



Local Control Accountability Plan

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

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

General Information

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

Clovis Online Charter has been in operation since the start of the 2009-2010 school year and served a small handful of students. Today Clovis Online Charter school serves close to 550 students from 9 different counties. A large portion of our student body (48%) is comprised of students from within the Clovis Unified School District boundaries, while the remaining students come from outside of those district boundaries (55%) . Almost 83% of our students are from within Fresno County while the remaining student population hails from the surrounding 8 counties. Clovis Online Charter (COS) students are made up of 46.3% White, 42.5% Hispanic, 5.5% Asian, 2.2% African American, and 3.5% other. 38% of the students are Socioeconomically Disadvantaged, 3.0% are Special Needs, English Learners, and/or Foster Youth. Clovis Online Charter strives to be the benchmark for excellence in online education. Our mission puts action to this vision. 72% of our students qualify to be counted alternative education students on the states alternative dashboard (DASS). Our efforts should be focused on the creation of a quality educational system that meets the academic, physical and social needs of our students and inspires them on to greater success. Our mission is that, “Clovis Online is committed to providing students a nontraditional, distance learning program that is designed to meet the individual needs and learning abilities of students who may not have been successful at traditional comprehensive schools or have been successful, but at this time, need an alternative approach to learning. All students can learn, and we must explore different approaches to learning so that all students can graduate and have the opportunity to be the best in mind, body, and spirit.” In Clovis Unified and at Clovis Online Charter, we know that every child can learn and that we can teach and meet the educational needs of ALL children.

Reflections: Successes

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

Clovis Online Charter School is on the DASS and a little over 72% of our students met a criteria that falls under the DASS such as habitually truant, high transiency, retained, or credit deficient (there are many more categories that qualify). In spite of this challenge our focused program that contains rigorous standards based courses has helped our school achieve a 94.7% graduation rate. Our school has a focus on building a plan for each and every student, making daily contact with student, providing quality teachers that care and go above and beyond, a high quality curriculum, a myriad of academic interventions and supports and lots of social, emotional and mental health supports. Our data when compared to other DASS schools that we are leaps and bounds ahead in terms of ELA and math scores (based on state testing from 2019). While still not reaching the levels of our fellow CUSD comprehensive sites in terms of scores (though we are gaining ground) we are on average 10-20% higher than comparable alternative education schools. Our Advanced Placement program has shown fantastic results and two years ago we had a 81% pass rate, and last year is just slightly lower (though testing was done at home and was widely considered to not be as accurate).

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.

Clovis Online has identified two areas that need improvement. The first is the College and Career indicator (CCI). This indicator has always been tough for schools on the DASS as their focus is often to get kids to graduate that often arrive very deficient. Clovis Online averages around 16-20% of our students that are A-G qualified and that a major part of meeting the standard on the CCI. Another major factor is the availability of CTE pathways. The state has made building CTE pathways at non-classroom based school extremely difficult and though we have tried many times we have been unsuccessful in creating a CTE program. We are partnering with other CUSD school alternative education programs in hopes of developing a strong CTE pathway that our students can participate and succeed in.

LCAP Highlights

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

This LCAP plan represents Clovis Online Charter School (COS), a dependent charter school of the Clovis Unified School District (CUSD). Clovis Online Charter School is an independent study online school that has a physical campus where staff works. While instruction and learning take place online, the physical campus has served as a place for students to come for intakes into the school, meet their teacher, participate in co-curriculars, and participate in voluntary interventions. In addition to workspaces for teachers and staff, this campus also contains meeting rooms, and an intervention lab. While our campus does have an intervention lab, and will often hold in person science labs or co-curricular activities these are not required of students.

This plan is designed to address the needs of Clovis Online School especially with new factors from the COVID19 pandemic and the unique needs that have risen since its start. This plan is also designed to help with learning loss that has resulted due to the closure of many schools as a result of this pandemic. This plan also has a primary focus of helping unduplicated students (such as EL, SED, SPED, foster youth and/or homeless students) who are most at risk of experiencing significant disruptions to their learning even prior to COVID but the learning losses due to COVID school closures have been especially tough on these students.

