LCFF Budget Overview for Parents

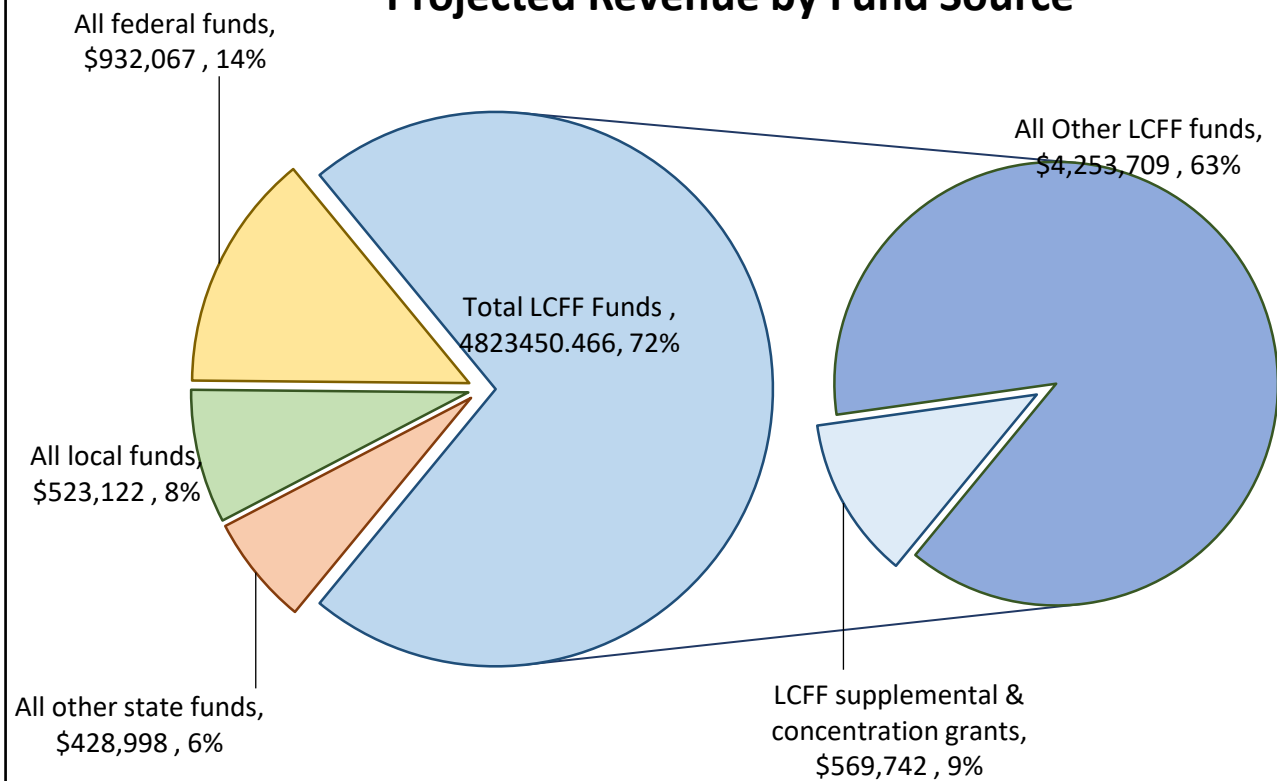Local Educational Agency (LEA) Name: e3 Civic High

CDS Code: 37 68338 0127647

School Year: 2021 – 22

LEA contact information: Dr. Cheryl Ward

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $932,067 , 14%

All Other LCFF funds, $4,253,709 , 63%

Total LCFF Funds , 4823450.466, 72%

All local funds, $523,122 , 8%

All other state funds, $428,998 , 6%

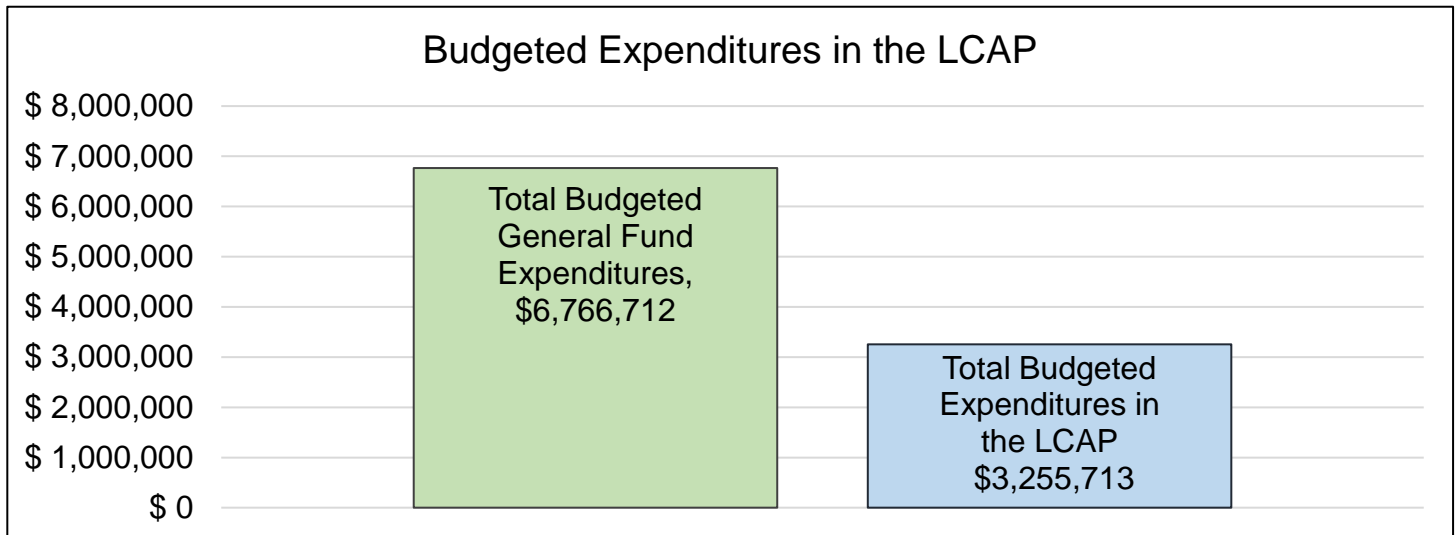LCFF supplemental & concentration grants, $569,742 , 9%

