

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hayward Collegiate Charter

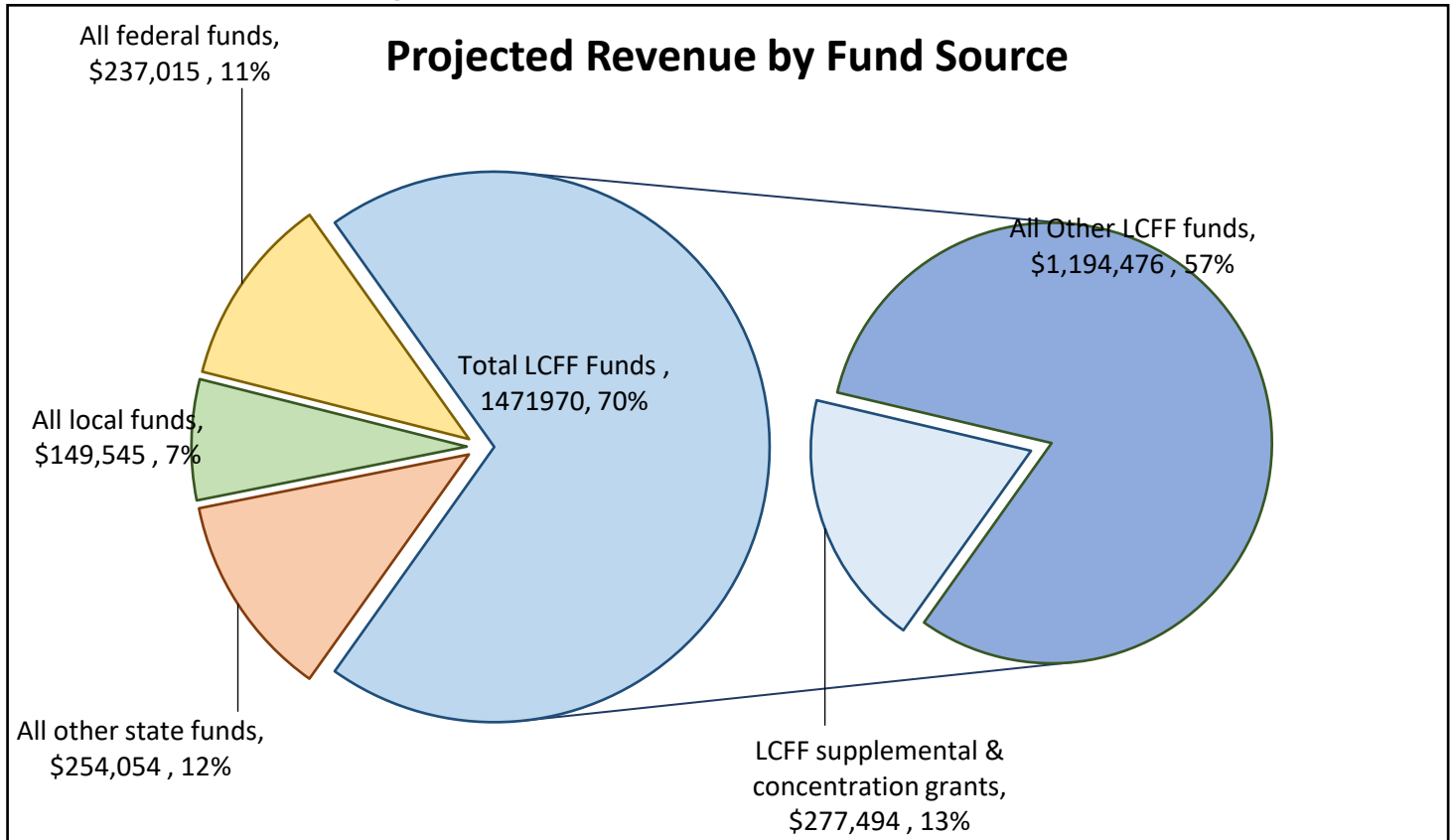
CDS Code: 01 10017 0138867

School Year: 2021 – 22

LEA contact information: Neena Goswamy; Exec. Dir.; neena@haywardcollegiate.org;(650) 520-3915