In March 2020 at the start of COVID, the school board of CUSD stopped all on campus activities. Labs, co-curriculars and other activities stopped being offered on campus and were moved to solely virtual formats over the course of one weekend. Since almost everything that we did already took place virtually on a regular basis, COS was prepared for the switch. However, because student intervention labs, science labs, student groups (such as leadership), and student appointments were also offered on site (as well as virtually) we had to migrate all students to a distance platform such as Zoom or Google Meet. Teachers used Zoom and Google Meet to meet with students one on one, in small groups. Teachers continued to hold digital office hours (and increased those digital hours) so that they could meet with any students that were struggling. They continued creating effective distance learning classrooms, and never missed a beat which reduced any possible learning loss as COS students never missed a day of instruction throughout the entire spring.

COVID-19 has had an impact on our locality, due to closures of businesses, loss of jobs, and loss of familiarity. Along with those losses came a lot of stress on the family and on the students. Being mindful of issues, COS worked closely with CUSD district personnel to provide therapeutic support to our students. Our school counselors, transition team members, administrators, and teachers have received training in supporting the social emotional learning of the students and dealing with trauma in young lives. COS (and CUSD) staff reached out to

families during the crisis to ensure that students had the things they needed to succeed in schooling and supported them where possible with consideration for needs that extended beyond the classroom and school. COS used forms of communication, including text blasts, phone calls, emails, our website, and phone apps to keep parents and students connected during these unprecedented times. COS students could also participate in the CUSD meals program which were provided to students at select locations throughout the district. Although we've had to start the new year using distance methods, it is our hope that we can return to traditional methods of instruction for the students who want to return. To prepare for the return this fall, COS had to adopted many of the same practices from the Spring semester. We have stopped all in-person activities and continue to hold everything virtually. We have structured our school practices to support social distancing. Personal Protective Equipment (PPE) has been purchased for all the staff and campus visitors to ensure the protection of staff and students when on campus.

When schools are allowed to reopen campuses, COS will reopen on campus appointments, labs, and student groups as well but will continue to require PPE and social distancing. However, just as before COVID-19, students will not be required to be on campus and may continue to participate 100% virtually.

These LCAP funds will be used to address learning loss or accelerating progress to close learning gaps, extending the instructional school year or adding instructional minutes, providing additional academic services for pupils, or providing integrated pupil supports to address other barriers to learning such as counseling, and social and emotional supports. The bulk of the expenditures at Clovis Online School was providing additional academic services to pupils such as increasing the time the COS intervention teacher is available each week as well as providing live tutoring services 7 days per week.

COS is also committed to supporting the social and emotional well-being of all our students. To support this aim, faculty and staff participated in Character Strong training during the week prior to the opening of school. This program supports students with increased services in social emotional supports, connectivity, mentoring, and ongoing monitoring of success through a multi-tiered system of support. This is in addition to our strong transition team support as well as our school counselor and school psychologist support services already available to any student in need.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Clovis Online Charter School has built this plan in conjunction with our charter authorizer, the Clovis Unified School District. As such this LCAP is a living document that will expand and be modified as we learn more about best practices, gather feedback from stakeholders, and as we build systems to support the accelerated growth opportunities for our students. As we are a non-classroom based charter school we are able to offer virtual instruction but we often invite students onto our campus for more traditional services such as science labs, leadership groups, social activities, support groups etc., we will seek out the input of a variety of internal and external groups to support our goal of doing what's right for students and maximizing achievement for ALL students.

COS partnered with CUSD and together garnered feedback from our community in the form of two LCAP parent nights. The current LCP and LCAP plans were presented to parents and was available to parents in English, Hmong, Spanish. These plans are available online or parents can request paper versions of the plan via direct access to the district office or individual school sites. Input on the plan was available to all parents in their preferred language through phone calls or via appointment.