This chart shows the total general purpose revenue e3 Civic High expects to receive in the coming year from all sources.

The total revenue projected for e3 Civic High is $6,707,637.45, of which $4,823,450.47 is Local Control Funding Formula (LCFF), $428,997.71 is other state funds, $523,122.28 is local funds, and $932,067.00 is federal funds. Of the $4,823,450.47 in LCFF Funds, $569,741.75 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,766,712

Total Budgeted Expenditures in the LCAP $3,255,713

This chart provides a quick summary of how much e3 Civic High plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

e3 Civic High plans to spend $6,766,712.20 for the 2021 – 22 school year. Of that amount, $3,255,713.00 is tied to actions/services in the LCAP and $3,510,999.20 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
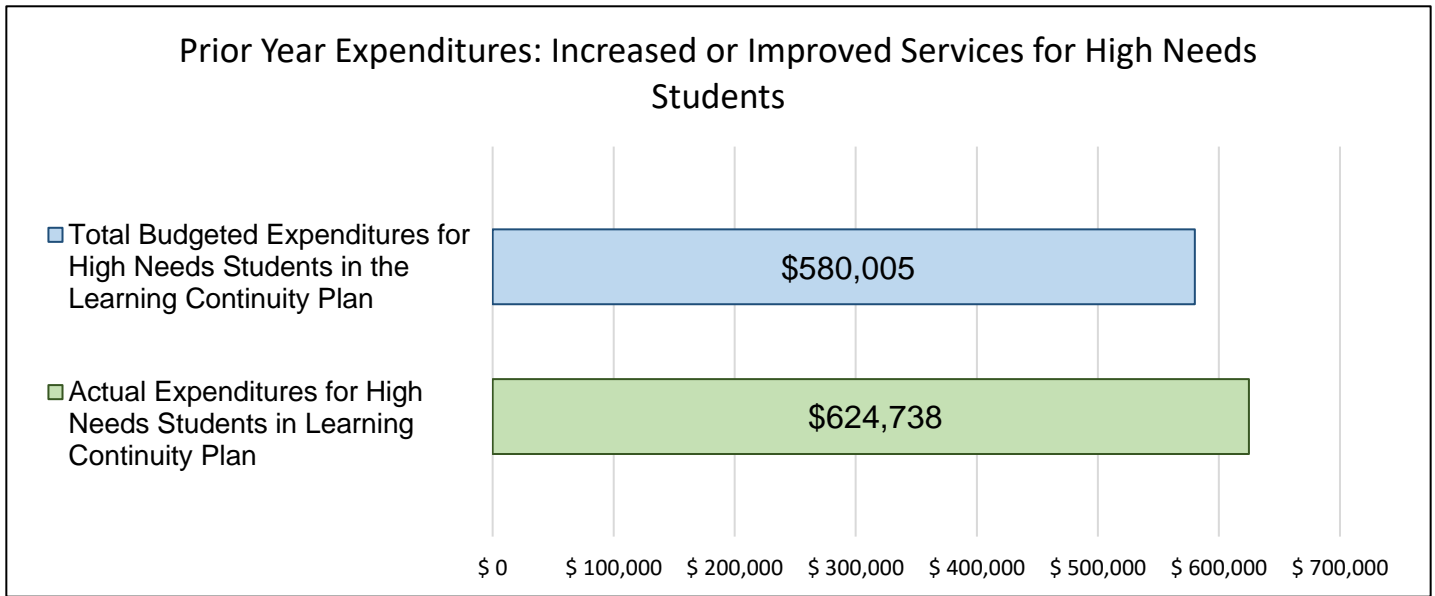
General Fund Budget Expenditures for 2021-22 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members, personnel benefits, operational supplies, general insurance costs, legal/audit fees, various non-instructional consultants, and administration fees.

