

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camarillo Academy of Progressive Education (CAPE Charter School)

CDS Code: 56725460115105

School Year: 2021-22

LEA contact information:

Maryellen Lang and Doreen Learned

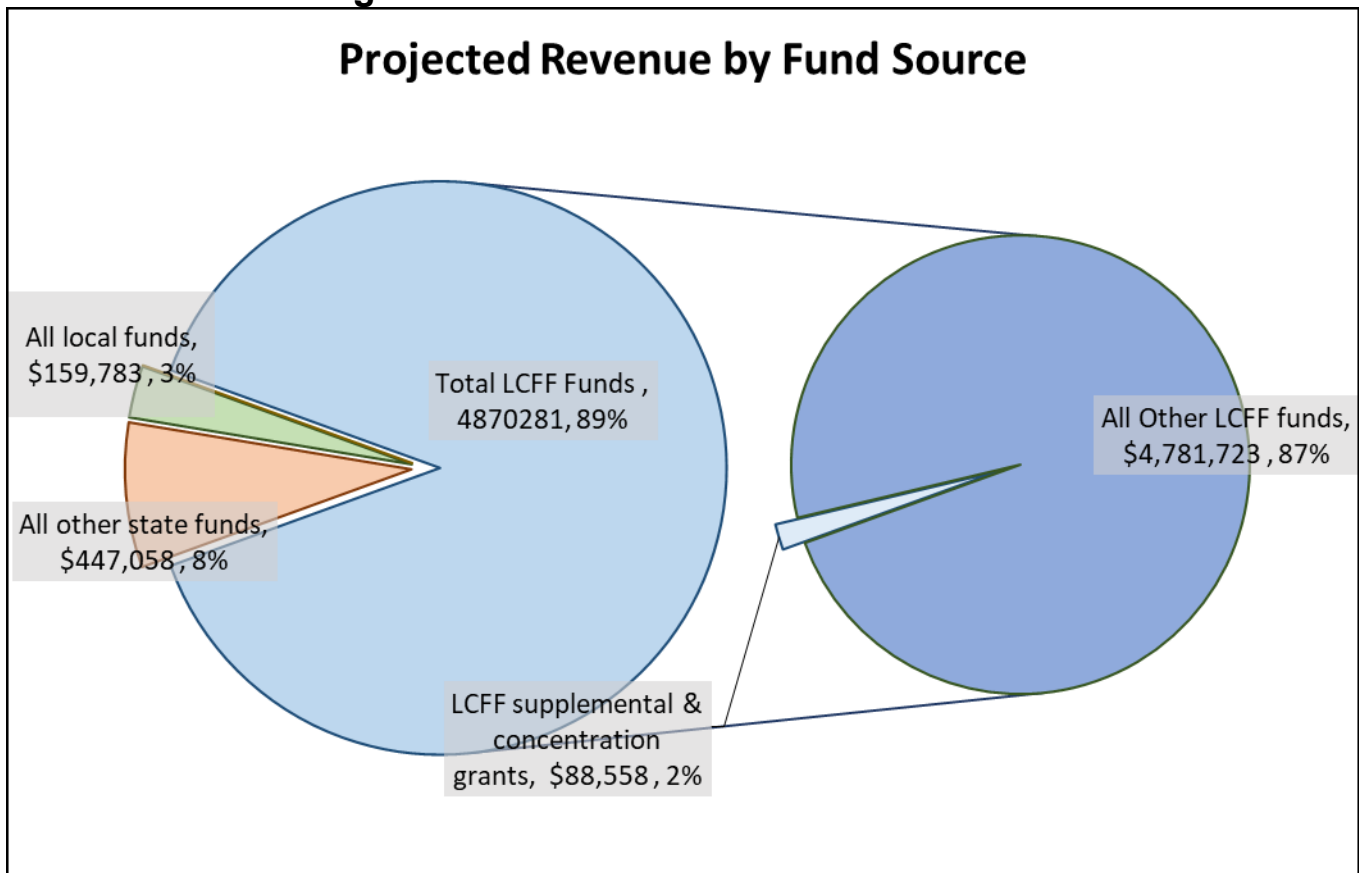
Directors

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805--384--1415

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

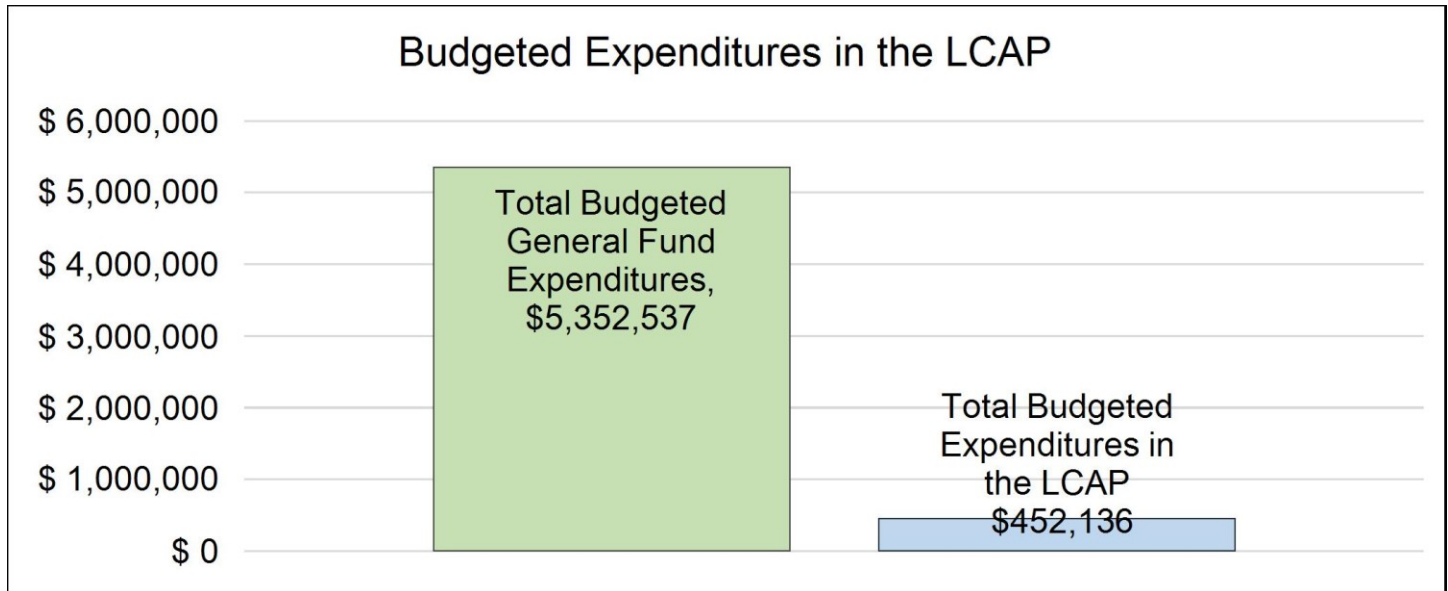


This chart shows the total general purpose revenue Camarillo Academy of Progressive Education (CAPE Charter School) expects to receive in the coming year from all sources.

The total revenue projected for Camarillo Academy of Progressive Education (CAPE Charter School) is \$5,477,122, of which \$4,870,281 is Local Control Funding Formula (LCFF), \$447,058 is other state funds, \$159,783 is local funds, and \$0 is federal funds. Of the \$4,870,281 in LCFF Funds, \$88,558 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Camarillo Academy of Progressive Education (CAPE Charter School) plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Camarillo Academy of Progressive Education (CAPE Charter School) plans to spend \$5,352,537 for the 2021-22 school year. Of that amount, \$452,136 is tied to actions/services in the LCAP and \$4,900,401 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

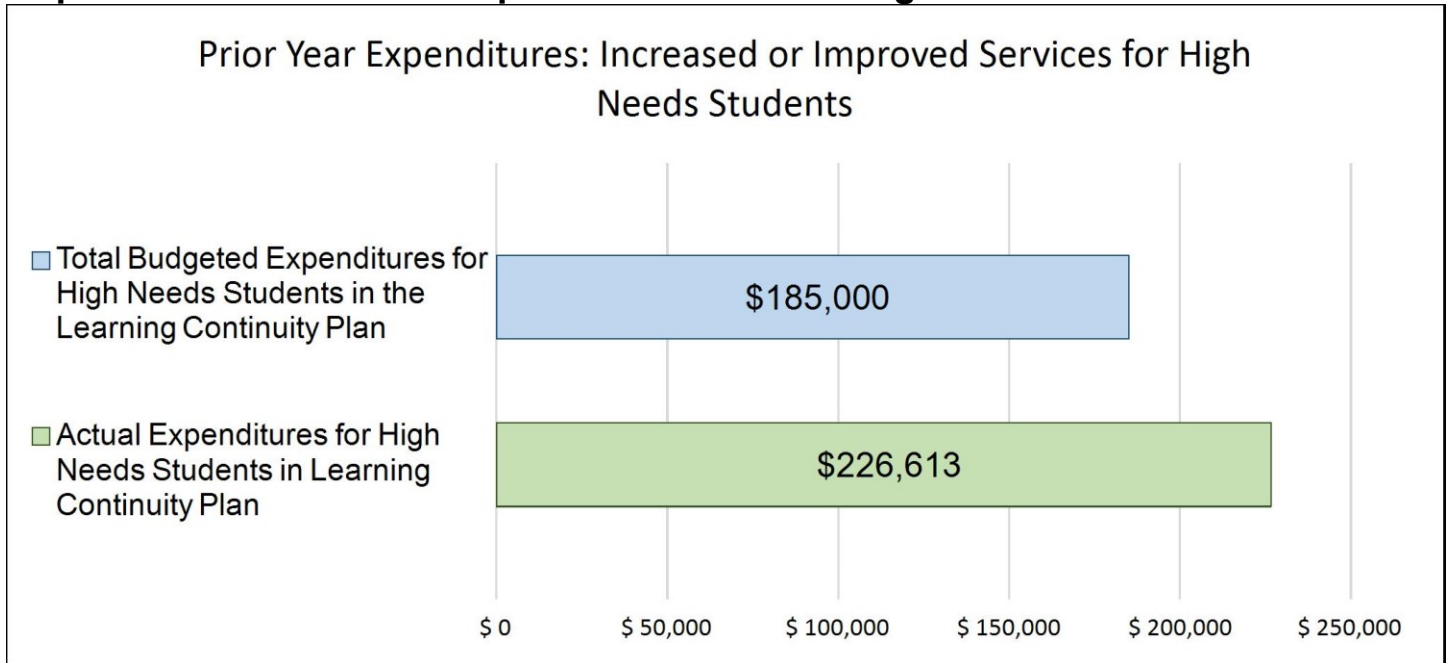
General Fund Budget Expenditures not included in the LCAP include: All Salaries (both classified and certificated), benefits, insurance, facility costs, housekeeping, leases, rental fees, general curriculum and software programs, security systems, general student and classroom supplies, landscaping and maintenance of facility. The CAPE General Budget is approved each year at a Governing Board Meeting and financial updates are presented each month. Copies are available upon request in the CAPE office.