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

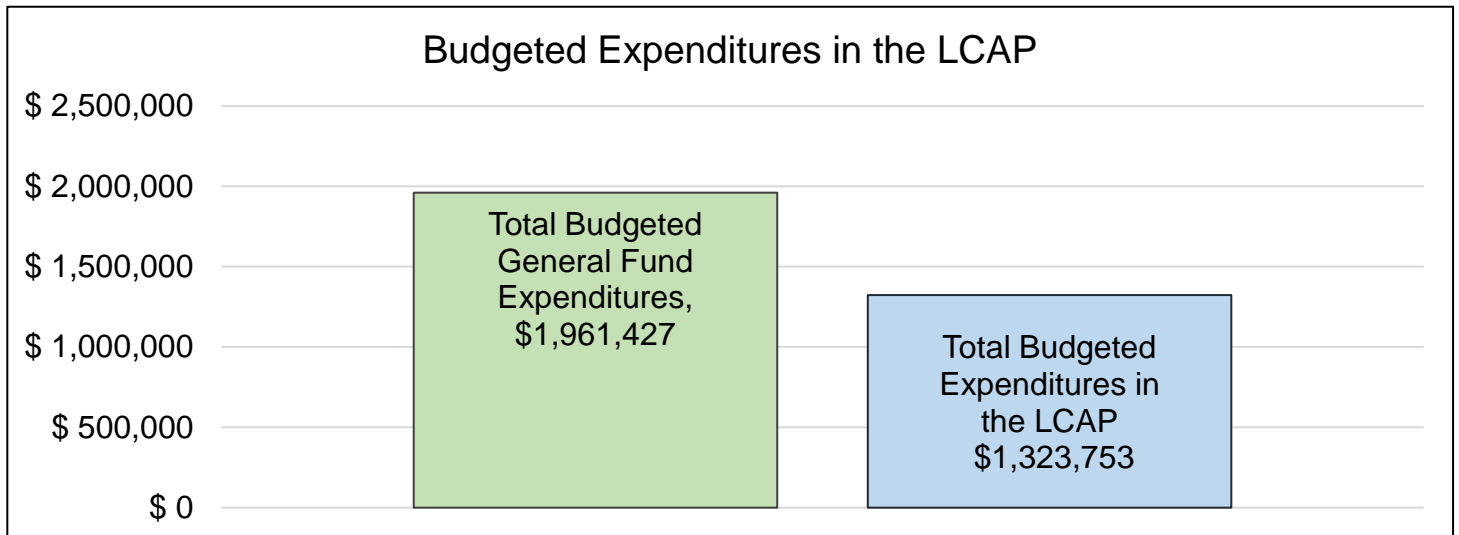


This chart shows the total general purpose revenue Hayward Collegiate Charter expects to receive in the coming year from all sources.

The total revenue projected for Hayward Collegiate Charter is \$2,112,584.00, of which \$1,471,970.00 is Local Control Funding Formula (LCFF), \$254,054.00 is other state funds, \$149,545.00 is local funds, and \$237,015.00 is federal funds. Of the \$1,471,970.00 in LCFF Funds, \$277,494.00 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 Hayward Collegiate Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Hayward Collegiate Charter plans to spend \$1,961,427.00 for the 2021 – 22 school year. Of that amount, \$1,323,753.00 is tied to actions/services in the LCAP and \$637,674.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

