Local Control and Accountability Plan

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

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

General Information

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

Vox Collegiate of Los Angeles' ("Vox Collegiate") mission is to prepare all students in grades 6-8 to succeed in college and beyond, knowing the power and potential of their voices. Vox Collegiate opened in August of 2018 with 42 6th and 7th grade students with plans to grow to a full 6-12 school by adding an additional grade level each school year. Vox Collegiate has an extended school day, with a focus on core math and literacy instruction, for which additional instructional time is allocated. Other core components of the program include an Advisory period devoted to social and emotional learning, a speech and debate instruction, and enrichment periods focused on exposing students to development of skills in non-academic areas. Academic classes are aligned to the Common Core State Standards (CCSS), with courses designed to prepare students to thrive in rigorous, collegiate classes by the time they graduate high school.

In 2019-20, Vox Collegiate served 124 students, many who have historically been underserved, including low-income students, underrepresented minorities, and English learners: approximately 112 (90%) students qualify for Free or Reduced Lunch; and 29 (23%) students are English Learners. In addition, about 13 (10.5%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 93%. Approximately, 65% of Vox Collegiate's students identify as being Hispanic or Latino, 27% as African American, 1% as white.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Vox Collegiate which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Vox Collegiate will foster a safe and positive school culture and climate; Vox Collegiate will ensure that all students are academically prepared for high school by the time the leave 8th grade; Vox Collegiate will partner with parents to ensure parents are informed about their child's progress and have opportunities to be involved at the school. Vox Collegiate completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff,

teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council which will include parents of English Learners. The School Site Council will meet at least four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Vox Collegiate based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21. Overall, we were able to continue annual academic progress for continuing 7th and 8th grade students as evidenced by our NWEA MAP data.

We maintained high attendance and reduced suspensions in alignment with our targets. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

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.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local NWEA MAP data, we have identified needs in ELA and Math achievement, as our students come to us with below grade level academic achievement. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention.

The creation and maintenance of a strong school culture continues to be an important. Last year we brought our suspension rate down, and we plan to decrease it further over the next several years. We will continue our focus on implementation of restorative discipline policies and practices, social emotional learning, and providing mental health support to students.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Vox Collegiate will foster a safe and positive school culture and climate. In terms of our work to maintain a positive culture and climate (Goal 1), students are supported in Social Emotional Learning as well as supportive practices in behavior, attendance, and student activities as well as a clean and safe environment. We implement school spirit traditions and student activities, as well as a comprehensive Positive Behavior Supports and Intervention program schoolwide. We incorporate mental health supports into our program.

GOAL 2: Vox Collegiate will ensure that all students are academically prepared for high school by the time they complete 8th grade. In terms of student achievement (Goal 2), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers and a comprehensive system of teacher observation and coaching. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs.

GOAL 3: Vox Collegiate will partner with parents to ensure parents are informed about their child's progress and have opportunities to be involved at the school. Families will be supported to participate actively in the life of the school and their child's education through regular meetings, events, and opportunities for input. These opportunities include Monthly Cafecitos with the principal and Family Fun Nights. We will use multiple methods of communication to keep parents informed about their students' progress including regular messages sent through our parent communication platform and parent conferences.

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.

Vox Collegiate is not identified as a school eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Stakeholder Engagement

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

The LCAP is vetted and developed by several school stakeholders who are familiar and contemplative of Vox Collegiate's mission and goals. The stakeholders that provide input across the school year represent various community members that include the school's 6-8th grade students; parents, school leadership and staff members. All stakeholders approach the formation process of the LCAP thoughtfully and reflectively. Recognizing that the academic development of a student is important, Vox stakeholders also acknowledge that the academic component is but one part of the whole child; socio-emotional development is equally, if not more important. For that reason, Vox Collegiate seeks strengthening intended outcomes in the following three areas:

- Academic Performance
- Student Wellbeing (physical and social-emotional safety)
- Family Engagement

Throughout the 2020-21 Academic Year, the school collected input using the following methods:

- School Site Council Meetings

- Governing Board Meetings

- Virtual School Events

- Distance Learning Survey of family experience and needs begun in Spring 2020

- In-Person Instruction Survey: Family, Students, Staff

- Through ongoing communication and data collection between front office staff & IVA families

- One-on-One staff meetings with Head of School

- Ongoing staff surveys

Notifications went out to the above listed stakeholders regarding through email, social media, and the school's 2-way communication channel, Class Dojo, and in where required under the Brown Act - through public-posted notifications at the entrance area of the school. At each instance, stakeholders were informed of opportunities to join and participate in meetings, as well as how to provide written comments regarding proposed actions and expenditures; and options for remote participation in public hearings and solicitation of feedback of stakeholders who do not have Internet access, or who speak languages other than English.