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

In 2021 – 22, e3 Civic High is projecting it will receive $569,741.75 based on the enrollment of foster youth, English learner, and low-income students. e3 Civic High must describe how it intends to increase or improve services for high needs students in the LCAP. e3 Civic High plans to spend $569,741.75 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $580,005

□ Actual Expenditures for High Needs Students in Learning Continuity Plan $624,738

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

This chart compares what e3 Civic High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what e3 Civic High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, e3 Civic High's Learning Continuity Plan budgeted $580,004.85 for planned actions to increase or improve services for high needs students. e3 Civic High actually spent $624,738.00 for actions to increase or improve services for high needs students in 2020 – 21.

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
e3 Civic High School	Cheryl James-Ward CEO-Chief Engagement and Innovation Officer	cward@e3civichigh.com (619) 546-0000

Plan Summary [2021-22]

General Information

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

INTRODUCTION

Our Mission is the following: "To engage, educate and empower our learning community to be caring, passionate lifelong learners and civic leaders prepared for college, workforce and life." Our vision is the following: "We aspire that every student will be college, workforce and life ready." Our Graduate Profile, also known as our schoolwide learner outcomes, is the following:
- Civically Engaged
- Literacy Communicator
- Creative and Innovative
- Career Competitive

- Globally Engaged

e3 Civic High opened in the fall of 2013 as a high school with grades 9 and 10. We are co-located within the new, nine-story, San Diego Central Public Library. Housed within the urban community known as the East Village in downtown San Diego, the school exists on two floors, 6 and 7, with approximately 77,000 square feet. The site is designed with four learning villages that house five studio classrooms each with 21st century technology and design. Studios have floor to ceiling glass walls and doors, and the site is outfitted with completely mobile furnishings (hard and soft seating), tables on casters, ottoman seating, tech end-tables, cabaret tables, and glass and floor-to-ceiling dry erase walls for charting and problem-solving. Each studio is equipped with smart projectors, document cameras, Apple TV, and ceiling mounted sound systems with cordless microphones.

The two floors incorporate four large common learning spaces that connect the village studio classrooms. Additionally, both floors include several learning niches that are interspersed throughout the campus. A presentation stairway connects the two floors for travel, mini-assemblies, presentations, study, eating, and gathering. Both floors have large meeting venues: the Park on the 6th floor and the Plaza on the 7th floor. A rhythm studio and a nutritional lab are standout spaces within the campus, providing a platform for teaching the property of healing foods, healthy lifestyles, and the importance of fitness and wellness. The site takes full advantage of the partnership with the Central Library with our school issuing cards to all scholars and using the services of the branch to develop competent literacy skills for all scholars and their families. The downtown location of the high school provides access to Centre City and the school integrates authentic problems to teach the standards in a dynamic learning environment.

Through the years, e3 Civic High continues to be a progressive, diverse learning community that re-imagines education into the future, provides top-notch school facilities and resources, and rallies dedicated stakeholders in the service of all students.

DEMOGRAPHICS
e3 Civic high serves grades 9-12 and has a diverse student population with all ethnicities. For the past academic year the high school had the following demographics: Ethnicity- 76% Hispanic, 10% African American, 7% White, 17% Asian and 3% other. Free and Reduced Lunch- 78% of scholars qualify for free or reduced lunch. First Gen College- More than 70% are first generation college students. Special Education services - 18% of the scholars receive Special Education services. English Language Learners - 24% of the scholars are designated as English Learners. We also enjoy a rich diversity within our teaching staff and our ethnic breakdown is as follows: 22% Hispanic, 14% African American, 47% White, 14% Asian and 3% unreported.

OUR APPROACH
We are a Design Thinking school and use this approach as the foundation for the projects at all grade levels in order to ensure rigor, relevance and development of critical thinking, communication, collaboration, creativity, and civic engagement. Furthermore, our curriculum is centered on scholar voice and choice and cultural proficiency to increase relevance and engagement. We integrate learning themes across grade levels that draw from California Content Standards and that connect to (1) Organisation for Economic Co-operation and Development (OECD) 2030 competencies, skills, and outcomes and (2) San Diego Workforce Partnership Essential Skills.

Scholars are required to engage in age-appropriate career preparedness through a variety of authentic learning activities. Scholars engage in career assessments, on site exploration in job shadows, informational interviews, career guest speaker series, and participate in internships

related to their current or future career interest.

It is the expectation that all scholars will become life-long learners and be academically prepared to pursue post secondary training. Therefore, scholars are required to complete an a-g course of study and explore colleges and universities through online exploration, multiple onsite visits, college guest speakers, college fairs, and have extensive access to college tutors and mentors. In addition, e3 Civic High offers free, undergraduate college courses for scholars during their junior and senior year. Through partnerships with UC San Diego, San Diego City College, and Point Loma Nazarene, and San Diego Continuing Education (San Diego Community College District), scholars can begin their college coursework while enrolled in high school thereby increasing the likelihood of the completion of post-secondary study.

Lastly, partnerships with the University of San Diego, SDSU, and UC San Diego will enhance the professional development and training for faculty, provide additional mental health resources (interns) and bridging programs for scholars at the high school level. It is our goal to create scholars who are college competitive, career competitive, and civic leaders upon completion of their studies in the 12th grade year.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

The following is a reflection of successes based on the 2019 Dashboard.

e3 Civic High experienced its greatest performance among all indicators in the specific area of Graduation Rate per the California Dashboard (blue indicator). Furthermore, it attained the highest rating of "Met Standard" in the following five categories: (1) Basics: Teachers, Instructional Materials, Facilities; (2) Implementation of Academic Standards; (3) Parent and Family Engagement; (4) Local Climate Survey; and (5) Access to a Broad Course of Study.

