benefit all scholars, but it will especially benefit Hispanic, English Learner, and Socioeconomically Disadvantaged scholars who will thrive in the ensuing positive classroom climate.

* The tutoring will be offered to all scholars who are struggling academically in English language arts, mathematics, and English Language Development, but the preponderance of scholars who will participate will be Hispanic, English Learner, and Socioeconomically Disadvantaged scholars because of their need for additional academic support.

* Guest speakers will speak to all scholars, but the emphasis on self-acceptance and the acceptance of others will contribute to a school climate of inclusiveness. This will especially benefit various subgroups at VMCS. Additionally, many of the guest speakers will demonstrate the contributions to society made by people of diverse backgrounds, culture, and races. There will be a focus on strength-based, restorative justice.

Goal 2 -- Scholars' academic growth in English-Language Arts will improve as measured by Standards-Based Report Cards, iReady Reading Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.

All aspects of the English language arts program will be data informed and infused with the school's implementation of D.I.P. (Differentiation, Individualization, and Personalization). This will permit struggling scholars in the subgroups of Hispanic, English Learners, and Socioeconomically Disadvantaged to experience English-Language Arts instruction that meets them where they are and maximizes their growth. This includes achieving their stretch goals (i.e., more than a year of expected progress) as measured by the iReady Reading Assessment.

Goal 3 -- Scholars' academic growth in mathematics will improve as measured by Standards-Based Report Cards, iReady Mathematics Assessments, and SBAC Assessments, with a focus on school-wide data, as well as significant subgroup data for English Learners, Hispanic, and Socioeconomically Disadvantaged.

All aspects of the Mathematics program will be data informed and infused with the school's implementation of D.I.P. (Differentiation, Individualization, and Personalization). This will permit struggling scholars in the subgroups of Hispanic, English Learners, and Socioeconomically Disadvantaged to experience Mathematics instruction that meets them where they are and maximizes their growth. This includes achieving their stretch goals (i.e., more than a year of expected progress) as measured by the iReady Mathematics Assessment.

Goal 4 -- English Learners will progress in English language acquisitions as measured by the ELPAC, as well as their growth in all academic areas with the goal of reclassification to Fluent English Proficient.

This goal is specifically designed to support the subgroup of English Learners, which is a predominantly Hispanic subgroup.

Goal 5 -- Help scholars discover their interests and talents and transform them into strengths through character development and mentoring in the areas of Project-Based Learning, GATE, VAPA, P.E., Field trips, and after-school electives (VAPA, STEAM, and Life Skills).

* Strength-based education is DIP (Differentiated, Individualized, and Personalized). This serves all scholars well, including scholars in the subgroups of Hispanic, English Learner, and Socioeconomically disadvantaged. Scholars are supported to discover their interests and talents and transform them into strengths through character development and mentoring.

* Project-Based Learning helps English Learners engage in the learning since the language is naturally scaffolded, and the experience tends to be hands on. The collaboration involved in these projects also helps develop language in the natural environment.

* The GATE testing we administer is not language based to ensure all scholars, including English Learners, have an opportunity to qualify for the GATE Program. We also test all second graders rather than focus on standardized test scores or teacher or parent referrals to ensure equity.

* Because many scholars who are socioeconomically disadvantage do not have access to enrichment classes and/or sports, we ensure that our scholars experience VAPA and P.E. Our after-school program funded through an ASES Grant also permits socioeconomically disadvantaged scholars to experience enrichment activities in the areas of VAPA, STEAM, and Life Skills.

* To enable all scholars, including those who are English Learners and/or Socioeconomically Disadvantaged, to see a world beyond their neighborhoods, field trips are viewed as an essential experience. It also helps to make the learning more meaningful when scholars are able to apply skills and concepts beyond the school fences.