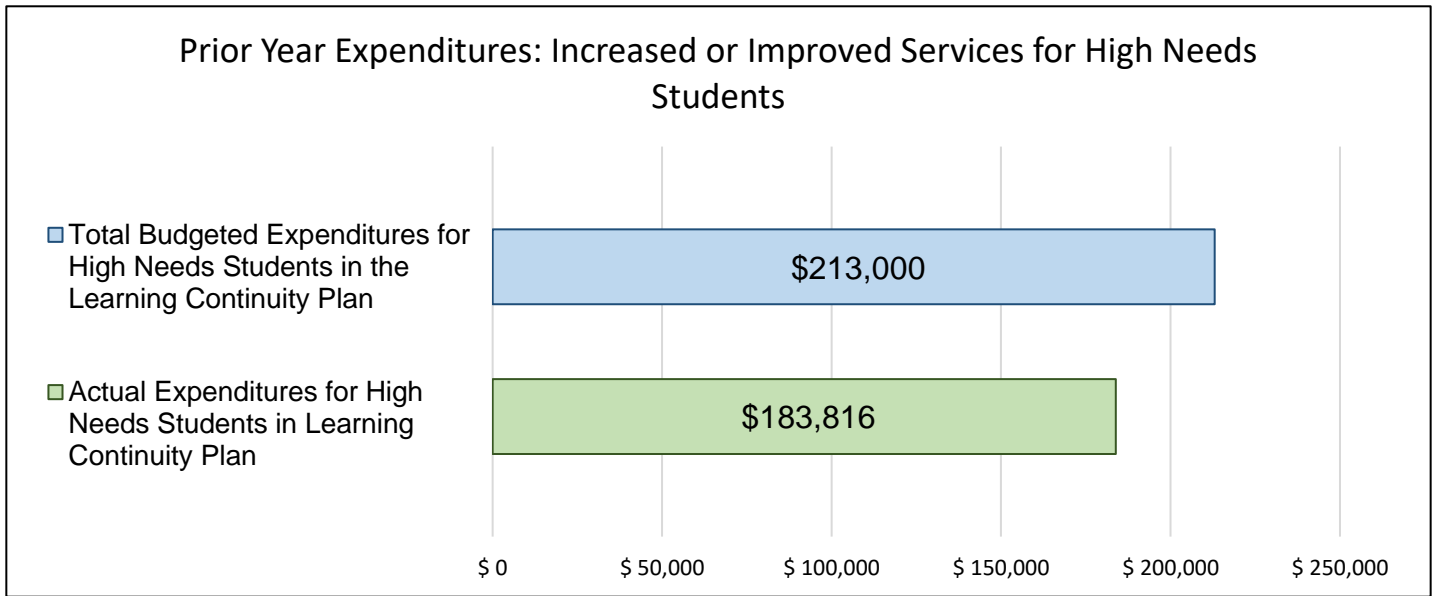
additional instructional staff, office supplies, furniture, student food services, printer lease, business services, board portal and consulting, authorizer oversight fees, legal fees, registration software, staff recruiting costs

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

In 2021 – 22, Hayward Collegiate Charter is projecting it will receive \$277,494.00 based on the enrollment of foster youth, English learner, and low-income students. Hayward Collegiate Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Hayward Collegiate Charter plans to spend \$315,695.00 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 Hayward Collegiate Charter 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 Hayward Collegiate Charter 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, Hayward Collegiate Charter's Learning Continuity Plan budgeted \$213,000.00 for planned actions to increase or improve services for high needs students. Hayward Collegiate Charter actually spent \$183,816.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$29,184.00 had the following impact on Hayward Collegiate Charter's ability to increase or improve services for high needs students:

Some actions initially planned to be paid for out of supplemental/concentration funds were funded by COVID relief funds. Remaining supplemental/concentration funds were used to provide social emotional learning for students and to provide professional development for teachers in support of distance learning.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hayward Collegiate Charter	Neena Goswamy Executive Director	neena@haywardcollegiate.org (650) 520-3915

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

Hayward Collegiate students will develop as critical, creative, global thinkers with strong foundational skills in math, reading, and writing.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 (Student Achievement), 7 (Course Access) 1 (Basic Services), 2 (Implementation of Academic Standards), 8 (Other Student Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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>70% meeting Fall to Spring growth targets on NWEA MAP Reading and Math	80% meeting Fall to Spring growth targets on NWEA MAP Reading and Math (Met)
>70% of students in Special Education meeting 75% of IEP Goals	77% (Met)
100% of core teachers are highly qualified and properly assigned	100% of core teachers are highly qualified and properly assigned
Teacher survey: 100% of curriculum materials are adequate, aligned to school goals, state/national standards and up-to-date	100% of curriculum materials are adequate, aligned to school goals, state/national standards and up-to-date
# of students meeting or exceeding ELPAC performance expectations will increase by 5% annually	Annual 2019-20 ELPAC cancelled
Reclassification rate will exceed the District's reclassification rate by 5%	2019-20 EL Reclassification Rate 0.0% (not met) District: 6.7%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Standards-aligned benchmark assessments in all subject areas Personalized instruction during reading and math blocks – adaptive online programs and small group instruction Teacher-subject specialization Up-to-date standards-aligned instructional materials, evaluated by faculty 	\$117,122 LCFF Base 4100 – Approved Textbooks & Core Curricula Materials 4200 Books & Other Reference Materials 4300 – Materials & Supplies 4320 – Educational Software 4420 – Computers 5878 – Student Assessment	\$88,927 LCFF Base 4100 – Approved Textbooks & Core Curricula Materials 4200 Books & Other Reference Materials 4300 – Materials & Supplies 4320 – Educational Software 4420 – Computers 5878 – Student Assessment