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

In 2021-22, Camarillo Academy of Progressive Education (CAPE Charter School) is projecting it will receive \$88,558 based on the enrollment of foster youth, English learner, and low-income students. Camarillo Academy of Progressive Education (CAPE Charter School) must describe how it intends to increase or improve services for high needs students in the LCAP. Camarillo Academy of Progressive Education (CAPE Charter School) plans to spend \$101,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Camarillo Academy of Progressive Education (CAPE Charter School) 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 Camarillo Academy of Progressive Education (CAPE Charter School) 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, Camarillo Academy of Progressive Education (CAPE Charter School)'s Learning Continuity Plan budgeted \$185,000 for planned actions to increase or improve services for high needs students. Camarillo Academy of Progressive Education (CAPE Charter School) actually spent \$226,613 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Camarillo Academy of Progressive Education (CAPE Charter School)	Maryellen Lang and Doreen Learned Directors	maryellen.lang@capecharter.org or doreen.learned@capecharter.org 805--384--1415

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

Goal 1

Students will discover the joy of learning and retain what they have learned through hands--on learning, resulting in students being self--motivated and engaged in their own education.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Intrinsic Motivation

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAPE will meet or exceed a 96% attendance rate.</p> <p>19-20 CAPE meets or exceed a 96% attendance rate.</p> <p>Baseline CAPE meets or exceed a 96% attendance rate.</p>	<p>The data for attendance rates is inaccurate due to the COVID pandemic. CAPE was on target to meet this goal before closing on March 13th, 2020.</p>
<p>Metric/Indicator Less than 10% of students will be chronically absent</p> <p>19-20 than 10% of students will be chronically absent</p> <p>Baseline Less than 10% of students will be chronically absent</p>	<p>The data for chronically absent rate is inaccurate due to the COVID pandemic. CAPE was on target to meet this goal before closing on March 13th, 2020.</p>
<p>Metric/Indicator Suspension and expulsion rates will be less than 2%</p> <p>19-20 Suspension and expulsion rates will be less than 2%</p>	<p>CAPE had no suspensions or expulsions during the 2019-2020 school year. Based on Synergy SIS</p>

Expected	Actual
<p>Baseline Suspension and expulsion rates will be less than 2%</p>	
<p>Metric/Indicator The dropout rate in will be zero</p> <p>19-20 The dropout rate in will be zero</p> <p>Baseline The dropout rate in will be zero</p>	<p>CAPE had zero students who dropped out of the middle school or high school during the 2019-2020 school year</p>
<p>Metric/Indicator CAPE will enroll between 1--10 students in grades 9-12</p> <p>19-20 CAPE will enroll between 1--10 students in grades 9--12</p> <p>Baseline CAPE expanded into grades 9--12 starting with the 2017- 2018 school year. Baseline will be set in 2017--2018.</p>	<p>CAPE had two students enrolled in the high school program during the 2019-2020 school year</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources for students from low income households.</p>	<p>4000-4999: Books And Supplies LCFF Base \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Base \$5651</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5715</p>
<p>Teachers will integrate field trips into their instruction, ensuring that field trips are connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.</p>	<p>FUNDRAISING 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,000</p> <p>FUNDRAISING 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,000</p>	<p>Fundraising 5000-5999: Services And Other Operating Expenditures LCFF Base \$12,466</p> <p>Fundraising 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3099</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The orientation given on tours will be reviewed and possibly modified to ensure that incoming families understand CAPE's focus on intrinsic motivation. A focus on CAPE's philosophy will also be more intentionally incorporated into back-to- school nights, staff meetings and other communication channels with stakeholders.	5000-5999: Services And Other Operating Expenditures LCFF Base \$500	5000-5999: Services And Other Operating Expenditures LCFF Base \$500
CAPE will focus a campaign that will help inform the outer community, specifically students from Spanish speaking families and low income households, about CAPE and the lottery process.	5000-5999: Services And Other Operating Expenditures LCFF Base \$500 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$500	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1500 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1701
At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.	(Assemblies) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,000	\$4087
CAPE will communicate with parents regarding the importance of attending school at least twice during the school year. A student who is considered chronically absent or excessively tardy will receive notification from CAPE and a plan will be set in place to make improvements on his or her absences and/or tardies.	1000-1999: Certificated Personnel Salaries LCFF Base \$1000	2000-2999: Classified Personnel Salaries LCFF Base \$1000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2000

Goal Analysis

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

CAPE was on target to implement all funds budgeted for Goal 1 from July 1, 2019 to March 13th, 2020. CAPE advertised in the local newspaper and had 5 tours of the campus with over 500 potential families learning about the philosophy and programs of CAPE. Due to the school closure during the pandemic, CAPE did not use the budgeted items for assemblies as planned. Those funds were redistributed in the following ways: There was an increase in the amount of money used for the importance of attendance and daily engagement (especially with the initial online learning platform). There was an increase in communication to our potential families, who are English Learners, and our bilingual office manager holding mini conferences virtually to explain the programs offered by CAPE.

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

The 2019-2020 school year started off very strong. The staff started off the school year with professional development with emphasis on targeted instruction for sub groups and incorporating the ELD standards to support English Learners. We had a group of students who had attending the Teacher's College at Columbia in New York and they were able to come back and train the teachers in different strategies in implementation of our Lucy Calkins Reader and Writers. The sixth graders were able to attend their Catalina Science Field trip for 3 day in October. The other grade levels were attending their traditional field trips. As mentioned in the description above, the co-directors had 5 tours of the campus and were able to communicate about the CAPE program with over 500 potential families. Students had completed the end of first trimester benchmark assessments and the scores were reflecting high academic success. CAPE was closed on March 13, 2020. We shifted to an online platform. We did roll programs out slowly to not overwhelm our community. Teachers shifted to Classkick, Everyday Math online, Big Ideas Online, Scholastic Online, Foss Online and Google Classroom. Due to security concerns and technology needs, CAPE did not have live ZOOM classes during this time period. Teachers did provide instruction daily and check for student engagement through the platforms CAPE implemented.

Goal 2

CAPE will seek to provide a well -rounded education that includes not only academic content, but also education in the arts, music, physical fitness and other areas, while tailoring instruction to the individual backgrounds, abilities and interests of all children, including low achievers, high achievers and English language learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator A majority of low- performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.</p> <p>19-20 A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.</p> <p>Baseline A majority of low- performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.</p>	<p>Before the closure of CAPE at the beginning of March we were on target with a majority of low- performing students receiving intervention making progress toward grade level goals based on local assessment data.</p>
<p>Metric/Indicator A majority of high- performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.</p> <p>19-20 A majority of high- performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.</p> <p>Baseline</p>	<p>Before the closure of CAPE at the beginning of March we were on target with a majority of high achieving students going above and beyond in their academic programs.</p>

Expected	Actual
<p>A majority of high- performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.</p> <p>Metric/Indicator 75% of English- language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.</p> <p>19-20 75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.</p> <p>Baseline 75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.</p>	<p>Due to the pandemic and school closures, the summative ELPAC was not administered during the spring of 2019.</p>
<p>Metric/Indicator 100% of students will receive a well- rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.</p> <p>19-20 100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.</p> <p>Baseline 100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.</p>	<p>Before the closure in March due to the pandemic, CAPE was on target to met the goal that100% of students received a well- rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low -achieving students</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$14,000</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,000</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,252</p>
<p>Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high- achieving students.</p>	<p>4000-4999: Books And Supplies LCFF Base \$1,000</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>4000-4999: Books And Supplies LCFF Base \$716</p>
<p>Teachers will be trained in techniques for teaching English -language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$7,000</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$7000</p>
<p>CAPE will continue to work on implementation of the MTSS plan.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$10,000</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$10,000</p>
<p>Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities. School- sponsored after-school, competitive sports teams will be organized for students in grades 6--8.</p>	<p>4000-4999: Books And Supplies LCFF Base \$2,000</p>	<p>4000-4999: Books And Supplies LCFF Base \$276</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$6,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CAPE will purchase uniforms and equipment as needed to make the program successful. Students in grades 4-8 will participate in the Camarillo City Wide Track and Field Day.		
<p>Students in grades K--3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.</p> <p>An after- school performing arts program will be offered for grades 4--8 in the fall and grades 1--3 in the spring. The program will include a sound/lighting aspect for those students interested in the behind the scenes of theater. In addition, the program will expand to include backdrop set design, makeup, and costume design.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$6,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$5,000</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$7250</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$6012</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$863</p>
Students will help create and maintain a living outdoor classroom. The kindergarten class will create and maintain a garden to be added to the outside edge of the garden.	<p>4000-4999: Books And Supplies LCFF Base \$2,000</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>4000-4999: Books And Supplies LCFF Base \$1509</p> <p>5000-5999: Services And Other Operating Expenditures \$154</p>
Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$6,000</p> <p>1000-1999: Certificated Personnel Salaries</p>	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$6101
All classes will receive monthly presentations on the artist and composer of the month.	4000-4999: Books And Supplies LCFF Base \$3,000	4000-4999: Books And Supplies LCFF Base \$2509
CAPE will look into providing more information on vaping and the health risks associated and possibly adding videos and curriculum to the Human Growth and Development curriculum adopted during the 2018-2019 school year.	<p>4000-4999: Books And Supplies LCFF Base \$500</p> <p>5000-5999: Services And Other Operating Expenditures</p>	4000-4999: Books And Supplies LCFF Base \$740
CAPE will employ a part time Spanish Teacher to provide Spanish instruction to students in grades 1-5. Students in grades 6-8 will work on an independent pace using Rosetta Stone. Rosetta Stone will be purchased and piloted as a classroom elective for middle school and as a supplemental at home program for grades 2-5.	2000-2999: Classified Personnel Salaries LCFF Base \$15,000	2000-2999: Classified Personnel Salaries LCFF Base \$11,314

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$11,314

Goal Analysis

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

The budgeted amount for the supplies relating to Artist and Composer was on target before the closure of CAPE. Due to the closure, CAPE did not have in-person art lessons and therefore spent less on supplies. CAPE did use funds to purchase the online platform Classkick. The outdoor garden is primarily redone in the spring, but with students off campus at the beginning of March, there was not as much planting as planned.