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

While English Learners and Socioeconomically Disadvantaged scholars will benefit from each of the goals described above, specific areas of support are also provided, which exceed the required 23.41% or $488.166 to increase or improve services. The allocated amount is $494,250. Costs associated with this amount are delineated in the Expenditure Tables.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,723,335.00	$247,271.00		$155,105.00	$2,125,711.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,686,601.00	$439,110.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Attendance Awareness and Incentives	$1,750.00				$1,750.00
1	2	All Students with Disabilities	Punctuality Awareness and Incentives	$2,700.00				$2,700.00
1	3	All Students with Disabilities	Perfect Attendance Recognition	$550.00				$550.00
1	4	All Students with Disabilities	School Attendance Review Board					$0.00
1	5	All Students with Disabilities	Zones of Regulation Training	$10,000.00				$10,000.00
1	6	All Students with Disabilities	Kagan Strategies Training	$3,000.00				$3,000.00
1	7	All Students with Disabilities	PBIS Incentives	$5,000.00				$5,000.00
1	8	English Learners Low Income	General Education Counseling	$35,000.00				$35,000.00
1	9	Students with Disabilities	Special Education Counseling		$35,000.00			$35,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Low Income	Academic Tutoring	$50,000.00				$50,000.00
1	11	English Learners Low Income	Guest Speakers, with a Focus on Self-Acceptance and the Acceptance of Others.	$10,000.00				$10,000.00
1	12	All Students with Disabilities	Coordinator of GATE and School Climate/Events	$62,000.00				$62,000.00
1	13	All Students with Disabilities	Executive Director and Assistant Director	$150,000.00				$150,000.00
1	14	All Students with Disabilities	Bilingual Office Staff	$90,000.00				$90,000.00
1	15	All Students with Disabilities	Custodial Support	$50,000.00				$50,000.00
2	1	English Learners Low Income	8 Part-Time Instructional Assistants				$126,060.00	$126,060.00
2	2	Students with Disabilities	3 Part-Time Special Education Instructional Assistants		$47,271.00			$47,271.00
2	3	English Learners Low Income	2 Teachers on Special Assignment (TOSAs) for ELD and Reading Intervention	$170,000.00				$170,000.00
2	4	All Students with Disabilities	Approved Textbooks and Core Curricula Materials for ELA	$34,800.00				$34,800.00
2	5	English Learners	Classroom Libraries	$16,000.00				$16,000.00
2	6	All Students with Disabilities	Computer-Based Instruction for English-Language Arts	$18,450.00				$18,450.00
2	7	All Students with Disabilities	Technology to Support Instruction	$58,000.00				$58,000.00
2	8	All Students with Disabilities	Professional Development for ELA and Induction Program				$26,245.00	$26,245.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	All Students with Disabilities	Parent Workshops	$3,200.00				$3,200.00
2	10	All Students with Disabilities	Summer Academy		$30,000.00			$30,000.00
2	11	All Students with Disabilities	8 Classroom Teachers	$680,000.00				$680,000.00
2	12	English Learners Low Income	Instructional Materials and Supplies	$20,000.00				$20,000.00
3	1	English Learners Low Income	8 Part-Time Instructional Assistants					$0.00
3	2	All Students with Disabilities	3 Part-Time Special Education Instructional Assistants					$0.00
3	3	All Students with Disabilities	Approved Textbooks and Core Curricula Materials for Mathematics	$34,800.00				$34,800.00
3	4	All Students with Disabilities	Computer-Based Instruction for Mathematics	$18,450.00				$18,450.00
3	5	All Students with Disabilities	Technology to Support Instruction					$0.00
3	6	All Students with Disabilities	Professional Development for Mathematics	$8,245.00				$8,245.00
3	7	All Students with Disabilities	Parent Workshops					$0.00
3	8	English Learners Low Income	Instructional Materials and Supplies	$20,000.00				$20,000.00
4	1	English Learners	Designated and Leveled ELD Instruction	$20,000.00				$20,000.00
4	2	English Learners	ELD Progress Monitoring	$5,000.00				$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners	GLAD Training				$2,800.00	$2,800.00
4	4	English Learners	ESL Classes (in-person and computer-based)	$19,390.00				$19,390.00
5	1	All Students with Disabilities	Project-Based Learning (PBL)	$85,000.00				$85,000.00
5	2	All Students with Disabilities Scholars Qualifying for GATE	GATE					$0.00
5	3	All Students with Disabilities	P.E./VAPA Classes	$27,000.00				$27,000.00
5	4	All Students with Disabilities	Field Trips	$15,000.00				$15,000.00
5	5	All Students with Disabilities	After-School Electives		$135,000.00			$135,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$365,390.00	$494,250.00
LEA-wide Total:	$365,390.00	$494,250.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$365,390.00	$494,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	General Education Counseling	LEA-wide Schoolwide	English Learners Low Income	All Schools	$35,000.00	$35,000.00
1	10	Academic Tutoring	LEA-wide Schoolwide	English Learners Low Income	All Schools	$50,000.00	$50,000.00
1	11	Guest Speakers, with a Focus on Self-Acceptance and the Acceptance of Others.	LEA-wide Schoolwide	English Learners Low Income	All Schools	$10,000.00	$10,000.00
2	1	8 Part-Time Instructional Assistants	LEA-wide Schoolwide	English Learners Low Income	All Schools		$126,060.00
2	3	2 Teachers on Special Assignment (TOSAs) for ELD and Reading Intervention	LEA-wide Schoolwide	English Learners Low Income	All Schools	$170,000.00	$170,000.00
2	5	Classroom Libraries	LEA-wide Schoolwide	English Learners	All Schools	$16,000.00	$16,000.00
2	12	Instructional Materials and Supplies	LEA-wide Schoolwide	English Learners Low Income	All Schools	$20,000.00	$20,000.00
3	1	8 Part-Time Instructional Assistants	LEA-wide Schoolwide	English Learners Low Income	All Schools		$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	8	Instructional Materials and Supplies	LEA-wide Schoolwide	English Learners Low Income	All Schools	$20,000.00	$20,000.00
4	1	Designated and Leveled ELD Instruction	LEA-wide Schoolwide	English Learners	All Schools	$20,000.00	$20,000.00
4	2	ELD Progress Monitoring	LEA-wide Schoolwide	English Learners	All Schools	$5,000.00	$5,000.00
4	3	GLAD Training	LEA-wide Schoolwide	English Learners	All Schools		$2,800.00
4	4	ESL Classes (in-person and computer-based)	LEA-wide Schoolwide	English Learners	All Schools	$19,390.00	$19,390.00

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.