- ■ The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met at least quarterly throughout the year to reflect on data and provide input on plan development. Our board meets monthly as a public meeting with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through our school

communication system, website, and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed.

- Teachers provided feedback during regular staff meetings and surveys.
- Principals, administrators, other school personnel provided feedback during regular leadership team meetings.
- Students Surveys / classroom discussions with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents

- Concerned with school safety upon return to in-person instruction
- Concerned with learning loss upon return to in-person instruction
- Concerned with social-emotional wellbeing
- Desire for additional elective options & extracurricular activities
- Desire for greater communication and transparency regarding grades
- Desire for continued access to technology (devices and online platforms)

Teachers/School Staff/Administrators

- Concerned with student learning loss – literacy and math
- Concerned with student social-emotional wellbeing
- Concerned with student readjustment to in-person instruction
- Concerned with student discipline on return to in-person instruction
- Desire for adjusted school schedule
- Desire for greater teacher support with culture
- Desire for greater teacher support with technology
- Desire for evidence-based social-emotional program
- Desire for student access to mental health services
- Desire for greater family involvement
- Desire for continued focus on COVID-19 safety upon return to in-person instruction
- Desire for culturally relevant curriculum

Students

- Concerned with school safety upon return to in-person instructions
- Desire for more social opportunities with peers
- Desire for more elective courses & clubs
- Desire for greater autonomy
- Desire for continued access to technology (devices and online platforms)
- Desire for engagement on social and political matters

- Desire for adjusted school schedule

Goal 1, Actions 2 & 4 – Restorative Practices, Social Emotional & Mental Health Supports

In the 2021-22 school year, Vox Collegiate will re-structure it's student discipline and supports program to better support students upon their return to in-person instruction. The school will adopt an evidence-based social emotional curriculum to be taught across all grades. School consequences will be revisited to ensure they are culturally responsive and logically tied to helping student make positive choices moving forward.

Goal 1; Action 3- Enrichment Courses

Vox will add additional Student Enrichment courses in the 2021-22 school year - Dance, Art, STEM, etc.

Goal 1; Action 7 – Safety

Vox will continue to invest in safety, including maintaining recommended safety protocols in connecting with COVID-19.

Goal 2, Action 5 – Professional Development

Vox is making a greater investment in teacher growth to ensure teachers are equipped to independently grow in the practice in an ever-changing teaching environment.

Goal 3, Actions 1 & 2 – Family Engagement & Communication

Vox is prioritizing partnership and communication with families. Parents will be a regular part of our school and will have greater transparency with all school functions.

Goals and Actions

Goal 1

Goal #	Description
1	Vox Collegiate will foster a safe and positive school culture and climate.

An explanation of why the LEA has developed this goal.

While we have made great gains in fostering a safe and positive school culture and climate, there is still work to be done to improve our chronic absenteeism and suspension rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	19-20: 94.9% (prior to school closures) 20-21: 88.7% (during school closure)				96%
Chronic Absence Rate for all students and all numerically significant subgroups	2018-19: All students: 18% English Learners: 0% SED: 16.2% African American: 26.9% Hispanic/Latinx: 8.8%				Less than 10%
Suspension Rate for all students and all	2019-20: All students: 9.5% English Learners: 0%				Less than 4%

numerically significant subgroups	SED: 9.8% SWD: 5% African American: 25% Hispanic/Latinx: 2.2%				
Expulsion Rate	2019-20: All students: .7% English Learners: 0% SED: .8% SWD: 0% African American: 0% Hispanic/Latinx: 1.1%				Less than 1%
Teacher Survey: % of teachers who respond positively to school safety and sense of connectedness	Initial data not available.				90% of staff agree/strongly agree that they belong at Vox
Student Survey: % of students who respond positively to school safety and sense of connectedness	Initial data not available.				90% of students agree/strongly agree that they belong at Vox 95% of students agree/strongly agree that their classes are safe and under control.
MS Dropout Rate/HS Dropout Rate	0%				0%
School Facilities are in "Good Repair"	Met				Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student and Staff Culture Celebrations	We will have regular student and staff culture celebrations to promote a positive school climate. ● Weekly family meeting 　○ celebrate student of the week 　○ semester awards 　○ core value award 　○ MAP growth ● Regular cultural celebrations 　○ Latino Heritage 　○ Black History Month	$10,000	N
2	Restorative Practices	Implement increased restorative practices with respect to school discipline and PBIS (Culture Coordinator) ● Pairing of PBIS and restorative justice practices ● Designated restorative practices lead engaged in professional development with IIRP. Provides explicit staff professional development on restorative practices (stipend) ● Collaboratively build and maintain restorative assignments library (fighting, bullying; cyber) ● Culture Coordinator to conduct restorative conferences ● Revised student and family handbook to reflect restorative practices as our grounding philosophy ● Utilizing Aeries for tracking awards and consequences with staff to monitor and implement systems ● Increase utilization of In-School Suspension in place of Out of School Suspension, and adopt restorative protocols for In-School Suspension ● Robust response to intervention staff professional development Culture Coordinator Role to lead on PBIS and Implementation of Restorative Practices (Allocated Title 1, including Title IV transfer)	$170,599	Y
3	Student Enrichment	Student Enrichment ● Enrichment Courses - Dance, Art, STEM, etc. ● Clubs & Intramurals- video games, anime, ● Field trips - college visits annually	$90,153	N