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

CAPE was on target to achieve all actions and services within goal 2 before the campus was closed due to the COVID pandemic. CAPE was able to continue to offer Rosetta Stone to any student who wanted to use it at home - over 75 languages were offered. At the time of the closure, CAPE did not jump to ZOOM and taught through Classkick and other non video platforms. This made it not possible to continue with programs like Band, Music, Spanish (with a live teacher), Sports and PE. Although teachers would try to incorporate these types of programs into their traditional curriculum, it was a challenge. CAPE did encourage students and families to share activities they were doing during the stay at home order through pictures and created slideshows and posted pictures on social media.

Goal 3

To prepare students to be competitive in high school and beyond, CAPE will meet state standards, and students will be well -versed in technology.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Technology Proficiency

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator At least 70% of CAPE 3--8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing</p> <p>19-20 At least 70% of CAPE 3 - -8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing</p> <p>Baseline At least 70% of CAPE 3- 8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing</p>	<p>Due to Covid 19 - Students did not take California State Testing during the 2019-2020 school year.</p>
<p>Metric/Indicator At least 70% of CAPE 3- 8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing</p> <p>19-20 At least 70% of CAPE 3- - 8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing</p>	<p>Due to Covid 19 - Students did not take California State Testing during the 2019-2020 school year.</p>

Expected	Actual
<p>Baseline At least 70% of CAPE 3- 8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing</p>	
<p>Metric/Indicator All students at CAPE will take a normative referenced test at least 3 times per year</p>	<p>All students at CAPE took a normative reference test twice during the 2019-2021 school year.</p>
<p>19-20 All students at CAPE will take a normative referenced test at least 3 times per year</p>	
<p>Baseline All students at CAPE will take a normative referenced test at least 3 times per year</p>	
<p>Metric/Indicator Students in grades Kinder- through 3 will use technology at least twice a month related to their learning</p>	<p>All students in grades K--3 used technology at least twice a month related to their learning</p>
<p>19-20 Students in grades K--3 will use technology at least twice a month related to their learning</p>	
<p>Baseline Students in grades K-3 will use technology at least twice a month related to their learning</p>	
<p>Metric/Indicator Students in grades 4 through -8 will use technology at least twice a week related to their learning</p>	<p>Students in grades 4 through -8 used technology at least twice a week related to their learning</p>
<p>19-20 Students in grades 4--8 will use technology at least twice a week related to their learning</p>	
<p>Baseline Students in grades 4-8 will use technology at least twice a week related to their learning</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers will hold a valid California Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold and CAPE will assign teachers to grade levels and subject matters that are consistent with their credentials and experience.</p>	<p>0</p>	<p>0</p>
<p>Supplemental intervention common core materials for students who are struggling and students who have been identified as English Learners will be purchased.</p>	<p>4000-4999: Books And Supplies LCFF Base \$5,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,000</p>	<p>4000-4999: Books And Supplies LCFF Base \$5724 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$8,250</p>
<p>Teachers will be trained to competently administer the CAASPP assessments to all qualifying students, and technology will support CAASPP testing</p> <p>CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year.</p> <p>These will be computer adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$500 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000 2000-2999: Classified Personnel Salaries</p>	<p>0 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8040.96</p>
<p>Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.</p>	<p>4000-4999: Books And Supplies LCFF Base \$4,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000</p>	<p>4000-4999: Books And Supplies LCFF Base \$4121 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4522</p>

Goal Analysis

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

CAPE did not administer State Testing during the 2019-2020 school year due to the COVID pandemic. Funds were shifted from staff trainings on administering the CAASPP to teachers moving all curriculum to online learning.

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

All CAPE teachers are CA credentialed and teaching in their appropriate areas. This goal set CAPE up to be able to shift quickly into an online learning platform. CAPE had purchased 1:1 I pads in previous year to help support this goal. Students were encouraged to use technology in their classrooms. CAPE students were familiar with online testing from our norm referenced benchmark that they took up to 4 times per year, Renaissance 360. CAPE was able to purchase materials to support our English Learners and continue to provide small group intervention with our MTSS Interventionist even after the school was moved online after March 13, 2020.

Goal 4

Facilities will be physically safe, students will feel emotionally safe, and all stakeholders will collaborate as partners in the students' education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities: Citizenship

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAPE will be 100% compliant with all items on the Facility Inspection Tool</p> <p>19-20 CAPE will be 100% compliant with all items on the Facility Inspection Tool</p> <p>Baseline CAPE will be 100% compliant with all items on the Facility Inspection Tool</p>	<p>CAPE was 100% compliant with all items on the Facility Inspection Tool</p>
<p>Metric/Indicator CAPE families will average 35 hours of volunteer time each year</p> <p>19-20 CAPE families will average 35 hours of volunteer time each year</p> <p>Baseline CAPE families will average 35 hours of volunteer time each year</p>	<p>CAPE families averaged 37 hours of volunteer time (with a shortened time frame of July 1 - March 13) as reported by ParentSquare volunteer logs</p>
<p>Metric/Indicator 100% of students will receive educational resources as related to character education/social skills trainings</p> <p>19-20 100% of students will receive educational resources as related to character education/social skills trainings</p>	<p>100% of students received character education/social skills from September 2019-March 2020</p>

Expected	Actual
<p>Baseline 100% of students will receive educational resources as related to character education/social skills trainings</p>	
<p>Metric/Indicator CAPE students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing for a lifetime of positive contributions to society</p> <p>19-20 CAPE students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing for a lifetime of positive contributions to society</p> <p>Baseline CAPE students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing for a lifetime of positive contributions to society</p>	<p>CAPE Cares (our community service project) hosted events in September, October, November, December, January and February.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.</p>	<p>4000-4999: Books And Supplies LCFF Base \$10,000</p>	<p>4000-4999: Books And Supplies LCFF Base \$10,066</p>
<p>A database will be maintained to match volunteers with volunteer opportunities. Throughout the year, communications will go out regarding volunteer activities from the teachers and the volunteer coordinator.</p>	<p>4000-4999: Books And Supplies LCFF Base \$100</p>	<p>4000-4999: Books And Supplies LCFF Base \$257</p>
<p>Notices of board meetings, board agendas and board minutes will be distributed both in print and electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, the push notifications on the CAPE app, on the electronic message board, flyers and automated phone calls.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1216</p>
<p>CAPE will focus on good citizenship, which may include activities connected to CAPE's Super Seven Principles, CAPE's Student Wide</p>	<p>4000-4999: Books And Supplies LCFF Base \$1,000</p>	<p>4000-4999: Books And Supplies LCFF Base \$1134</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Learning Outcomes; "Big Buddies"; Second-Step Social Skills Program and/or community service projects</p> <p>A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$13,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$12,689</p>
<p>CAPE will continue to train staff in suicide prevention and give tools to both students and parents regarding CAPE's suicide prevention program and outside resources available.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$2,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$2,150</p>

Goal Analysis

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

CAPE was on target to implement all funds budgeted for Goal 4 from July 1, 2019 to March 13th, 2020. There were additional costs when CAPE was closed due to COVID. The Board Meetings and Chatter Time shifted to a virtual webinar platform which had additional costs not originally budgeted. CAPE did see an increase in the need for counseling services (which were done virtually) due to the pandemic and sudden shutdown of a traditional school day.

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

CAPE's facility met the metrics set by FIT. The campus received new HVAC units. Parental Volunteers hours were increasing according to the new tracking system through ParentSquare. Although we did see an increase in counseling needs, CAPE was able to continue to offer counseling services to those students who needed additional support in a virtual manner without interruption. CAPE was able to provide suicide resources to parents in grades 5-8 twice before the pandemic shutdown. The suicide resources are also printed on the back of all student ID cards for students in grades 5-8.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Ensure safe school and work environments following all guidance from CDE, CDPH, VCOE and VCPHD	\$20,000	\$16,133	Yes
Update and Increase of technology to avoid sharing of devices while on campus	\$30,000	\$63,110	Yes

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

Funds were redistributed due to the large quantities of PPE and Sanitizer that was distributed through VOCE. CAPE received masks, gloves, sanitizer, wipes, and disposable gowns. The amount of funds needed to ensure a safe school and work environment was reduced and more funds were used to update technology.