<ul style="list-style-type: none"> ● Use of online learning programs for specialized supports ● RTI program and Student Support Team: Identification and support for struggling students ● Early intervention plans ● Small group instruction ● After school intervention which will be used for deeper dive into academic content in a tutor setting 	<p>\$353,665 LCFF Base, Supplemental and Concentration 1100/1148 – Certificated Staff</p>	<p>\$233,899 LCFF Base, Supplemental and Concentration 1100/1148 – Certificated Staff</p>
<p>All teachers and staff will go through a rigorous hiring process, which includes paper screening, phone interview, performance task, and reference checks. All teachers will meet ESSA legislation.</p>	<p>\$10,940 LCFF Base 5785 – Staff Recruiting</p>	<p>\$24,496 LCFF Base 5785 – Staff Recruiting</p>
<p>Includes push-in and pull-out services to meet the needs of students with IEPs</p>	<p>\$535,665 LCFF Base 1148 – Teacher – Special ED 5869 – Special Education Contract Instructors</p>	<p>\$89,376 LCFF Base 1148 – Teacher – Special ED 5869 – Special Education Contract Instructors</p>
<ul style="list-style-type: none"> ● Instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards ● ELD course ● Teacher PD for ELD strategies an instruction, supporting academic English, and cultural competency/culturally responsive teaching ● Explicit EL strategies in all classrooms including: <ul style="list-style-type: none"> ○ Small group support ○ Reading support groups ○ Specifically teaching academic English 	<p>\$467,665 LCFF Supplemental and Concentration 1148 – Teacher – Special ED 5869 – Special Education Contract Instructors 1100 – Certificated Staff</p>	<p>\$43,062 LCFF Supplemental and Concentration 1148 – Teacher – Special ED 5869 – Special Education Contract Instructors 1100 – Certificated Staff</p>

<ul style="list-style-type: none"> o Pre-teaching vocabulary o GLAD strategies. 		
<ul style="list-style-type: none"> ● Professional Development sessions on: <ul style="list-style-type: none"> o CCSS and NGSS o Data-driven instruction o Community building o Classroom management o Working with struggling/at risk scholars: Special Education, Els, low-income, foster youth o Culturally competent teaching ● Collaborative teamwork ● Teachers develop Personalized Goals for targeted coaching and PD sessions 	<p>\$50,919 LCFF Supplemental + Concentration and Title II 5863 – Professional Development 5884 – Substitutes</p>	<p>\$8,438 LCFF Supplemental + Concentration and Title II 5863 – Professional Development 5884 – Substitutes</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.

All actions were implemented.

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

Once the closures were announced, we mobilized in order to immediately begin our distance learning program on 3/17/20. We purchased iPads for every student. We began sending home weekly packets of learning materials. We created a schedule that combines synchronous, asynchronous, digital and paper, academic and social emotional and relational activities as well as differentiated supports based on data. The iPad distribution and development of the schedule and packets system were implemented within the first week.

We already had some blended learning program components in place, which has aided our transition. Our scholars had structures around homework completion and punctuality. We have an active parent portal through ParentSquare which enables two-way communication with translation as needed, and our parents have been responsive throughout the school closure.

The schedule we created for distance learning combines teacher-recorded video lessons in mornings (utilizing Screencast and EdPuzzle), live classes in the afternoons through Zoom, and daily one-on-one twenty minute check-ins. In addition to our ELA and math course work, our martial arts and science classes also continued remotely. Our ELD intervention groups continued in an online format. In Special Education, our external providers began teleservices within 3 weeks. We held amendment IEP meetings with all students within the first month.

Spring benchmarks indicated not a great deal of learning loss with 80% meeting Fall to Spring growth targets on NWEA MAP Reading and Math. We did not test our kindergarten students during Spring. We were not able to track student progress as diligently as in person because the assessment data was skewed by students taking assessments at home.

We provided professional development as planned prior to the school closure and then pivoted our professional development efforts to provide more professional development time for teachers to learn how to best provide high-quality instruction virtually.