4	Social Emotional Learning and Mental Health	Social Emotional Learning and Mental Health
		• Homeroom Circles: focus on helping students feel as though their identity is an asset to their academic success rather than a barrier. Because of the small advisory group size students are able to develop a bond with each other and a trusted adult which will allow the adult to scan for any needs that should be addressed in a 1:1 ; Builds student empathy and fosters connections with an adult and school setting. (Culture Coordinator and Student Supports Lead)
		• Mental Health Clinician through Community Partnership
		   i. consults and advises teachers and staff with mental health needs
		   ii. runs professional development related to mental health issues
		   iii. provides individual and small group counseling
			$133,289	Y

5	SST Process	Our Special Education Coordinator and Student Supports Lead utilize the SST process to identify and provide support to students and/or families with specific needs pertaining to Homelessness, Foster Youth, Socioeconomic Status, or Language barriers.	$21,911	Y
6	Attendance Initiatives	Any student who misses three classes in one week will receive a parent phone call from a leadership team member, along with additional check-ins from an assigned staff member. Additional supports may be provided as determined through the SST or Response to Intervention process.	$55,792	Y
7	Health and Safety	Vox Collegiate will continue to ensure well maintained facilities following all health protocols per public health guidance with annual safety plan update and training.	$424,479	N

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 annual update.

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

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

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 annual update.

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 annual update.

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

Goal 2

Goal #	Description
2	Vox Collegiate will ensure that all students are academically prepared for college by the time they graduate high school.

An explanation of why the LEA has developed this goal.

We are only in our third year of operation and are still scaling up our high school program to serve grades 6-12. Due to school closure caused by the COVID-19 pandemic, we have postponed expansion to 9th grade until some time after the 2021-22 school year. Because many of our students come to us below grade level, we must invest heavily in instructional resources and supports that will ensure accelerated academic growth and readiness for college.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed and appropriately placed (CCTC)	100%				100%
% of students have access to their own copies of standards-aligned instructional materials for use at school and at home	100%				100%
% Implementation of all adopted standards access to a broad course of study	100%				100%

% of students meeting growth targets on NWEA MAP in Reading and Math	2019-20 Fall to Winter (Spring testing cancelled due to school closure) Reading: 56% met growth targets or were at grade level Math: 41% met growth targets or were at grade level				Reading: 75% of students meet growth targets or are performing at grade level Math: 75% of students meet growth targets or are performing at grade level
% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all numerically significant subgroups	2018-19 ELA All students: 26.5% English Learners: N/A SED: 26.2% SWD: N/A African American: 22.7% Hispanic/Latinx: 29.6% 2018-19 Math All students: 20.8% English Learners: N/A SED: 22% SWD: N/A African American: 19% Hispanic/Latinx: 22.2%				ELA All students: 50% English Learners: 38% SED: 50% SWD: 26% African American: 50% Hispanic/Latinx: 50% Math All students: 45% English Learners: 30% SED: 45% SWD: 20% African American: 45% Hispanic/Latinx: 45%

% enrollment in courses required by the state for middle and high school	100%				100%
% of EL Students improving at least on level on ELPAC (Dashboard ELPI)	Initial data not available.				65%
EL Reclassification rate	Initial data not available.				20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Instruction	Select and secure curricular materials, including scope and sequences, daily lesson materials, and assessments aligned to Common Core and NGSS ● Premium licenses for NearPod, Flocabualry, Newsela, Zoom; Chromebooks, Hotspots, etc. ● TCI, FUSE, Reading Reconsidered, OpenUp Resources as core curriculum	$387,924	N
2	Assessments	Develop internal assessments as needed and Principal to provide PD to staff to support implementation	$88,801	N
3	English Language Development	English Language Development* ● Integrated ELD ● Designated ELD: Personalized Learning Time with specific lessons for EL's ; Rosetta support for newcomers	$9,659	Y
4	Special Education	Special Education ● Inclusion Model ● Special Education teachers and aides support in the classroom with individual students or cohorts of students in a class. ● For Counseling, Occupational Therapy and Speech Therapy students are pulled out of class as needed	$161,130	N
5	Professional Development	Teacher and staff professional development ● 2 weeks of summer professional development for teachers regarding instruction, culture, and operations to foster a safe and positive school culture and climate Mental Health First	$112,699	N

		Aid, Trauma Informed Practices, Restorative Circles, and Mandated Reporter. • weekly professional development for teachers regarding school and classroom practices that create a positive and safe school culture. • weekly coaching and coaching meetings to all staff in support of instructional and classroom culture techniques • NWEA data analysis Will include Title II allocation for teacher support.		