Analysis of In-Person Instructional Offerings

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

CAPE was able to return to In-person in small cohorts in November of 2019. At that time, most families choose to remain remote. Only 17% of students returned in November to in-person instruction. CAPE saw an increase to in-person participation after winter break. At that time, 30% of students returned to the hybrid in-person cohorts. CAPE saw another increase to in-person hybrid cohorts after spring break with 68% of students returning. Stakeholders reported that they felt safe with the guidance and protocols put into place with CAPE's COVID Safety Plan. Students were in pods while wearing masks and washing hands frequently. Students were socially distanced with desks 6 feet apart. All staff and students took a daily self health assessment that was collected on site. CAPE was able to replace broken IPADS, provide IT assistance both on campus and virtually and update technology to help assist with teaching both virtual and in-person simultaneously. One of the challenges that faced CAPE during in-person instruction was making a community between those who were in-person and those who remained virtual. CAPE is also a hands-on, collaborative learning school and that does not translate well into a virtual or hybrid program.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase technology access for all staff and students; this includes a needs assessment and creating a technology request system. This also includes technology for pushing out instruction virtually.	\$70,000	\$73,502	Yes
Online Programs to facilitate virtual instruction and meetings, including staff development and learning time on different platforms	\$10,000	\$13,156	Yes

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

There are no substantive differences to report between the planned actions and/or budget expenditures and actual expenditures.

Analysis of the Distance Learning Program

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

Continuity of Instruction:
 CAPE took feedback from all stakeholders to help in the creation of our remote learning only plan (Phase 1). The model will provided live instruction daily, time for social emotional growth and learning, pupil interaction, office hours, times blocked for small group meetings and one on one or small group assessments and time for teachers to collaborate and work on data teams to drive instruction. CAPE's remote learning plan provided continuity of instruction during the school year to ensure that all students had access to a full year of curriculum regardless of transitions between phases (even if they occur during the school year). CAPE transitioned into Phase 2 which was a hybrid program with students on campus certain days and virtual on other days. Students who did not meet the self-health assessment form, were traveling, or had to self-quarantine, were able to transition to the remote only schedule without any interruption. Platforms and programs were introduced slowly to not overwhelm students or parents. Although there were challenges with field trips, storyline and project based assignments - all CAPE students were provided with the same curriculum they would have received in a traditional school year. CAPE did not eliminate any standards, benchmarks or curriculum.

Access to Devices and Connectivity:

All students had access to a personal device (IPAD) if they needed or requested one from CAPE. CAPE distributed over 500 IPADS to the CAPE community, to make remote learning easier for students. The CAPE IPADS came with all the appropriate apps already installed and CAPE was able to problem solve tech issues easier on our devices. CAPE communicated with families having WIFI connectivity issues and offered support with ways to access it in their homes. CAPE offered individual hotspots to any student having connectivity issues. CAPE quickly solved tech issues and provided backup IPADS if needed. CAPE purchased a cell phone for IT support which was used regularly by parents and students.

Pupil Participation and Progress:

Weekly engagement documentation was submitted via OUHSD google sheets each week. CAPE teachers or the Attendance Clerk (if applicable) made contact with every CAPE student each day. All CAPE Parents were provided with a system to monitor student progress and assignments. Google Classroom Gradebook was used in grade K-4 and Jupiter Ed was used in grades 5-8. CAPE teachers held office hours each afternoon with time allotted for parental communication regarding progress. Students engaged with live instructional sessions 5 days per week (during Phase 1: this was all remote; during Phase 2: this was a combination of remote and in-person). Outreach to families was done on a regular basis in order to promote continued relationships with our families. All 180 school days consisted of daily classroom participation - Online lessons provided by teachers, completion of regular assignments, completion of assessments, and participation with check-in meetings both by small group and individually. Students in grades Kindergarten were provided with 180 instructional minutes and students in grades 1-8 were provided with 240 instructional minutes.

Identified special education students received their allotted service time virtually, as outlined on their IEP, with staff allotted additional time to provide consultation to the parents/staff through phone calls, email, or suggested resources. Student's IEP goals were aligned to California State Standards, and as such the special education staff was aware of the units of study for each grade level as they relate to a student's current IEP goal(s). Progress reports were provided each semester regarding progress toward meeting one's goal(s).

Distance Learning Professional Development

Professional development opportunities related to high quality and engaging distance learning strategies and resources were provided throughout the school year to teachers and staff. All CAPE teachers and support staff have already completed their level one training on Google for Educators including training on using Google Classroom for instructional purposes (this happened during the summer of 2020 in preparation for the start of CAPE Phase 1). Before the start of the school year, CAPE had four professional development days for teachers in their calendar. CAPE focused on safety and security using the new ZOOM platform and integration of the different CAPE adopted platforms into ZOOM and Google Classrooms. Identified Special Education providers and families were provided with a resource packet that gave information about promising practices used statewide, and through a series of meetings established by the Ventura County SELPA or Community Advisory Committee (CAC).

Staff Roles and Responsibilities

The roles and responsibilities of our staff members have been adjusted in order to promote equitable access to the core curriculum and wellness supports. Teachers have not been able to meet with students in person since March 2020. In order to provide a robust

learning environment for our students through remote learning, our staff followed specific actions. Our staff engaged students with a standards based remote learning program that included the following modifications:

A. Teachers - Lessons were designed to engage students and promote continued connections with our students and their families in the absence of in-person instruction. Teachers engaged with daily lessons taught via Zoom. Students received instruction that mirrored the same type of in-person teaching that they would have received in a traditional classroom setting. Ipads were provided to students and staff members in need of technology. Teachers were given laptops, documents cameras, large-wide screens (to see up to 33 students), and wireless headsets with amplifier. Communication between students and teachers took place daily. The primary mode of communication between the students and

teachers was through online interactions (Zoom), emails and telephone calls when necessary. The use of printed materials was provided if requested by the student but was not the primary mode of our instructional delivery. Daily schedules and lesson plans were provided and updated and needed. Teachers assessed student progress through the use of the Renaissance Benchmark 360, One on One and small group assessments, weekly assignments, projects, and group discussions. Teachers monitored and reported the attendance and participation of all students daily.

B. Co-Directors- The Co-Directors engaged with teachers with weekly check-in meetings virtually in order to discuss student progress and assist with the design and implementation of lessons and problem solve any platform issues. Co-Directors were always available daily for teacher support. The Co-Directors engaged with the attendance clerk with weekly check-in meetings to discuss and assess the student attendance plan and implement or support students who may need intervention. Communication with students and families took place via regular mail, phone calls, text messages, Zoom meetings and when needed in-person visits. All Center for Disease Control (CDC) and Ventura County Health regulations and protocols were followed. The Co-Directors engaged with the stakeholders in a virtual Chatter Time each month. The Co-Directors communicated with the CAPE Governing Board President on a regular basis and helped host the GOTOWEBINAR Meetings each month for both the Governing Board and the CAPE PTSO.

C. Attendance Clerk - Daily Communication with Teachers regarding attendance and student participation with weekly sign-off on Attendance with Teachers. All attendance reporting as requested by OUHSD for CALPADs or ExEd for auditing purposes. Increased support with CAPE school attendance and engaging those families that are not available online.

D. Special Education Providers

Special education staff ensured that any identified student had connectivity to technology, learning packets/resources to enable him/her access to special education services as outlined on their IEP. Staff were responsible for completing weekly engagement sheets to monitor progress on goals, and follow-ups made to the parents and/or staff to provide consultation. A weekly office hour was established for parents or staff to call-in to a school psychologist to discuss concerns related to any identified student.

E. Office Staff/ Support Staff Members

All regular duties performed in person will be modified through the use of technology.

All staff members engaged with professional development sessions that were presented via online platforms such as Zoom. Staff members were provided opportunities to engage with professional development (PD) sessions that are self-paced along with group sessions. Staff members shifted their work to a virtual platform in order to ensure their safety and the safety of our students/parents and our community. The shift to a virtual platform afforded our students and staff members to engage in safe learning environments that promoted equity and continuity. Our staff members made adjustments to our procedure as needed. Our protocols and procedures were carefully monitored and updated as needed.

Support for Pupils with Unique Needs:

Using assessment data, teachers created adapted lessons for students identified as: English learners, low income, foster youth or students with disabilities as needed. The MTSS interventionist was assigned specific students and groups along with providing additional support on assigned days during live lesson meetings. CAPE teachers used Scaffolding, Accessing Prior Knowledge and English Language Development (ELD) strategies to engage students in their learning. Through the use of office hours in the afternoon, the CAPE teachers were able to meet with students in small groups or one on one to go over material in a different format, reteach or pre-teach lessons. This is something that will be missed when we move back to a traditional schedule. Many students utilized this time with their teachers for additional help and support. CAPE saw an increase in the need for counseling for students identified as low-income (LI), English Learners (EL), students with disabilities (SWD) and our foster youth. We were able to quickly refer them to Empire Therapeutics and provide additional supports as needed. skills will be discussed through the IEP process should any team member express concerns at any time. Instructional applications and ongoing parent training have been made available to staff as well as parents.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Offer differentiated instruction through our MTSS program, especially for pupils identified as English Learners, Low Income, Students with Disabilities and Foster Youth.	\$30,000	\$32,501	Yes
Online Learning Platforms that differentiate instruction, provide opportunities for reteach and create norm referenced assessments	\$25,000	\$27,575	Yes

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

There are no substantive differences to report between the planned actions and/or budget expenditures and actual expenditures.

Analysis of Pupil Learning Loss

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

We are very proud of our CAPE community and how all stakeholders helped to minimize pupil learning loss during the 2020-2021 school year. From an analysis on our local assessment data, we did not find a significant learning loss from previous years. We do realize that assessment data could be skewed due to variables in testing environments. We do have students with some academic gaps, and the new 2021-2024 LCAP does specifically address how CAPE will support students with targeted intervention. Students accessed and used the online learning platforms that adapted to their skill level with most showing mastery of grade level standards or others progressing towards mastery. Those programs have been extended throughout the summer for at home use. The data from the end of the school year benchmark assessment will be used to start targeted intervention on day 1 of the new 2021-2022 school year. CAPE teachers had office hours each afternoon during the 2020-2021 school year to help with differentiated instruction, scaffolding of new concepts, connecting learning in new ways, and helping to fill any academic gaps. Because of the dedication of our teachers, students and parents all working together as a collaborative community, CAPE was able to minimize pupil learning through an unconventional time.