In addition to the CUSD outreach, COS teachers have reached out through phone calls to every individual student or parent to communicate the current plans for the school year to each and every family. Clovis Online administration also reached out to the all volunteer parent SART team (School Assessment and Review Team) to have them read and review drafts of this plan. While the school year plans remain largely unchanged families appreciated the personal contact.

When we opened the current school year in a closed campus setting in August of 2020, we began to collect feedback from all parties. We did this by partnering with our charter authorizer, Clovis Unified. Traditional meetings (which had already transitioned to online formats) were continued to maintain continuity of sharing information to stakeholders and to gather feedback from them. Teachers and students were at the forefront of this process. The teachers had regular daily contact with their students and gathered feedback from them on what was working and what needed to be improved in distance learning. The student feedback was taken by the teacher to staff meeting with the principals and counselors. This information was relayed to district administrators in weekly (or often more frequent) scheduled meetings. The feedback from students and teachers has been our most useful feedback and has provided a wealth of information for COS and CUSD to develop the most equitable and quality programs for our students. COS Teachers have also had a minimum of daily contact with students and monthly contact with their parents/guardians during school sessions since August. These contacts also provided the COS team with feedback as we ended one school year and prepared for the next.

Teachers and staff at COS participated in weekly staff meetings at their sites. Staff shared best practices and techniques for handling off campus meetings, student activities, and interventions, but also shared feedback on the benefits of these practices on student learning. Because CUSD values site-based autonomy, the feedback gathered at our COS meetings was used to structure our school system that is optimal for their specific learning for our specific community.

COS participated in many of the meetings offered by the district. CUSD has maintained the normal meeting schedule for different events that allowed for gathering feedback, although in an online environment. The district held District English Learner Advisory Committee (DELAC), District Advisory Council (DAC) and district migrant meetings. Translation services were offered to parents so that they could be actively involved and available to share their feedback. The LCP and LCAP was shared to the DELAC and DAC committees in the first week of September 2020. Feedback was gathered from these meetings and a response to questions/comments was provided by the Superintendent. Regularly scheduled board meetings were held by the CUSD Governing Board. These meetings are made available to parents in person with social-distanced guidelines or via an online presentation. Parents are encouraged to participate in the discussions dealing with learning continuity or can make general statements to the Governing Board. Using technology is not required as parents can attend the Governing Board meetings in person or may telephone in their feedback. Parents can provide written comments via email, forms on the district website, or by mailing them or dropping them off at the district office or any school site. There has been a growing interest in Governing Board meetings and more parents have tuned in and participated with feedback than we traditionally see in our meetings. A public hearing was held on September 9th to gather feedback on the Learning Continuity and Attendance Plan.

COS and CUSD meaningfully engaged all stakeholders in offering feedback throughout the Summer and fall of 2020 and into the spring of 2021. Parents participated in two different surveys concerning distance learning formats, the reopening of comprehensive CUSD schools, areas of need, and services provided our students. Parents responded to given questions but were asked to provide insight in the form of comments to inform the district and COS of their views. These surveys were also provided for in Spanish or Hmong. One CUSD survey produced over 700 pages of written comments. The results of the surveys and the comments were reviewed by the CUSD reopening schools committees in the district, and COS had both admin and teacher representation on these committees. Many staff members from across district roles participated in the review of the data and comments. Teachers were also surveyed during the summer and provided knowledge of their expertise into distance learning and reopening of schools. Their feedback was used to develop both the CUSD LCAP and the COS LCAP plans

Students were surveyed in August 2020 and again in January of 2021. They were specifically asked about their experiences with distance learning during the spring and fall of 2020 and how it affected them.. It also asked about their wishes for reopening school in Fall 2020 and spring of 2021. During the Spring of 2021 the students and parents were also surveyed about their desires for the 2021-2022 school year. Their feedback was reviewed by the developers of the plan and consideration was made for their input and thoughts. COS site administrators early spring of 2021 to discuss the plan and begin to formulate its goals using the feedback garnered from parents and students. They provided feedback based on input from their individual stakeholders and assisted in the development of the plan. Many of their comments centered on distance learning modalities, in-person instruction, learning loss associated with distance learning, and educating and supporting our unduplicated student population and students with exceptional needs. While COS did not experience as much change as the comprehensive CUSD schools because of our virtual school model, it was important to be apart of these meetings to understand best practices and challenges as well as develop our own unique plans. In addition, we were able to assist the district in planning for distance learning models since this was the norm for COS.