E3 Civic High made progress in English Language Arts and we increased by 5.7 points despite achieving 8.3 points below standards (yellow indicator). Additionally, 77.9% of our English Learners are making progress towards English language proficiency.

According to 2020-21 local data, we made tremendous academic gains in areas corresponding to California Dashboard categories. In ELA, our Fall 2020 to Winter 2021 NWEA Maps data showed great gains in RIT scores. Grade 9 experienced growth at the 99th percentile; grade 10 at the 99th percentile; grade 11 at the 42nd percentile; and grade 12 at the 90th percentile. In Mathematics, our Fall 2020 to Winter 2021 NWEA Maps data showed even greater gains. Grade 9 experienced growth at the 99th percentile; grade 10 at the 99th percentile; grade 11 at the 99th percentile; and grade 12 at the 91st percentile.

In Lexile reading, based on Achieve3000 LevelSet, scholars in grades 9-12, on average, approximately doubled the expected Lexile level growth with 71 points gained by April 2021. Our scholars exceeded the state average Achieve3000 activity score by 5% and exceeded the state average activities per student by 5 activities.

Additionally, our suspension rate dropped to an all time low of .23%, and no scholars were expelled in 2020-21.

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.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

The following is a reflection of identified needs based on the 2019 Dashboard. e3 Civic High recognizes that there are still some areas that require improvement based on a review of Dashboard and local data.

In Mathematics, scholars achieved 91.9 points below standard and also declined 30.3 points (orange indicator). In the category of College/Career, 46.3% of scholars were prepared and declined by 5.1% (orange indicator). In terms of Suspension Rate, 9.2% were suspended at least once and increased by 1.4% (orange indicator).

We were resolute in taking action to address these areas of need in 2020-21 as was indicated on the NWEA MAP assessment results and e3 will continue to do so moving into 2021-22.

LCAP Highlights

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

The following is a brief overview of the LCAP for 2021-22, which align to the state's 8 priorities.

Goal 1
All stakeholders will partner to prepare scholars for success in college and/or career.

Goal 2
Scholars will demonstrate growth and proficiency across all academic areas and competencies.

Goal 3
Our school culture will support the development of scholar and staff social-emotional wellbeing, cultural competence, and agency.

These three major LCAP goals represent the good work that e3 Civic High plans to accomplish as it continues its mission to engage, educate and empower scholars.

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.

We have not been identified as a Comprehensive Support Improvement or CSI school.

Support for Identified Schools

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

We have not been identified as a Comprehensive Support Improvement or CSI school.

Monitoring and Evaluating Effectiveness

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

We have not been identified as a Comprehensive Support Improvement or CSI school.

Stakeholder Engagement

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

e3 Civic High scholars, parents, teachers, school staff and community partners were involved in the development of the LCAP through a series of stakeholder meetings. Each meeting was grounded in a clear agenda and vision, presentation slides, reading materials, research reports for use in whole group and small group discussion via break out sessions. Notes, ideas, and action items were documented using shared files of Google Docs and Sheets. Current strengths and challenges were discussed and analyzed, and solutions in the form of goals, desired outcomes, and strategies were proposed and agreed to, making their way in the LCAP for 2021-22. The following are series of stakeholder meetings and workshops where this stakeholder engagement took place:

"Re-Opening/LCAP Input" meetings/workshops
- January 5, 13, 20
- February 10, 16, 24
- March 11, 22, 25

"Re-Imagining Education/LCAP Input" meetings/workshops
- February 18
- March 3,
- March 17
- March 26
- April 21
- May 13
- May 26
- June 9
- June 16

"Staff Professional Development/LCAP Input"
- May 7
- May 14
- May 21
- June 4
- June 21

In addition, various School Climate Surveys were sent to scholars, parents, and staff, which provided valuable insight and input that was used to inform LCAP goals, outcomes, and support needed.

The three major stakeholder groups of scholars, parents, and staff provided valuable feedback that was used to inform the development of the LCAP.

SCHOLARS
Scholars provided feedback that was used in the development of the LCAP by means of direct participation in our Re-Imagining Education meetings, School Site Council, and via survey responses. In our Re-Imagining Education meetings, we heard clearly from scholar representatives that they desired access to timely, relevant and engaging content and delivery. They mentioned, for example, how TikTok could deliver quite engaging lessons and learning in a way that was efficient and effective. They shared that their learning preferences included increasing choice among topics to be learned and greater flexibility with how to demonstrate learning. Surveys completed during the pandemic by scholars, including during both distance and hybrid learning, demonstrated the need for continual Social-Emotional (SEL) supports and services to help them cope with varied stressors impacting wellness and academic performance.