6	Intervention/Tutoring	Intervention/Tutoring
		• NWEA MAP Reading and Math
		• RTI
		• Grade Level teams and Special Education Coordinator collects referrals for students who are struggling and structured protocol for reviewing data
		    i. Longer school day, reg curriculum, NWEA MAP data analysis
		    ii. Extended School Day by one hour
			$54,425	Y

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 annual update.

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

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

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 annual update.

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 annual update.

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

Goal 3

Goal #	Description
3	Vox Collegiate will partner with parents to ensure parents are informed about their child's progress and have opportunities to be involved at the school.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: % of believe school is safe and feel well-informed	Initial data not available.				>95% >90%
% of parents responding to trimester family surveys	Initial data not available.				75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement	We will hold regular events to ensure all parents have the opportunity to gain information and/or provide feedback on school programs. ● Culture Coordinator ● Monthly Cafecito with school leadership ● Family Fun night once per trimester	$46,176	N
2	Family Communication	We will provide regular communication with families regarding individual student progress (Budget: Aeries & Class Dojo) ● Weekly communication about student progress ● Conduct parent-Advisor conferences (with students present) once per trimester to inform parents about students' progress.	$46,176	Y

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 annual update.

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

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

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 annual update.

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 annual update.

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
33.15%	$422,314

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.

A- Climate and Culture

Needs, Conditions, Circumstances

In 2018-2019, our Socioeconomically disadvantaged students had a suspension rate of 18.3% and our African American students had a rate of 48.3%. We improved greatly in this area over 2019-20, with our Socioeconomically disadvantaged students seeing a decrease to a 9.8% suspension rate and our African American students 25%.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include regular events reinforcing school culture and celebrating successes. We have added extensive training in Positive Behavior Intervention Supports (PBIS). We also provide social emotional learning lessons and enrichment opportunities which foster belonging, develop the whole child, and promote attendance and investment. Mental Health supports are also provided as a way to support the well-being of our students and remove additional barriers to learning and engagement. We also provide attendance support that is personalized to the needs of the student to promote and maintain regular attendance.

Restorative Practices

Social Emotional Learning and Mental Health

Attendance Initiatives

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described below, and to maintain positive indicators that students feel safe and connected to the Vox Collegiate community. We will also measure progress toward, high attendance, and low chronic absenteeism, and low suspensions. (see above).

B- Academic Growth and Achievement

<u>Needs, Conditions, Circumstances</u>

In reviewing the 2018-2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are struggling with Math and ELA achievement. For Math, 25.9% of our Socioeconomically Disadvantaged students score at or above standard, and English Learners 4.6% For ELA, 37.9% of our Socioeconomically Disadvantaged students score at or above standard, and English Learners 18.2%. Because state testing was canceled due to the pandemic in 2020, we were unable to capture the full scholl year's NWEA MAP data measuring student growth in ELA and Math.

<u>Actions</u>

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. Our intervention and tutoring program allows students to get small group and individualized support based on NWEA MAP data, classroom assessments, and daily exit tickets. We have designed a comprehensive program of Literacy Development to ensure that our students become proficient and are able to close existing gaps towards grade level proficiency.

Schoolwide Literacy Development

Intervention and Tutoring

<u>Expected Outcomes</u>

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 20 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 2), 100+ Lexile growth for each group, and 25 points' growth in the English Learner Progress Indicator and a slight improvement each year (1pt+) in our reclassification rate. We plan to use NWEA MAP assessment data to gauge progress throughout the year.

B- Family Engagement

<u>Needs, Conditions, Circumstances</u>

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

<u>Actions</u>

Family Communication & Events

<u>Expected Outcomes</u>

By implementing a comprehensive Family Engagement program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and below. We will measure progress in our family engagement efforts by specific indicators around parent perceptions of their connectedness to school and the response rate to parent surveys.

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

Based on academic and school discipline progress that could be gathered during the 2020-21 school year, Vox Collegiate increased or improved services for unduplicated pupils. This included more targeted intervention programs, an increase in staffing time allocated to maintaining and improving the quality of school academic instruction. The hiring of a Culture Coordinator and development of s school culture team to work alongside the school's leadership team to conduct regular professional development and create, revise and monitor curriculum and classroom management for teachers.

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:

    o 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.