A summary of the feedback provided by specific stakeholder groups.

COS students reported that 94% felt that distance learning was effective or very effective in the Spring and 93% of the students gave it a positive rating for the fall of 2020. 98% felt that they experienced no more learning loss than they might during any other year, during the spring of 2020 because COS was already a virtual model and did not shut own for even one day. Some of the things that they felt were

effective included the Zoom meetings that the teachers conducted and recorded, the use of Edgenuity for organization and assignment completion, and the high degree of contact the teachers had with the students. Some things they felt needed more work included learning digitally and not being present on campus for interventions or labs or for one-to-one interactions with teachers and peers. They were most hopeful that distance learning in the Fall included more opportunities for interaction with their peers, more opportunities for interventions and supports labs, and the ability have social and emotional supports be through zoom. Initial reactions of students when instruction began this year is that services seemed to be more prepared for 100% distance learning and provide students quality lessons, helping their understanding.

CUOS Teachers surveyed overwhelmingly preferred having the ability to have their students in be able to come to campus for appointments, labs, and interventions. The results were 100% of staff wanting to find ways of bringing students back for certain activities when safe to do so. The comments from teachers in both surveys and meetings, included a concern for safety, PPE, and proper procedures for a return to on campus activities. The numbers of students in labs or appointments was a concern in order to maintain a safe distance. Teachers learned a lot about students' home lives and understand that there needs to be much support for students to be successful in distance learning or hybrid models. Staff members expressed a desire to receive more training and support for distance learning strategies, technology-enhanced instruction, and support for social emotional learning. Technology issues created a barrier for some staff members and having training and specific support for these issues would be beneficial. The support provided by Curriculum & Instruction was timely and relevant for their needs, including unique ways to use new (to us) technology and software in distance formats.

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

With input from all stakeholders COS has made it a priority to return in the fall of 2021 with the same type of offerings and supports to students and families that wish to return as were available in pre-pandemic. The decision to reopen campuses, based on the feedback of relevant stakeholders, was made by the CUSD Governing Board during April of 2021. During April 2021 the CUSD governing board also decided to reopen campuses across the district to a traditional and full school day with all activities and extra curriculums. They also decided to expand the Clovis Online Charter to include grades K-6. This was brought about by the many in the CUSD community wishing to remain in an online format for many varied reasons.

An example already given in a previous area of the LCP highlighted that from our personalized contacts with parents and their feedback on the plan we made adjustments to the way we operated. This feedback showed that a large majority of parents had chosen COS because they did not want their child on a large campus and preferred them at home. One thing that came from this feedback was a new system of collecting the Independent Study Master Agreements in socially distant ways (instead of in person) so as to keep social distancing at a maximum when possible.

Based on feedback about the issues with technology both with regards to student-use and teacher-use, the CUSD Technology Department, in conjunction with the Department of Curriculum & Instruction have provided training, online videos, and handy tip sheets to ameliorate technology issues that stood in the way of teaching and learning. Technology support has been expanded to immediately relieve teachers and students of the burden of technology issues.

Even though Clovis Online has always provided distance learning we have utilized the district for extra professional development. CUSD has provided our staff with professional development opportunities for the teachers during the summer and during the one-week period of in-service before instruction begins. Professional development is being hosted by both the site and through the district. Online classes dealing directly with effective distance learning strategies are being offered. Teachers also receive training in social emotional learning strategies and helping students cope with trauma during a pandemic. The district offered support separately for new teachers to the district, offering them a welcome to the district but also offering them courses to be successful in distance learning modalities. This training was offered the week before regular in-service, so new teachers could participate with their peers upon the return of the regular work schedule.