Analysis of Mental Health and Social and Emotional Well-Being

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

The daily schedule for 2020-2021 had time dedicated to SEL (socio-emotional learning). This dedicated time include but was not limited to: Second Step Instruction, Big Life Journals, Advisory Meetings, Morning Meetings, Team Building, Community Building, Positive Self-talk, Mindfulness and Anti-Anxiety strategies.

CAPE administration discussed whole-school and individual student SEL needs with faculty and staff and provided resources by experts in social emotional learning support (SEL) and PBIS as needed

CAPE teachers informally assessed the social-emotional well being of individual students via a virtual platform. When the teacher had concerns about the child's emotional health, they started the MTSS process with referrals and meeting with the student/family when appropriate.

The CAPE teachers, MTSS interventionist, special education providers, and school counselor continuously addressed the needs of students and referred for a behavioral health screening or higher level of service when needed.

CAPE had five identified special education students that received counseling and guidance services per their IEP. During the pandemic, these services were provided through tele-therapy or other virtual means. As deemed appropriate by the IEP Team, a Functional Behavior Analysis (FBA) was offered to students to better identified problems with emotional/behavioral needs.

CAPE administration supported mental health and social and emotional well-being of pupils, parents and staff during the school year

CAPE partnered with Empire Therapeutics to provide services to students with counseling in the IEPs and other students identified through the MTSS process who needed short-term services. When a higher level of care was necessitated, the counselor linked the student/family to the needed service.

CAPE teachers provided on-going social emotional learning support via whole class room instruction.

CAPE utilized universal school-wide interventions such as social emotional learning, trauma-informed practices, mindfulness practices, etc. to address and support student and staff social and emotional well-being

CAPE continued to develop our PBIS strategies to address the Tier One Universal needs of all students.

CAPE posted strategies to encourage wellness for students in the COVID-19 Resources file on our CAPE website. Apps, websites, articles and parent education nights were shared as a resource for students and their families.

CAPE partnered with Empire Therapeutics to develop and parent/teacher education nights. Specific topics included: Adapting to Change and Uncertainty, Self Care, and Stress Management.

CAPE engaged with community based and local government partners in supporting the mental wellness of staff and students.

CAPE is connected with County Behavioral Health, County Public Health, Child Welfare, local health care agencies and many community based resources. CAPE interaction with these entities via community partner meetings, committee meetings, and 1:1 engagement strategies. Whenever possible, resources offered by these entities were provided to support the needs of CAPE staff, parents and students.

Resources were provided to staff to address trauma and other impacts of COVID-19 on the school community

Analysis of Pupil and Family Engagement and Outreach

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

CAPE's Phase 1 and Phase 2 programs were designed to promote, encourage, and engage full participation of every students and their families. CAPE has always been about partnership between school and home. We continued to work on that partnership and in collaboration together, help all our Comets Soar academically.

CAPE's approach to student engagement through our Remote Learning (Phase 1 and Phase 2) includes the following components:

CAPE's - 4 Tiered Attendance Plan

Tier 1:

1st-3rd day of absence: Teacher makes a phone call to student's home and documents the contact with the student and family. 4th-5th day of absence: Attendance Clerk will attempt to reach out to family and emergency contact. The communication with the family or emergency contact is documented.

Tier 2:

6th-7th day of absence: One of the Co-Directors will attempt to reach out to family and send a letter of concern for non-participation to the student's home. A copy of the correspondence will be made and added to the documentation for this action.

Tier 3:

8th-10th day of absence: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student's home by the Co-Directors and attendance clerk. A written communication will be left at the residence requesting that immediate contact be made with the Co-Directors. The visit and parent correspondence letter will be documented.

Tier 4:
11th day of absence: The attendance file will be brought to the CAPE governing board and discussed during closed session (Student discipline and attendance review). Parents will be invited to be part of the closed board discussion.

Instructional Engagement:

Teachers provided instruction that engaged students and promoted daily participation. The use of small group video lessons taught through Zoom provided an additional layer of continued outreach to our students. Our weekly 1:1 teacher/ student meetings further assisted outreach to our students and assisted with identifying the specific areas in the curriculum that our students were in need of support. Our interactive remote learning program assisted with mitigating the number of students who advanced from our Tier 1 Attendance level to Tier 2 and beyond.

Communication- Students/ Parents:

Students - Students engaged with lessons and meetings with their teachers daily. Students were reminded of their expectations as learners which included daily attendance, participation, and completion of all assignments.

Parents - Parents received correspondences from CAPE on a regular basis through newsletters, phone calls and virtual meetings. Parent correspondences was translated as requested in order to provide equitable access to our messages.

Our plan contributed to our goal of ensuring that we were engaging our students and providing outreach to them and their families when they are absent from school. CAPE had Spanish speaking personnel working during regular school hours, who could support when translation services were needed to actively engage with all our stakeholders. CAPE made local resources and County services available to families of identified special education students. Special education staff was provided training and resources through the SELPA as well as requirements to address the recent AB 1178 training requirements.

Analysis of School Nutrition

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

CAPE contracts with OUHSD for our school lunches. At the beginning of the 2020-2021 school year, OUHSD offered lunch pickups once a week (with enough food for lunches for the entire week). CAPE's pick up date was on Mondays. We had many families that participated. Mid-way through the school year, OUHSD switched to offering pick up twice a week on CAPE's campus. Families would drive into the parking lot and staff would load food into their car. CAPE families continued to participate. OUHSD and CAPE had posters visible on campus to describe the lunch program, sent messages via ParentSquare, Notices appeared on our Marquee Sign and specific times appeared on our CAPE General Calendar available online.

Additional Actions and Plan Requirements

Overall Analysis

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

From our analysis of the implementing in-person and distance learning and stakeholder feedback, CAPE made improvements to the 2021-2024 LCAP. CAPE made three broad goals (combining aspects of the four previous goals in the last LCAP). The community looked at the positives and challenges of the past year and half and the lasting impact the pandemic will have on future years. CAPE realized that having a virtual platform allows for more opportunities for community participation. During the 2020-2021 school year, CAPE hosted 3 parent education nights and had over 100 participates at each one. During in-person parent education nights, CAPE attendance rates would be closer to 30. There was a similar trend with Chatter Time. In previous years, we would have 10-20 parents attend. When hosted virtually during the 2020-2021 school year, each month we would have over 100 participants. CAPE saw an increase in the need for social emotional and trauma trainings. Many students are reporting that they have anxiety about their return to a traditional school day. When students did return to in-person learning (in small cohorts), CAPE teachers and staff observed the difficulties in structure, routines and stamina. This was especially apparent in our kindergarten and first grade classrooms. The decision was made to include paraeducators in all kindergarten and first grade classrooms for year one of the three year plan. All stakeholders reported the need for engaging enrichment activities and their need to feel connected as a community.

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

From our analysis of the previous LCAP, the Learning Continuity and Attendance Plan, the Local Indicators, and stakeholder feedback, CAPE has emphasized a need to address pupil learning loss. CAPE has included a full time literacy coach and a full time math coach for year one of the three year plan. CAPE has added collaboration days monthly with grade level teams to work together with assessment data to help drive whole group instruction and develop targeted intervention strategies. The LCAP has funds specifically for intervention software and technology needs for implementation. CAPE has also added a social emotional coordinator that will help students with anxiety, coping strategies and help build confidence.

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

There are no substantive differences between the actions and services identified and those implemented.

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

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

CAPE sets a high academic bar. When doing an analysis of our 2019-2020 LCAP, CAPE was meeting the goals. CAPE realizes that not all students thrived in an online learning environment. When CAPE was permitted to allow students back on campus in small cohorts, the teachers observed a positive impact on student performance from those who struggled in virtual classes. The more students who choose to return to campus, the greater the increase was in both academic and a connectedness to the school community. An Analysis on our Local Indicator Assessment Benchmark, showed that most students did not have significant learning loss due to the loss of a traditional school day. The year to year growth data was not significantly different than previous years. CAPE does realize that assessment data may be skewed due to environmental variables. Teachers did report that a coping mechanism for some students during online learning was to exit their ZOOM classes when things became challenging. This is one of the reasons for the addition of the social emotional coordinator who will be providing classes with more positive coping strategies for challenges or when struggling. The students who exited ZOOM during the challenge, we called back during afternoon office hours, but we do feel that there may be academic gaps that will need to be addressed in the upcoming school year. The 2021-2024 LCAP has supports for students who have academic gaps due to the unique online learning environment. We hope that with the targeted intervention and additional supports provided in the LCAP, CAPE will be able to quickly intervene and not widen any academic gaps.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	162,100.00	183,898.96
	5,000.00	4,241.00
LCFF Base	75,100.00	80,611.00
LCFF Supplemental and Concentration	82,000.00	99,046.96

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	162,100.00	183,898.96
	5,000.00	4,087.00
1000-1999: Certificated Personnel Salaries	28,500.00	19,701.00
2000-2999: Classified Personnel Salaries	36,000.00	53,427.00
4000-4999: Books And Supplies	55,100.00	57,380.96
5000-5999: Services And Other Operating Expenditures	37,500.00	49,303.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	162,100.00	183,898.96
		5,000.00	4,087.00
1000-1999: Certificated Personnel Salaries	LCFF Base	7,500.00	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	21,000.00	13,701.00
2000-2999: Classified Personnel Salaries	LCFF Base	20,000.00	25,576.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	16,000.00	27,851.00
4000-4999: Books And Supplies	LCFF Base	33,600.00	32,703.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	21,500.00	24,677.96
5000-5999: Services And Other Operating Expenditures		0.00	154.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	14,000.00	16,332.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	23,500.00	32,817.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	32,500.00	37,719.00
Goal 2	77,000.00	88,010.00
Goal 3	25,500.00	30,657.96
Goal 4	27,100.00	27,512.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,000.00	\$79,243.00
Distance Learning Program	\$80,000.00	\$86,658.00
Pupil Learning Loss	\$55,000.00	\$60,076.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$185,000.00	\$225,977.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,000.00	\$79,243.00
Distance Learning Program	\$80,000.00	\$86,658.00
Pupil Learning Loss	\$55,000.00	\$60,076.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$185,000.00	\$225,977.00



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
Camarillo Academy of Progressive Education (CAPE Charter School)	Maryellen Lang and Doreen Learned Directors	maryellen.lang@capecharter.org or doreen.learned@capecharter.org 805--384--1415

Plan Summary [2021-22]

General Information

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

CAPE was designed to replicate the successful education program of a pre-existing alternative public school, Los Senderos Open School ("Los Senderos"), slated for closure at the end of the 2006-2007 school year by the Pleasant Valley Elementary School District after 31 years of successful education using the open philosophy of teaching .