PARENTS
Parents provided feedback that was used in the development of the LCAP by means of direct participation in our Re-Imagining Education meetings, School Site Council and ELAC meetings and also via survey responses. Parents expressed appreciation with e3 Civic High's comprehensive system of supports and services addressing scholar's academic, social, emotional and health needs. Their feedback mainly centered on appreciation and affirmation and on requesting the continuation of services and programs. Extra time for learning with targeted assistance after school and during school breaks and summers were all perceived as assets of e3 Civic High. We also received positive affirmation about the use of new communication tools such as ParentSquare. Parent University, a new program, was seen as valuable by those who attended and was requested again for the next school year.

STAFF
Staff including Learning Facilitators provided feedback that was used in the development of the LCAP by means of direct participation in our Staff Professional Development, Re-Imagining Education meetings, School Site Council and ELAC meetings, and also via survey responses. Staff expressed an appreciation of training and professional development received relating to topics of cultural proficiency, Re-Imagining Education, equitable grading practices, workforce and career development, and wealth creation/stock market/innovations. Knowledge, skills, and tools gained from these trainings are helping staff to be better prepared to serve scholars and is assisting them to be socially and strategically aware of current trends and workforce conditions that are influencing scholar's future. Furthermore, time spent collaborating and planning in departments provided staff with the ability to implement schoolwide and department initiatives with feedback and support. As e3 Civic High transitions into a re-imagined schedule for the 2021-22 school year, more staff support is requested to help with tutoring scholars in the afternoons as they pursue different learning options and offerings.

All aspects of the LCAP were influenced by specific stakeholder input. Specifically, relating to scholar, parent, and staff feedback, is the following:

Goal 1
- Access to workforce internships (scholars)
- Access to College tours/workshops (scholars)
- Access to job opportunities (scholars and parents)
- Administration of RIASEC to scholars to identify strengths-aligned careers (scholars)
- SD Workforce partnership training/PD (staff)
- Parent University workshop on College Admissions (parents)
- Provision of concurrent enrollment (scholars and parents)
- Student Advisory meetings touching on stock market, innovation and wealth trends and issues (scholars and staff)

Goal 2
- Re-imagined schedule providing flexible afternoon time for choice and varied learning configurations with support (scholars and staff)
- Provision of summer school, Saturday Academy, tutoring after school and during school breaks (scholars and parents)
- Instructional training on competencies, equity based grading, and backwards mapping (staff)
- Additional in-class tutors for SPED, Math, Science, and English courses (scholars and staff)
- Provision of cultural relevant and responsive texts (scholars and staff)
- Provision of varied online and technology-assisted learning platforms (scholars)
- Black Student Union (BSU) to support with academic coaching/advising (scholars)
- Latinx Student Union (LSU) to support with advising/mentoring (scholars)
- Asian Pacific Islanders Student Union (APIU) to support with advising/mentoring (scholars)

Goal 3
- Advisory expanded to include wellness checks, team building activities with peers, and continuation of EDUguide (scholars)
- Provision of Wellness team including counseling interns (scholars, staff, and parents)
- Ongoing summer and Monday cultural proficiency trainings (staff)
- Student Advisory meetings touching on current social trends and issues (scholars and staff)
- Black Student Union (BSU) to support with advising/mentoring (scholars)
- Latinx Student Union (LSU) to support with advising/mentoring (scholars)
- Asian Pacific Islanders Student Union (APIU) to support with advising/mentoring (scholars)

Goals and Actions

Goal

Goal #	Description
1	All stakeholders will partner to prepare scholars for success in college and/or career.

An explanation of why the LEA has developed this goal.

e3 Civic High has developed this goal because we believe that each scholar deserves a viable path forward in life that provides them with wealth, security, and capabilities for civic engagement. It is important for scholars to be aware of multiple pathways to success: strategically joining the workforce; military service; entrepreneurship; college and/or career. We believe that by partnering with parents, organizations, businesses and community members, we will provide scholars with maximum exposure to varied post-secondary opportunities that best match their interests, talents, and desires.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	99% of seniors graduated				100% of seniors will meet graduation requirements (either e3 or CA state requirements)
Internship Participation Rate	100% of eligible scholars				100% of eligible scholars will participate in a work internship program
RIASEC Completion Rate	new action				100% of eligible scholars will complete the RIASEC
AP Exam Participation and Pass Rates	Less than 25% Pass Rate				70% of Juniors & Seniors Participation Rate & 70% Minimum Pass Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DT Competition Participation Rate	100% of 5 Teams Participating (pre-pandemic)				100% of 5 DT Teams Participating in Local/Regional Competitions
Lift Platform Usage Rate	new action				100% of DT Learning Facilitators to use Lift Platform for Project Management and Rubric Grading
Pre-AP and AP Training Rate	100% Pre-AP and AP LF Participation Rate				100% of Pre-AP and AP LFs will complete College Board Audit and online module training
SD Workforce Training Rate	100% of LF Participation Rate				100% of LFs participate in the SD Workforce Professional Development
100% Hiring Rate of Additional Next-Gen Staff	new action				100% of additional staff needed to implement the Next-Gen afternoon model are hired and maintained.
Favorable Ratings on Re-Imagining ED Satisfaction Surveys	new action				80% or greater of scholars, staff, and parents will report, on average, at the midpoint to upper end range on satisfaction surveys, based on responses relating to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					the Next-Gen afternoon model.