Even when we are allowed to reopen campus, we recognize that not all students will want to return campus for labs, appointments interventions and other activities. This reduced number of students on campus will allow for more social distancing both in the classrooms and labs as well as the common areas of the campus. Adequate PPE was purchased by the district and will be distributed to staff, classrooms, and any on campus students allowing for safe barriers to be in place to protect teachers and students from COVID-19.

While COS did not miss any instructional days last spring, learning loss is still a concern for incoming students because students across the state experienced a disruption in the spring of 2020. Learning loss will be considered, especially since with our expanded charter we are expected to grow in enrollment and this will include many new students who experienced learning loss. To support learning loss, teachers will use diagnostic assessments, reteaching, and accelerated teaching during the distance learning, support of other personnel, and intervention times scheduled each day. Both quantity of instructional time and the methods used during regular instruction will support learning loss that has happened because of the pandemic.

Because much of our regular social/emotional supports were campus based the continuation of supports for mental health was a concern from many of the involved stakeholders. To respond to this concern, the district and COS have provided additional training for the social emotional well-being of the students. Support for staff will include assistance with student coping strategies, engagement, and student motivation. The comprehensive plan is described in a latter section of the plan. Please refer to that section for more details for how CUSD is supporting the overall well-being of our students.

Goals and Actions

Goal

Goal #	Description
1	Maximize achievement for all students

An explanation of why the LEA has developed this goal.

Clovis Online Charter developed these to mirror Goals and actions of the CUSD LCAP plan and local priorities as determined by student, parent, and staff surveys.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA SBAC Math Graduation Rate A--G Completion Dropout Rate AP Offerings AP Enrollment CTE Pathway Enrollment PFT 7th Grade (Healthy Zone) PFT 9th Grade (Healthy Zone)	ELA - Standard met 51% on State Testing Math - 16% Standard met on state testing Graduation rate 94.7% 16% A-G qualification 6% Dropout rate 11 AP Courses Less than 1% of students are in a CTE Pathway 556 Enrollment PFT - No scores last year				ELA - Standard met goal of 55% on State Testing Math - Standard met goal of 20% on state testing Graduation rate 95% Goal of 20% A-G qualification Goal of 5% Dropout rate Goal of 12 AP Courses Goal of 5% of students are in a CTE Pathway Goal of 650 student Enrollment Goal of 45% in healthy fitness zone for all tested grade levels

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional and Operational Technology	Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.	\$75,194.00	No
2	Provision of services to students with Individual Education Plans (IEPs) or otherwise qualifying for Special Education programs/services.	Provision of services to students with Individual Education Plans (IEPs) or otherwise qualifying for Special Education programs/services.	\$105,000.00	No
3	Distribute funds that are principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership.	Distribute funds that are principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following District established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push--in teachers, Student Relations Liaison's technology, intervention programs, social and emotional support programs, and parent and family engagement literacy programs. Provide administrative support to oversee parent engagement, academic, social & emotional multi--tiered systems of support, student engagement, LCAP plan development and monitoring provided at our K-12 Site. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians.	\$227,909.00	Yes
4	Purchase and provide online programs/curriculum,	Purchase and provide online programs/curriculum, boot camps and intervention programs to increase student achievement. My Path and Edgenuity.	\$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
	boot camps and intervention programs to increase student achievement. My Path and Edgenuity.			
5	Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career.	Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career.	\$170,000.00	Yes
6	Provide intervention summer school for EL, LI, FY and all students at-risk of not progressing toward graduation.	Provide intervention summer school for EL, LI, FY and all students at-risk of not progressing toward graduation.	\$83,000.00	
7	Increase dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation	Increase dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation	\$6,500.00	
8	Purchase and provide online programs/curriculum, boot camps and	Purchase and provide online programs/curriculum, boot camps and intervention programs to increase student achievement. My Path and Edgenuity.	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	intervention programs to increase student achievement. My Path, Edgenuity and other intervention/curriculum for EL, LI, or Foster Youth students..			
9	Provide academic counselors to reduce caseloads and increase the amount of time all students with counselors to prepare for college and career.	Provide academic counselors to reduce caseloads and increase the amount of time all students with counselors to prepare for college and career.	\$241,261.00	No
10	Meet the needs and goals of all students using interventions and support personnel	Effectively meet the goals of all students that need unique interventions and supports as identified by the community and school site leadership, following District established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push-in teachers, Student Relations Liaison's technology, intervention programs, social and emotional support programs, and parent and family engagement literacy programs. Provide administrative support to oversee parent engagement, academic, social & emotional multi-tiered systems of support, student engagement, LCAP plan development and monitoring provided at our K-12 site.	\$5,081.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Operate with Increasing Efficiency and Effectiveness