In response to the closure of Los Senderos, a group of parents began to research the feasibility of creating a charter school in order to ensure that the parents of Camarillo and their students had the choice of an open school philosophy. They were joined by a group of teachers with an exceptional knowledge of the open school philosophy and its application in creating students who are lifelong learners. The result was our initial charter petition meant to replicate the successful open philosophy education program at Los Senderos, in a public charter school serving grades K-12 granted and overseen by the Oxnard Union High School District (the “District”). The District approved the charter on May 22, 2007.

The mission of Camarillo Academy of Progressive Education is to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks, and are able to work cooperatively. Together, teachers, students and parents create and sustain an environment in accordance with a progressive philosophy that sparks imagination, ignites a love for learning and encourages each individual to be and do the best that he/she can, enabling pupils to become self-motivated, competent, life-long learners, who are equipped for the challenges of the 21st century.

CAPE’s philosophy is based in part on research that reveals that children learn best when they are intrinsically motivated. Therefore, a child at CAPE is not encouraged to pursue extrinsic rewards such as individual recognition, a teacher’s approval, a sticker on a test, or even good grades. Instead children are motivated to learn because their interests have been sparked. Standards-based curricula are brought to life through hands-on projects that make learning relevant. Students are challenged to ask questions, encounter problems, make mistakes and discover solutions through new ways of thinking.

Differentiation often occurs naturally because each student takes responsibility for learning at his or her own level. Teachers ask questions to guide children toward more sophisticated thinking until the students suddenly realize the need for some new piece of information or a new way of seeing things in order to overcome problems. In this way, students suddenly want to learn—in fact hunger to learn—in order to solve problems and be successful. Through this kind of process, the lessons the children learn become deeply embedded. And even more important, students acquire problem-solving skills, gain confidence and experience the joy of learning that can motivate them to be lifelong learners.

CAPE’s philosophy also takes into account the fluid nature of education. The teachers, administrators and parents are lifelong learners themselves, ready to implement and embrace new, evidence-based ideas into the curriculum as new research emerges. Teachers are also constantly reassessing students’ strengths, interests and gaps in learning. Therefore, at both the school-wide level and at the level of each individual child, CAPE’s philosophy is progressive and flexible to best meet the needs of each student.

CAPE believes that learning best occurs when instruction is delivered in a manner consistent with a progressive philosophy. The premise of CAPE’s progressive education is to create a learning environment where students actively experience their education and are continually

challenged in an ever-changing, yet organized setting. There is an active cooperative partnership among parents, students and teachers, where learning is for its own sake, for the joy of it, and for its intrinsic value. Each student is held accountable for his or her own progress while utilizing the support system of teachers and parents.

The CAPE philosophy encourages each child to fully participate in his or her education. Building self-esteem through personal responsibility is a primary focus. If children feel good about themselves, they will be more open to learning. CAPE shall provide safe, nurturing and intellectually engaging surroundings where students are inspired to intrinsically value learning as they achieve social and academic success. The instructional program shall conform to California Common Core State Standards.

The teachers, administration and the governing board of CAPE will continuously assess the implementation of its curriculum. The goal of the school is to ensure that every child is successful. Strategies for accomplishing this goal include staff development and training, faculty meetings, articulation among staff members, observation of classroom instruction, parent surveys and a continuous review of assessment results.

Teachers will create classroom environments that challenge and support students' learning of standards-based curriculum while promoting diversity, creativity, cooperation and individual learning styles. Parents and teachers work as partners to guide and encourage students to become positive, responsible, contributing citizens who value themselves and others in their choices as they strive to become life-long learners.

Reflections: Successes

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

A review of local data and the 2019 CA Dashboard indicate that CAPE has "met" all local indicators. CAPE was in the Yellow for Chronic Absenteeism due to an increase of 1.1%. In the spring of 2021 CAPE had any student who was eligible take the CAASPP and CAST test (state standardized test) and are waiting for the results. Locally, all students took the end of the year Renaissance Benchmark 360 assessment. We will be working on data teams at the beginning of the school year to determine academic areas of weakness and start with targeted invention as soon as possible. CAPE did not see a significant learning loss to students during the 2021-2022 school year. The scores on the local benchmark were similar to previous years. This may not be a true representation though as some students did take the test at home under possible different testing environments than their peers who returned to in-person. The 2020-2021 Local Indicator or Self-Reflection was completed and the 2021 CA Dashboard will indicate "MET" upon release to the public. The local indicator self-reflection includes: Priority 7: Access to a Broad Course of Study, Priority 1: Basic Services and Conditions, Priority 2: Implementation of State Academic Standards, Priority 6: School Climate, and Priority 3: Parent Engagement.

In review of the data from 2018 CAPE had an increase in test scores across the grade levels in third through eighth as reported from the CAASSP. The average scaled score for 3rd grade English Language Arts was 2498 which falls into the "Standard Exceeded" category and

2509 for Mathematics which falls into the "Standard Exceeded" category. The average scaled score for 4th grade English Language Arts was 2544 which falls into the "Standard Exceeded" category and 2541 for Mathematics which falls into the "Standard Met" category. The average scaled score for 5th grade English Language Arts was 2570 which falls into the "Standard Met" category and 2577 for Mathematics which falls into the "Standard Met" category. The average scaled score for 6th grade English Language Arts was 2567 which falls into the "Standard Met" category and 2600 for Mathematics which falls into the "Standard Met" category. The average scaled score for 7th grade English Language Arts was 2604 which falls into the "Standard Met" category and 2632 for Mathematics which falls into the "Standard Met" category. The average scaled score for 8th grade English Language Arts was 2634 which falls into the "Standard Met" category and 2690 for Mathematics which falls into the "Standard Exceeded" category. Almost all areas of the dashboard showed blue circles indicating that CAPE is on target for academic success

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.

Although the majority of the dashboard showed blue circles, CAPE did notice areas to improve as indicated with green or yellow circles (CAPE did not have any orange or red performance leveled circles). One area that needs improvement is English Language Arts (grades 3 through -8) for our sub population of students with disabilities and students identified as socioeconomically disadvantaged. Students identified as socioeconomically disadvantaged did test at 40 points above the average and had an increase this year of 9.9 points from last year. Students identified as having a disability scored 29.4 points above the standard and increased 6.5 points from last year. In the area of Mathematics, our students identified as Asian fell into the green category but are still scoring 89.8 points above standard. They were placed in the green area due to a decline of 20.4 points from the previous year. Students identified with a disability scored 31.5 points above standard but did decline 8.4 points from the previous year. Students identified as white were also categorized in the green for mathematics although they scores 58.1 points above average, due to decline of 9.7 points they are a sub population to watch. CAPE does not have a large enough English learner population to be shown as a subgroup on the dashboard, but from data team research, CAPE feels that it is important to have interventions in place to provide additional support in both the English Language Arts program and Mathematics programs for our student sub population of English Learners. CAPE is yellow for Chronic Absenteeism and has addressed this in the LCAP as an area to focus. As CAPE transitions from an online learning community back to in-person, it will be imperative to assess students often and create individualized targeted intervention to met their needs. CAPE will be hiring two additional teachers, one as a literacy coach, and one as a math coach to help with these academic gaps.

LCAP Highlights

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

Based on the analysis and reflection of student outcomes from the 2019-2020 LCAP and the 2020-2021 Learning Continuity Plan and Attendance Plan, stakeholder engagement and alignment with our current charter petition, CAPE has come up with the following three goals for the 2021-2022 LCAP.

1. CAPE students will develop intrinsic self-motivation, a high academic bar of excellence, and be actively engaged in their own education and future goals.
2. CAPE students will feel both physically and emotionally safe while attending school. All CAPE stakeholders will collaborate as partners to enhance the educational experience for all students.
3. CAPE student will have access to engaging, enrichment opportunities that will enhance and support the academic standards, curriculum and philosophy of the charter program.

Highlight of Action Plan Items:

CAPE will hire a Math and Literacy Coach to help with Targeted Intervention

CAPE will increase the hours that we have onsite counseling

CAPE will hire additional campus supervisors to help transition students on the playground during recess and lunch

CAPE will hire paraeducators to work in the kindergarten and first grade classrooms

CAPE will hire a Social Emotional Coordinator that will teach weekly lessons in the classrooms

CAPE will have an emphasis on engaging enrichment activities - including but not limited to sports, arts, and music

CAPE will have collaboration days for teachers to examine data and use assessments to guide instruction and share best practices

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Feedback from all stakeholders is an important part of the CAPE Community. CAPE has a Governing Board that consists of Two Parent Representatives, Two Teachers who represent all employees, and One Community Member that represent the interest of the surrounding area. The main parent organization of CAPE is a PTSO. Many schools have a PTA, but it was important to the parents of CAPE to have an organization that included all stakeholders. When choosing the PTSO, they liked that all community members are automatically enrolled (no membership dues or applications) and students are also included. Once a month the CAPE administration meets informally with parents via "chatter time" to brainstorm, receive feedback and answer questions. Teachers communicate to students daily through morning meeting or advisory time and report to administration feedback and ideas from our student stakeholders.