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Readiness	Provision of Pre-AP English and World History Courses, and Multiple AP Courses; Access to AP Exams for scholars; AP Training; Two full-time College and Career Advisors; UCSD Python, Sociology, Psychology Courses, Point Loma National University, City College Dual Enrollment courses; textbooks, and other concurrent enrollment options; Naviance; College Tours; SAT administration site.	$208,500.00	No
2	Workforce and Life Readiness	Provision of Workforce Sectors training for staff and parents; Workforce Development Coordinator; Intern; Job Shadow Tours; Curious Cardinals; Design Thinking Competitions, Exhibitions; Zero to Necessary; Lift DT/Project-based Platform; Project Invent; DT Materials, Resources, Consumables.	$176,700.00	No
3	Re-Imagining Education/Next Gen. Innovation	Provision of a Re-Imagined Education with revamped instructional model and schedule including expanded afternoon advisory and on-campus/off-campus offerings; flexible learning environment with extra support tutors for unduplicated pupils; Access to self-directed online courses, platforms; Next-Gen stipends for staff implementing re-imagined programs and services.	$190,000.00	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
2	Scholars will demonstrate proficiency and growth across all academic areas and competencies.

An explanation of why the LEA has developed this goal.
e3 Civic High has developed this goal because we believe that success in academics and competencies are still the core outcomes of education. The development and acquisition of these sets of knowledge, skills, capabilities, attitudes, and qualities will prepare our scholars for success in life, including but not limited to personal development, interpersonal relationships, productivity, wellness and civic engagement. In addition, e3 Civic High is accountable to our internal and external stakeholders to demonstrate that our scholars are progressing and learning at high levels based on various state and local measures. We are also accountable to demonstrate equitable conditions for learning for our diverse community of scholars.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Course Grades	Varied by courses and grade levels				100% of scholars will pass each academic course with a C or higher
Academic Course Grades - Retake	Varied by scholar				100% of scholars re-taking a course will pass with a C or higher
NWEA Maps RIT Score Growth	Varied by grade and subject area				100% of scholars grades 9-12 will demonstrate RIT growth from Fall to Winter and from Winter to Spring in Reading, Math, and Science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Maps RIT Score Percentile Level	Varied by grade and subject area				70% of scholars grades 9-12 will score at or above the 50th Percentile each testing session in Reading, Math, and Science
CAASPP/CAST Score Growth	Varied by grade and subject area				e3 CAASPP scores will demonstrate growth from one cohort to the next (different cohort, same grade approach)
CAASPP/CAST Proficiency Targets	2018-2019: ELA, 45.74% Met or Exceeded MATH, 21.50% Met or Exceeded CAST, 29.93% Met or Exceeded				80% of scholars will meet or exceed on CAASPP ELA; 65% of scholars will meet or exceed on CAASPP Math; 70% of scholars will meet or exceed on Science CAST
Achieve3000 Lexile Growth	Varied by grade and subject area				100% of scholars grades 9-12 will demonstrate Lexile Level growth from Pre-LevelSet to Mid-LevelSet and from Mid-LevelSet to Post-LevelSet
Achieve3000 Lexile Target	Less than 20%				100% of scholars will reach or exceed a reading Lexile score of 1395 by end of Senior year, indicating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					College & Career Readiness in Literacy
English Language Reclassification Rate	Less than 20%				100% of English Learners will reclassify as Fluent English Proficient using a combination of ELPAC scores and local measures by end of senior year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Teaching Staff	e3 will hire and retain a highly-qualified teaching staff to facilitate learning who have and maintain the appropriate credentials, certifications and authorizations for their given assignments as teachers of record (88.5% of total salaries). Teaching staff will align curriculum, instruction, and assessments to fulfill our mission, vision, and values as we address the learning and wellbeing needs and strengths of all scholars.	$1,416,000.00	No
2	Additional Instructional/Advising Staff & Services	e3 will hire and retain a highly-qualified supplemental instructional and advising staff (e.g. tutors, paraprofessionals, advisors, interns, support LFs, data metrics) to support learning who have and maintain the appropriate credentials, certifications and authorizations for their given assignments and who are prepared to provide additional services and supports to scholars with unique needs, including English Learners, Foster Youth, Low-Income, Homeless, SPED, Hispanic, African-American, and others presenting challenges and needs. After-school tutoring; Summer school, including additional and differentiated academic services and supports; enrichment activities and opportunities. Black Student Union (BSU) Registar/Advisor; Math Support/Latinx Advisor.	$410,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Three (3) Additional Instructional Days	e3 Teaching Staff will work an additional 3 days above and beyond 177 instructional days to best meet the needs of scholars (1.5% of total salaries).	$24,000.00	No
4	Twenty (20) Professional Development/Training Days	e3 Teaching Staff will engage in an additional 20 days above and beyond 180 work calendar days to engage in professional development, training, and preparation of lessons and materials for diverse scholars (10% of total salaries); Summer Bridge. Topics include how to best serve English Learners, Foster Youth, Homeless Youth, Low-Income Youth, SPED scholars. Training also cover topics relating to differentiation of teaching, facilitation, Design Thinking, grading for equity, 2030 OECD skills, college and career readiness, the workforce, Innovation and the global financial marketplace, and culturally responsive and relevant education.	$160,000.00	Yes
5	Teaching Resources, Materials, Technology	Provision of high-quality teaching materials, resources, tools, laptops, and technology platforms, both physical and digital/online, to support scholar learning across academic areas and competencies. Materials are tailored to meet the unique learning needs of English Learners and provide academic scaffolds for struggling scholars including those from traditionally underserved backgrounds. Textbooks, novels, and curriculum represent diverse cultural backgrounds and draw from Asian, LatinX and Black authors and present multiple perspectives on history, social issues, and ways to address global and technical problems in a novel way. Lab equipment and materials for science experiments and exploration and hands-on Math resources for the development of conceptual understanding and problem solving skills. AI-assisted technology learning platforms (e.g. IXL, Edgenuity) for the development of knowledge, skills, concepts and competencies. Technologies for information video streaming (Zoom), digital work and information processing (Google Suite), System Information System (Powerschool), etc.	$240,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Fundraising to Support Academic Achievement	Hire a Director of Development to raise funds that will support staffing, programs and services directed at improving academic achievement and scholar learning outcomes.	$100,000.00	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.