An explanation of why the LEA has developed this goal.

Clovis Online Charter developed these to mirror Goals and actions of the CUSD LCAP plan and local priorities as determined by student, parent, and staff surveys.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient Materials Facilities Rating Attendance Rates Suspension Rates Expulsion Rates Parent Safety Satisfaction Parent Meeting Participation Rate Parents Who Feel Welcomed at School Staff Safety Rating	Sufficient Materials - Standard Met 0 Complaints Facilities Rating - Met Attendance Rates - 92.5% Suspension Rates - 0% Expulsion Rates - 0% Parent Safety Satisfaction - 96% Parent Meeting Participation Rate - Met Parents Who Feel Welcomed at School - 94% Staff Safety Rating - 100%				Sufficient Materials - Standard Met 0 Complaints Facilities Rating - Met Attendance Rates - 92.5% Suspension Rates - 0% Expulsion Rates - 0% Parent Safety Satisfaction - 96% Parent Meeting Participation Rate - Met Parents Who Feel Welcomed at School - 94% Staff Safety Rating - 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Progress towards maintaining current programs and campus safety	<p>On--going operating costs to maintain existing programs and services to students such as operational expenses; maintenance; instructional supplies; utility costs; transportation services; custodial services; BTSA; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services.</p> <ul style="list-style-type: none"> • Custodial and maintenance services to ensure schools are clean and well--kept environments that maximize student learning. • Maintenance and repair of school facilities to ensure quality learning environments for students. • To successfully implement new State Standards, including Common Core, and offer a rigorous, broad course of study requires aligned instructional materials and supplies. • Participate in the district wide Parent Resource Centers in each the alternative education area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated with the Transition Counselor/Coordinator/Director team. 	\$5,071,640.00	No
2	Provide supplemental instructional materials to ensure targeted students have access to rigorous standards aligned curriculum..	Provide supplemental instructional materials to ensure targeted students have access to rigorous standards aligned curriculum..	\$5,000.00	No
3	Provide additional parent/guardian oral and written translation services to	Provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.	\$2,500.00	

Action #	Title	Description	Total Funds	Contributing
	increase access and involvement of parents or guardians of EL, LI and FY.			

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Clovis Online Charter will provide a collaborative learning and working environment that effectively recruits, trains and retains a highly skilled workforce, reflecting the culture and tradition of Clovis Unified School District.

An explanation of why the LEA has developed this goal.

Clovis Online Charter developed these to mirror Goals and actions of the CUSD LCAP plan and local priorities as determined by student, parent, and staff surveys.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Parent Safety Rating Staff Safety Rating, Percentage of Highly Qualified Teachers Implementation of new courses Staff Recruitment Longevity (5 year)	Professional Development - Met Parent Safety Rating 100% Staff Safety Rating 100% Percentage of Highly Qualified Teachers 100% Implementation of new courses - Met Staff Recruitment - Met Longevity (5 year) Data not available				Professional Development - Met Parent Safety Rating 100% Staff Safety Rating 100% Percentage of Highly Qualified Teachers 100% Implementation of new courses - Met Staff Recruitment - Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase professional development specific to the implementation of California's Common Core State Standards, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, including EL, LI and FY, achieve at a high level.	Increase professional development specific to the implementation of California's Common Core State Standards, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, including EL, LI and FY, achieve at a high level.	\$20,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.13%	\$149,870

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.