Specific Dates for Stakeholder Engagement

CAPE Governing Board Meetings: 8/17/2020, 9/21/2020, 10/19/2020, 11/16/2020, 12/14/2020, 1/25/2021, 2/22/2021, 3/22/2021, 4/19/2021

Teachers and Staff Meetings (Meetings were held via ZOOM and included all employees): 1/26/2021, 3/16/2021, 4/20/2021

Parent Meetings: 3/3/2021, 4/3/2021, 4/14/2021, 5/5/2021

Parent/Admin Meetings - Chatter Time: 9/1/2020, 10/6/2020, 11/3/2020, 12/1/2020, 1/5/2021, 2/2/2021, 3/2/2021, 4/13/2021, 5/4/2021

Student Panel Groups: 3/18/2021, 4/21/2021, 5/11/2021

SELPA Administration, SEATS and CAPE: 8/14/2020, 3/2/2021

Public Hearing During the CAPE Board Meeting on 5/24/2021

Final Adoption During the CAPE Board Meeting on 6/28/2021

A summary of the feedback provided by specific stakeholder groups.

During the pandemic CAPE was fortunate to be able to provide students with online curriculum and daily interactions with their teachers. Although some students did very well with online learning, other students struggled. Teachers, parents and students are concerned with academic gaps and bringing students who may have slipped academically back up to grade level as soon as possible. Students reported that they miss the connection between their peers and teachers. Some even voiced their concern with interactions on the playground after being isolated for such a long period of time. Coping strategies was mentioned by all stakeholders and ways to incorporate mental health along with academics. Students, Parents and Teachers missed enrichment classes which were available but via ZOOM, and had few participants. Sports and Music were mentioned by many stakeholders as a way to feel a connection to school in a "fun" way. As a CAPE Community we need to address a variety of student and family needs, including student groups such as: students with disabilities (SWD), English Learners (EL), those living in poverty (Low Income- LI) and all Foster Youth and students/families experiencing homelessness.

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

During the 2021-2022 school year and the first year of the new three-year LCAP, CAPE will address three core areas to ensure continued success. There are three broad goals centered around student outcomes, student emotional, mental and physical well being, and student opportunities for engagement and enrichment. The first goal will address student outcomes focusing on pupil achievement in both state and local assessments with an overarching goal of life, college, and career readiness. Based on parent, student and teacher feedback, CAPE will assess students frequently to determine academic gaps and create strategic individualized intervention. CAPE will hire both a literacy coach and a math coach to help provide targeted instruction in areas of academic weakness. The second goal will address emotional, mental and physical safety. The importance of Social-Emotional support is evident from stakeholder feedback. CAPE is increasing the number of hours that we have a counselor on site and also providing students with weekly social-emotional lessons taught by the counselor dealing with emotions, trauma, social stories and mental health. Students and Parents want to feel connected to CAPE and the CAPE Community. We are hopeful with lessened restrictions, CAPE will be able to incorporate the family activities that make our school unique and have a sense of community. The third goal stakeholders wanted implemented was to continue to provide enriching opportunities that enhance and support the academic standards and curriculum. Based on stakeholder feedback: continue and expand our community service project "CAPE Cares", Music, Theatre, Sports, Speech and Language options.

Goals and Actions

Goal

Goal #	Description
1	Goal 1 is a broad goal. CAPE students will develop intrinsic self-motivation, a high academic bar of excellence, and be actively engaged in their own education and future goals. This goal will be measured by CAASPP results, local assessments and measures, Renaissance Benchmark 360 data, ESGI data, ELPAC reclassification rates, purchased curriculum and the annual CA Dashboard Local Indicator Self-Reflection.

An explanation of why the LEA has developed this goal.

The mission and philosophy of CAPE is to foster a love of learning and self motivation in our students. Goal 1 is a broad goal that addresses the following State Priorities: Priority #1 (Basic), Priority #2 (Implementation of State Standards), Priority #4 (Pupil Achievement), Priority #5 (Pupil Engagement), Priority #7 (Course Access) and Priority #8 (Other Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Reflection: All CAPE teachers will be fully credentialed and appropriately assigned (1)	Indicate "MET" on the CA Dashboard based on the Local Indicator Reflection.				Indicate "MET" on the CA Dashboard based on the Local Indicator Reflection.
Local Indicator Reflection: Every CAPE student will have access to standard-aligned curriculum (1)	Indicate "MET" on the CA Dashboard based on the Local Indicator Reflection.				Indicate "MET" on the CA Dashboard based on the Local Indicator Reflection.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAPE will implement academic content and performance standards for all students (2)	<p>97% of students eligible for state testing took the summative assessments</p> <p>90% of students at CAPE completed at least three Renaissance Benchmark 360 norm referenced exams</p>				<p>100% of students eligible for state testing took the summative assessments</p> <p>100% of students at CAPE completed at least three Renaissance Benchmark 360 norm referenced exams</p>
Local Indicator Reflection: Implementation of all CA state standards including how ELs will access the CCSS and ELD standards.	Indicate "MET" on the CA Dashboard based on the Local Indicator Reflection.				Indicate "MET" on the CA Dashboard based on the Local Indicator Reflection.
Statewide assessments (3)	Baseline to be determined by the 2021 Summative CAASPP State Testing				<p>85% of all CAPE students who are eligible to take the SBAC ELA will score at or above the standard</p> <p>85% of all CAPE students who are</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>eligible to take the SBAC MATH will score at or above the standard</p> <p>85% of all CAPE students who are eligible to take the CAST will score at or above the standard</p>
Percentage of high school students who have successfully completed a-g requirements (3)	100% of CAPE high school students successfully completed a-g requirements				100% of CAPE high school students successfully completed a-g requirements
Percentage of high school students who have successfully completed CTE courses from approved pathways (3)	100% of CAPE high school students have successfully completed CTE courses				100% of CAPE high school students have successfully completed CTE courses
Percentage of high school students who have completed both a-g and CTE courses (3)	100% of CAPE high school students have completed both a-g and CTE courses				100% of CAPE high school students have completed both a-g and CTE courses
Percentage of Students who	Baseline to be determined by the				100% of all students identified as English Learners will receive

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progress in English Proficiency (3)	2021 Summative ELPAC results				<p>additional academic support</p> <p>90% of all students identified as English Learners will progress in English fluency as measured by the Summative ELPAC</p> <p>75% of all students identified as English Learners will be reclassified as measured by the Summative ELPAC</p>
Percentage of high school students who pass AP exams with a score of 3 or higher (3)	Baseline to be determined				100% of CAPE high school students who take AP exams will score a 3 or higher
Percentage of high school students prepared for college (3)	Baseline will be determined by the 2021 11th grade Summative CAASPP State Testing				<p>85% of all CAPE high school students who are eligible to take the SBAC ELA will score at or above the standard</p> <p>85% of all CAPE high school students who</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>are eligible to take the SBAC MATH will score at or above the standard</p> <p>85% of all CAPE high school students who are eligible to take the CAST will score at or above the standard</p>
Attendance rates (5)	Baseline is set by 2019-2020 data at 96%				CAPE will maintain an average daily attendance rate of 96%
Chronic absenteeism rates (5)	Baseline is set by 2019-2020 data at 12%				CAPE will decrease the number of students who are considered chronically absent to less than 10%
High school dropout rates (5)	No high school students have dropped out, 0% rate Synergy SIS				Maintain
Middle school dropout rates (5)	No middle school students have dropped out, 0% rate Synergy SIS				Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rates (5)	100% of students who attend CAPE high school graduate				Maintain
Local Indicator Self Reflection: Course Access CAPE Students have access and are enrolled in a broad course of study (i.e., social studies, science, health, PE, music) (7)	Local Indicator Self-Reflection CA Dashboard "Met"				Local Indicator Self-Reflection CA Dashboard "Met"

Actions

Action #	Title	Description	Total Funds	Contributing
1	Literacy and Math Coaches	CAPE will hire a literacy coach and math coach to support classroom teachers and students. The coaches will frequently assess students and create targeted intervention groups to lessen gaps in learning, improve academic success and build student confidence. Coaches will purchase supplemental materials as needed.	\$140,000.00	Yes
2	Teacher Collaboration	CAPE will hire substitute teachers to give release time each month for teachers to meet as grade level teams. These meetings will focus on student data, intervention and enrichment strategies and strategic planning to mitigate learning loss.	\$32,200.00	No

Action #	Title	Description	Total Funds	Contributing
3	Supplemental Materials for in Home Use	CAPE will provide students with additional curriculum materials, for in home use, to help meet their specific learning needs	\$10,000.00	Yes
4	Kindergarten and First Grade Para Educators	CAPE will hire para educators to work with all students in their regular classrooms assisting and under the leadership of their classroom teacher.	\$55,000.00	Yes
5	Curriculum to Assist with Targeted Intervention	CAPE will purchase curriculum to assist with targeted instructional needs including both online and in-print materials	\$10,000.00	No
6	English Learner Support	CAPE will hire a para educator who will meet at least once per week with any students identified as an English Learner by the Initial or Summative ELPAC. Materials may be purchased to help support each individual student's need.	\$10,000.00	Yes
7	Technology-All	CAPE will continue to purchase and replenish technology to help students and teachers optimize online resources available. CAPE will also have IT support available.	\$35,000.00	No
8	Technology - Sub Groups	CAPE will purchase and replenish technology for students who need to borrow devices from CAPE, including but not limited to IPADs and Hot Spots. CAPE will also have IT support available.	\$8,000.00	Yes
9	Chronic Absenteeism	CAPE will send communication to families regarding the effects of Chronic Absenteeism and how many days their student has missed. The attendance clerk will make phone calls daily to check on student absences.	\$5,000.00	No
10	High School	CAPE's high school coordinator will work closely with students enrolled in the CAPE high school. She will regularly communicate	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		with both students and parents regarding career and college readiness, AP options and high school graduation requirements.		

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	Goal 2 is a broad goal. CAPE students will feel both physically and emotionally safe while attending school. All CAPE stakeholders will collaborate as partners to enhance the educational experience for all students. This goal will be measured by FIT results, local assessments and measures, ParentSquare Volunteer Data, California Healthy Kids Survey Data, Synergy SIS and the annual CA Dashboard Local Indicator Self-Reflection.