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Our school culture will support the development of scholar and staff social-emotional wellbeing, cultural competence, and agency.

An explanation of why the LEA has developed this goal.

e3 Civic High has developed this goal because we believe that a safe, positive, supportive, engaging and united school culture best fosters the holistic wellbeing of scholars and staff. Scholars do best when they attend school regularly and actively engage with peers, staff, and content using a growth mindset. Staff members do best when they feel efficacious because they have the content, pedagogical and cultural knowledge, tools, and skills to effectively engage with their diverse scholars and peers. To best support the development of scholar and staff social-emotional wellbeing, cultural competency and agency, we will draw upon our shared mission, vision, and values. Additionally, we will utilize a combination of stakeholder engagement structures, processes, and strategies to gather input, analyze current performance levels against desired goals and outcomes, and propose solutions. This unity of purpose will serve to promote scholar and staff agency in service of our mission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EDUGuide Participation Rate	Average of 15 Minutes or Less per Scholar per Week				Average of 30 Minutes per Scholar per Week of Engagement
Staff, Parent, and Scholar Satisfaction Survey Response Rate	Response Rate in Spring 2021: • Scholars: 87% • Parents: 12% • Staff: 71%				100% Response Rate from Staff, Parents, and Scholars
Panorama SEL Surveys for Scholars Response Rate	new action				100% Response Rate from Scholars each administration

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama SEL Surveys for Scholars - Qualitative Factors	new action				100% of scholars will show an average positive score of 3 or higher on a scale of 1-4 across different SEL Factors
Attendance Rates	2020-2021: 94.5% Attendance Rate				96% Average Attendance Rate for Scholars
Suspension & Expulsion Rates	2020-21: • Less than 1% suspension rate • No expulsions				Less than 5% suspension rate for scholars grades 9-12 and no expulsions in the school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	EDUGUIDE	Scholars and staff will participate in weekly EDUGuide program engagement, providing a mutually supportive and encouraging dialogue focused on wellness, soft skills, and growth mindset. Time will be given during Advisory for engagement and program can also be accessed 24/7 via online connection.	$4,000.00	No
2	Wellness Team & Mental Health	Dean of Scholar Support and Attendance, Director of Wellness and a Counseling and Mental Health Intern Team will provide continuous support, counseling, and mental health assistance to scholars relating to various stressors and challenges in order to build up scholars' agency, wellness, health, academics, life skills, and positive outcomes. Students can self refer or be referred by any member of the e3 Community. Support provided to staff and parents as well, as	$203,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		applicable and when needed. Restorative justice practices are implemented schoolwide; Dean of Scholar Support modeling and leading trainings and initiatives focused on Restorative Justice practices, Multi-Tiered System of Support (MTSS), and Positive Behavior Intervention and Support (PBIS) strategies.		
3	Climate & SEL Surveys	e3 will administer a variety of Climate and SEL Surveys to scholars, parents, and staff to determine wellness and school climate and to assess SEL needs that can be address through concerted and specialized actions and supports. Panorama's Harvard-developed, researched and validated survey instruments will be administered three times a year: start, mid, and end of year. Data will be analyzed for trends and compared to and triangulated against scholar academics (course grades, formative and summative assessment data) and behavioral outcomes (attendance, suspensions, expulsion data).	$5,000.00	No
4	School Clubs, ASB, Spirit Events, and Campus Life	e3 will provide multiple opportunities for scholars and staff to engage in Clubs, ASB, Spirit Events, and other Campus Life activities that will continue to foster a positive climate on campus. Student leadership, collaboration, critical thinking, creativity, agency and other soft skills will be developed in a positive and rewarding social climate. Prom, Graduation Night, Senior Groups, and advisory, other campus life events will be co-lead and organized by scholars. Stipends for Staff. Campus facility and furniture will support collaboration and wellness, including new gym equipment for scholars and staff; e-Space for mental health support and snack/refreshments for staff.	$38,000.00	No
5	Outdoor Outreach Program	e3 will provide scholars with access to the Outdoor Outreach program, a San Diego based nonprofit that utilizes the outdoors to inspire youth to see possibility and opportunity in their lives. Referred scholars are provided with the opportunity to hike, bike, kayak, climb, and learn in outdoor spaces while developing technical skills sharing new experiences, building confidence, and discovering their strengths.	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Scholars are connected with a support system of peers and mentors who believe in them and foster their growth and development.		