Using the calculation tool provided by the state, Clovis Online School has calculated that it will receive \$463,356 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

- 1.2 - Special Education Programs
- 1.3 - Instructional Aides, Student Relations Liaison's, School Psychologists
- 1.5 - Academic Counseling Services
- 1.6 - Summer School Interventions for qualifying students
- 1.7 - English Language Development Resources
- 1.8 - Intervention Programs

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Clovis Online School be effective in meeting the our LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our school. Our intention in doing this is to increase

transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$463,356 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 7.13%. Our LCAP has demonstrated that it has met the 7.13% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,168,085.00				\$6,168,085.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,933,728.00	\$1,234,357.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Instructional and Operational Technology	\$75,194.00				\$75,194.00
1	2	Students with Disabilities	Provision of services to students with Individual Education Plans (IEPs) or otherwise qualifying for Special Education programs/services.	\$105,000.00				\$105,000.00
1	3	English Learners Foster Youth Low Income	Distribute funds that are principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership.	\$227,909.00				\$227,909.00
1	4	All	Purchase and provide online programs/curriculum, boot camps and intervention programs to increase student achievement. My Path and Edgenuity.	\$85,000.00				\$85,000.00
1	5	English Learners Foster Youth Low Income	Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career.	\$170,000.00				\$170,000.00
1	6	English Learners Foster Youth Low Income	Provide intervention summer school for EL, LI, FY and all students at-risk of not progressing toward graduation.	\$83,000.00				\$83,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	7	English Learners	Increase dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation	\$6,500.00				\$6,500.00
1	8	English Learners Foster Youth Low Income	Purchase and provide online programs/curriculum, boot camps and intervention programs to increase student achievement. My Path, Edgenuity and other intervention/curriculum for EL, LI, or Foster Youth students..	\$70,000.00				\$70,000.00
1	9	All	Provide academic counselors to reduce caseloads and increase the amount of time all students with counselors to prepare for college and career.	\$241,261.00				\$241,261.00
1	10	All	Meet the needs and goals of all students using interventions and support personnel	\$5,081.00				\$5,081.00
2	1	All	Progress towards maintaining current programs and campus safety	\$5,071,640.00				\$5,071,640.00
2	2	All	Provide supplemental instructional materials to ensure targeted students have access to rigorous standards aligned curriculum..	\$5,000.00				\$5,000.00
2	3	English Learners Foster Youth Low Income	Provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.	\$2,500.00				\$2,500.00
3	1	All	Increase professional development specific to the implementation of California's Common Core State Standards, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, including EL, LI and FY, achieve at a high level.	\$20,000.00				\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$467,909.00	\$467,909.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$467,909.00	\$467,909.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Distribute funds that are principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Clovis Online Charter School	\$227,909.00	\$227,909.00
1	5	Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Clovis Online Charter School	\$170,000.00	\$170,000.00
1	6	Provide intervention summer school for EL, LI, FY and all students at--risk of not progressing toward graduation.		English Learners Foster Youth Low Income	Specific Schools: Clovis Online Charter School	\$83,000.00	\$83,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Increase dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation		English Learners	Specific Schools: Clovis Online Charter School	\$6,500.00	\$6,500.00
1	8	Purchase and provide online programs/curriculum, boot camps and intervention programs to increase student achievement. My Path, Edgenuity and other intervention/curriculum for EL, LI, or Foster Youth students..	Schoolwide	English Learners Foster Youth Low Income		\$70,000.00	\$70,000.00
2	3	Provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.		English Learners Foster Youth Low Income	Specific Schools: Clovis Online Charter School	\$2,500.00	\$2,500.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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