An explanation of why the LEA has developed this goal.

Goal 2 is a broad goal that addresses the following State Priorities: Priority #1 (Basic), Priority #3 (Parental Involvement and Family Engagement), and Priority #6 (School Climate). The need for social emotional support, mental health support, coping strategies and socialization skills continue to appear in surveys, suggestions and conversations from all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The CAPE facility will be in "Good Repair": Clean, safe, and functional as determined by the Facility Inspection Tool (FIT) (1)	All Items on the FIT met the metric for "Good Repair"				All Items on the FIT met the metric for "Good Repair"
Local Indicator Reflection: Parental participation in programs for English Learners, Low-Income, and Foster Youth students (3)	Indicate "MET" on the CA Dashboard based on the Local Indicator Reflection.				Indicate "MET" on the CA Dashboard based on the Local Indicator Reflection.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation (3)	Baseline set by data during the 2019-2020 school year: 75% of all CAPE families contributed 40 hours per year per family in a capacity that directly impacts the school (volunteerism)				95% of all CAPE families will contribute 40 hours per year per family in a capacity that directly impacts the school (volunteerism)
Student Survey - Connectedness and Safety (6)	Local Survey to be developed The California Healthy Kids Survey will be administered to set baseline data.				Pending Data from Baseline
Suspension Rate (6)					
Expulsion Rate (6)	No expulsion, 0% rate Synergy SIS				Maintain
Parental Input in Decision Making (3)	Attendance Rates for parents are PTSSO Meetings, CAPE Governing Board Meetings, and Chatter Time				Baseline will be determined during the 2021-2022 school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselor - on site	CAPE will increase the number of hours that in school counseling is available to students who are identified through the MTSS process.	\$7,000.00	No
2	Counselor- On Site for Sub Groups	CAPE will increase the number of hours that in school counseling is available to students who are identified as students with disabilities, English Learners, Low Income, Foster or Homeless Youth.	\$7,000.00	Yes
3	Social Emotional Coach	CAPE will hire a counselor who will work in each classroom weekly on social emotional support (whole group), including but not limited to coping strategies, trauma, anxiety, social stories, mindfulness, positive self-talk.	\$11,436.00	No
4	Lunch Shelter	CAPE will relocate the current lunch shelter so it does not impact student learning when windows have to be open for air flow	\$23,000.00	No
5	Campus Supervisors	CAPE will hire two additional campus supervisors to help transition students back into traditional recess. Activities include but are not limited to: arts, crafts, organized games.	\$15,000.00	No
6	English Learner Liaison	CAPE will assign a bilingual liaison to translate items into Spanish or their native language and communicate with English Learner parents regarding ongoing campus activities.	\$12,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 is a broad goal. CAPE student will have access to engaging, enriching opportunities that will enhance and support the academic standards and curriculum and philosophy of the charter program. This goal will be measured by Data Quest results, Student Survey Data, Participation Rates, and the annual CA Dashboard Local Indicator Self-Reflection.

An explanation of why the LEA has developed this goal.

Goal 3 is a broad goal that addresses the following State Priorities: Priority #6 (School Climate), Priority #7 (Course Access), and Priority #8 (Other Pupil Outcomes). The need for making school fun, opportunities for enrichments, connectedness to school and family activities continue to appear in surveys, suggestions and conversations from all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Self-Reflection: Course Access CAPE Students have access and are enrolled in a broad course of study (i.e., social studies, science, health, PE, music) (7)	Local Indicator Self-Reflection CA Dashboard "Met"				Local Indicator Self-Reflection CA Dashboard "Met"
Student Survey-Enrichment Opportunities (Field Trips, Art, Sports, Music, extra curricular activities) (6)	Baseline Survey Data to be administered in spring of 2022				Increased positive survey results, pending baseline data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test (8)	Baseline Scores will be received in spring of 2022				Pending Baseline scores

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assemblies	CAPE will hold at least 3 assemblies to build upon the curriculum or social emotional health of all students.	\$8,500.00	No
2	After School Sports Program	CAPE will hire or provide existing teachers with stipends to coach middle school students to compete in our local sports league. Parents will be encouraged to attend games.	\$13,000.00	No
3	Field Trips	CAPE will provide students with access to fieldtrips	\$1,000.00	Yes
4	Music	CAPE will continue to provide opportunities to develop music skills within the CAPE community, examples could be: Build a Band, Beginner Band, Advanced Band, Choral Music, Musical Theatre,	\$19,000.00	No
5	Language Opportunities	CAPE will offer Spanish enrichment curriculum in grades 1-8	\$9,000.00	No
6	Family (Parent) Education Nights	CAPE will host at least 2 family or parent education events during the school year.	\$6,000.00	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
1.85%	88,558

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.

- 1.1 Literacy and Math Coach: These targeted coaches will be able to quickly assess and provide intervention to all students. Students identified as foster youth, English learners and low-income students may not be able have access to outside targeted tutoring. The additional support will help with scaffolding lessons, fillings in academic gaps and build confidence by pre teaching.
- 1.3 Supplemental Materials for In-Home Use: Curriculum will be purchased to reinforce skills taught at school from home use. Students identified as foster youth, English learners and low-income students may need additional copies of textbooks if they are traveling between multiple homes. It is important that identified students have access and can be supported when off campus.
- 1.4 Kindergarten and First Grade ParaEducators: These instructional teachers will be working within the classrooms under the direct supervision of the teacher. They will be able to offer both individual and small group support. From our analysis of the incoming student survey, LCP and our local indicators CAPE has identified a need for additional supports in these foundational grade levels. Due to the pandemic CAPE has fewer students entering kindergarten with previous schooling (TK or Preschool) than ever reported before.
- 1.5 Curriculum to assist with targeted intervention: Curriculum will be purchased to help support the literacy and math coaches. This curriculum will be specific for individual students to help fill in academic gaps and build confidence. Students identified as foster youth, English learners and low-income students may not have outside access.
- 1.6 English Learner Support: The MTSS Interventionist will work one on one weekly with any student who has been identified as an English Learner. Students identified as foster youth, English learners, and low-income may benefit from small group or one on one support to help build confidence, scaffold lessons, pre-teach and build relationships with trusting adults on CAPE's campus.
- 1.8 Technology: CAPE will have loaner technology and hot spots available as requested. Students identified as foster youth, English Learners and low-income students may not be able to access technology and online curriculum when off campus.

2.2 On Site Counseling Service: CAPE will identify students who need counseling services through the MTSS process. Students identified as foster youth, English learners and low-income students may not be able have access counseling services.

2.6 English Learner Liaison: Through our analysis and stakeholder engagement, it was determined that our English Learner families have unique needs that need to addressed. Parents who are actively engaged with their children's education increase academic success for their child. The English Learner Liaison will help make the bridge between CAPE and Home.

3.3 Field Trips: Field trips are exciting for all students. Students identified as foster youth, English learner and low-income students may have concern over the donation amount for a field trip and this would help alleviate those concerns.

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

The programs listed above are all new programs to CAPE. The combined total of expenditures to complete the actions listed above for year one of the three year plan is \$101,000. This is over the percentage required. This are all programs and services that have been identified by our CAPE community as important contributors to the academic and mental/social-emotional health of students identified as English learners, low-income and foster youth.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$250,500.00	\$201,636.00			\$452,136.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$339,636.00	\$112,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Literacy and Math Coaches	\$50,000.00	\$90,000.00			\$140,000.00
1	2	All	Teacher Collaboration		\$32,200.00			\$32,200.00
1	3	English Learners Foster Youth Low Income	Supplemental Materials for in Home Use	\$10,000.00				\$10,000.00
1	4	English Learners Foster Youth Low Income	Kindergarten and First Grade Para Educators	\$10,000.00	\$45,000.00			\$55,000.00
1	5	All	Curriculum to Assist with Targeted Intervention	\$10,000.00				\$10,000.00
1	6	English Learners	English Learner Support	\$10,000.00				\$10,000.00
1	7	All	Technology-All	\$35,000.00				\$35,000.00
1	8	English Learners Foster Youth Low Income	Technology - Sub Groups	\$8,000.00				\$8,000.00
1	9	All	Chronic Absenteeism	\$5,000.00				\$5,000.00
1	10	All	High School	\$15,000.00				\$15,000.00
2	1	All	Counselor - on site		\$7,000.00			\$7,000.00
2	2	English Learners Foster Youth Low Income	Counselor- On Site for Sub Groups		\$7,000.00			\$7,000.00
2	3	All	Social Emotional Coach	\$4,000.00	\$7,436.00			\$11,436.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Lunch Shelter	\$23,000.00				\$23,000.00
2	5	All	Campus Supervisors	\$2,000.00	\$13,000.00			\$15,000.00
2	6	English Learners	English Learner Liaison	\$12,000.00				\$12,000.00
3	1	All	Assemblies	\$8,500.00				\$8,500.00
3	2	All	After School Sports Program	\$13,000.00				\$13,000.00
3	3	Foster Youth Low Income	Field Trips	\$1,000.00				\$1,000.00
3	4	All	Music	\$19,000.00				\$19,000.00
3	5	All	Language Opportunities	\$9,000.00				\$9,000.00
3	6	All	Family (Parent) Education Nights	\$6,000.00				\$6,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$101,000.00	\$243,000.00
LEA-wide Total:	\$101,000.00	\$243,000.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Literacy and Math Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$140,000.00
1	3	Supplemental Materials for in Home Use	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	4	Kindergarten and First Grade Para Educators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$55,000.00
1	5	Curriculum to Assist with Targeted Intervention			All Schools	\$10,000.00	\$10,000.00
1	6	English Learner Support	LEA-wide	English Learners	All Schools	\$10,000.00	\$10,000.00
1	8	Technology - Sub Groups	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
2	2	Counselor- On Site for Sub Groups	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,000.00
2	6	English Learner Liaison	LEA-wide	English Learners	All Schools	\$12,000.00	\$12,000.00
3	3	Field Trips	LEA-wide	Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

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.