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
13.39%	$569,742

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.

Each of the goals, and actions were specifically targeted to increase and improve services for foster youth, English learners, and low income students. e3 Civic High has identified $569,742 specifically from our general budget that is allocated specifically to help support unduplicated students and achieve goals and success indicators identified in our local plan. e3 Civic High has also allocated approximately $160,000 of one time Expanded Learning Grant funds specifically to address learning loss and mental health supports for unduplicated students.

Some of the actions/services that have been effective from previous years that have carried over to the 2021-22 LCAP include: additional SEI/ELD support, additional classified and certificated academic tutoring and interventions (IXL, Achieve3000, APEX, Rhymes with Reason, NoRedInk), expanded summer school opportunities, additional credit recovery sections, and continued additional mental health support. Some of the success indicators and data that support these actions are as follows:
1) Improved Attendance Rate of 94.5% in 2020-21
2) Less than 1% suspension rate in 2020-21
3) Increases for both English Learner and Socioeconomically disadvantaged scholars' reading Lexile Levels as measured by Achieve3000 from September 2020 to May 2021
4) Increases in NWEA Math and Reading RIT scores for EL students and Low-SES students from Fall to Winter 2020

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

Additional instructional staffing, programs, supports and services are being provided for foster youth, English learners and low-income students during the school day (Goal 1 Action 3), after school (Goal 2 Action 2), during school breaks (Goal 2 Action 2), and over the summer (Goal 2 Action 2). A team of Learning Facilitators, support staff, tutors, interns, and coaches (Goal 2 Action 2) work with small groups and individual scholars every day, providing targeted academic support, tutoring, and mentoring (Goal 1 Action 3). They utilize specialized learning technology programs that have been purchased especially for them (Goal 2 Action 5), such as NoRedInk or Rhymes with Reasons, and also apply strategies from specialized trainings such as GLAD (Goal 2 Action 4) to support active learning and critical thinking. Wraparound services are provided that include additional counseling (Goal 3 Action 2), mental health support (Goal 3 Action 2), assistance with access to school materials, nutritional lunches, transportation, wireless-enabled technology and Wifi hotspots (Goal 2 Action 5). Dedicated Advisors (Goal 2 Action 2) support our Black and Latinx scholars, many of whom are low-income scholars.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$2,226,200.00	$318,400.00		$639,600.00	$3,184,200.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,744,200.00	$440,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	College Readiness	$169,500.00			$39,000.00	$208,500.00
1	2	All	Workforce and Life Readiness	$104,700.00	$30,000.00		$42,000.00	$176,700.00
1	3	English Learners Foster Youth Low Income	Re-Imagining Education/Next Gen. Innovation		$85,000.00		$105,000.00	$190,000.00
2	1	All	Core Teaching Staff	$1,416,000.00				$1,416,000.00
2	2	English Learners Foster Youth Low Income	Additional Instructional/Advising Staff & Services	$78,000.00	$119,400.00		$213,000.00	$410,400.00
2	3	All	Three (3) Additional Instructional Days	$24,000.00				$24,000.00
2	4	English Learners Foster Youth Low Income	Twenty (20) Professional Development/Training Days	$160,000.00				$160,000.00
2	5	English Learners Foster Youth Low Income	Teaching Resources, Materials, Technology	$41,000.00	$20,000.00		$179,000.00	$240,000.00
2	6	All	Fundraising to Support Academic Achievement	$100,000.00				$100,000.00
3	1	All	EDUGUIDE		$4,000.00			$4,000.00
3	2	English Learners Foster Youth Low Income	Wellness Team & Mental Health	$100,000.00	$60,000.00		$43,600.00	$203,600.00
3	3	All	Climate & SEL Surveys	$5,000.00				$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	School Clubs, ASB, Spirit Events, and Campus Life	$28,000.00			$10,000.00	$38,000.00
3	5	All	Outdoor Outreach Program				$8,000.00	$8,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$379,000.00	$1,204,000.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$379,000.00	$1,204,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	Re-Imagining Education/Next Gen. Innovation	Schoolwide	English Learners Foster Youth Low Income	All Schools		$190,000.00
2	**2**	Additional Instructional/Advising Staff & Services	Schoolwide	English Learners Foster Youth Low Income	All Schools	$78,000.00	$410,400.00
2	**3**	Three (3) Additional Instructional Days			All Schools	$24,000.00	$24,000.00
2	**4**	Twenty (20) Professional Development/Training Days	Schoolwide	English Learners Foster Youth Low Income	All Schools	$160,000.00	$160,000.00
2	**5**	Teaching Resources, Materials, Technology	Schoolwide	English Learners Foster Youth Low Income	All Schools	$41,000.00	$240,000.00
3	**2**	Wellness Team & Mental Health	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$203,600.00

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:

  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)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **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.

- o **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.

- o **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:

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

  - o **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.