Goal 2

Hayward Collegiate creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 (Student Engagement), 6 (School Climate) 1 (Basic Services), 3 (Parent Engagement), 6 (School Climate)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Parent Survey: 80% of parents express satisfaction with Hayward Collegiate	No data due to school COVID school closure
Parent Survey: % of parents who feel engaged in school decision-making	No data due to school COVID school closure

Suspension rate <5%	0% Suspension Rate (Met)
Expulsion rate 0%	0% Expulsion Rate (Met)
ADA (attendance rate) >95% Tardy Arrivals decrease by 5%	ADA: 83.98 (8/19/19-2/28/20) (Not met) Tardy arrivals: No data due to COVID school closure.
Chronic absence rate <10%	8.7% Chronic Absence rate (Met)
MESH Student Survey: Aggregate score of 4 (out of 5) on School Safety 95% of students will take survey 80% of students indicate satisfaction with school climate	No data due to COVID school closure
Teacher survey: 80 % of teachers expressing satisfaction with school	90% of teachers expressing satisfaction with school (Met)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Board representation: One parent is elected to the Board to provide feedback Informal survey development throughout the year to address school issues and inform discussions Regular review of attendance and planning of attendance initiatives: Identifying students who are in need of attendance interventions and creating action plans with families. 	\$130,000 LCFF Base ▪ 2400-Clerical Staff	\$127,556 LCFF Base ▪ 2400-Clerical Staff
<ul style="list-style-type: none"> Engage all members of the school and local community Create partnerships within the community for social, health, and educational services for students and families 	\$8,000 LCFF Base ▪5851 – Marketing and Student Recruiting	\$15,586 LCFF Base ▪5851 – Marketing and Student Recruiting
<ul style="list-style-type: none"> School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community 	\$43,431 LCFF Base	\$86,614 LCFF Base

	4410-Classroom Furniture, Equipment & Supplies 5515-Janitorial, Gardening Services & Supplies 5615-Repairs and Maintenance – Building	4410-Classroom Furniture, Equipment & Supplies 5515-Janitorial, Gardening Services & Supplies 5615-Repairs and Maintenance – Building
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Goal Analysis

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

All actions were implemented.

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

We have created and adapted a variety of school culture, social emotional learning (SEL), and parent engagement initiatives for the distance learning format. Funky Friday is a schoolwide celebration that includes a dance party and shout outs to scholars who are rocking it. It has been attended by about 60 out of 80 students. We have a daily SEL video posted for students each morning with a message and activity from the Paths SEL curriculum. Each Friday, teachers engage students in a Social Emotional Learning lesson from the Paths curriculum. We are utilizing ParentSquare for parent engagement initiatives. For example, some of our parents hosted a virtual fundraiser for low income scholars for school supplies. We conducted a parent survey around the level of communication and quality of work students are receiving. We had a strong response rate, and we plan to send another survey around resources.

We continue a robust program of parent engagement in this new format. The pandemic has brought our school community closer together, as we pivoted to meet basic needs of families and students around nutrition, Social Emotional Learning, and counseling. We host a virtual coffee with the principal every two weeks. We hosted our parent conferences virtually via Zoom, and we encourage parents to contact teachers with any questions. We also hosted our Back to School Night and Fall Festival as drive through events and had 100% of our families participate. Each month we send home hot cocoa packets to all of our families, and then each teacher hosts a hot cocoa meeting with families to provide information and answer questions. We take a flexible approach to support parents as needed. When parents are unable to pick up packets, we arrange to drop them off. When students have lost a loved one during the

pandemic, we have provided grief counseling. It has been a challenge to form a community with our families that we have only met through Zoom. We have noticed less engagement from our kindergarten parents, which we attribute to the lack of in-person interactions this year.

We received a \$5,000 grant from Hayward Rotary to support community engagement and had observations on Zoom.

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
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, handwashing stations, custodial supplies, thermometers, etc.) and increase cleaning schedule and hire on-call janitor	\$4,000	\$4,000	N

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.

All funds were expended on this action.

Analysis of In-Person Instructional Offerings

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

In September 2020, we were able to bring our high needs second grade scholars back on campus for interventions three days each week. Every Friday, parents have been able to come to campus to have teachers answer any questions they may have about

supporting their scholars at home. As of April 1, 2021 due to public health orders we were not able to offer any in person instruction for the rest of our scholars. Since many of our students have returned to in-person instruction at the beginning of April, we have already seen the benefits because we are able to hold students more accountable for completing assignments accurately because they are working right there in front of us, as opposed to the previous virtual format. This has allowed us to spend more instructional time teaching the content. It is challenging because we are only seeing all of our scholars half of each day five days a week. This structure makes it impossible to run our interventions. Currently, teachers are feeling overwhelmed with all of the logistics involved in setting up classroom routines that they usually do not worry about this late in the year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Part-time technology support staff to ensure students/families are able to access distance learning, and teachers are able to deliver instruction	\$11,000	\$11,475	Y
Provide online learning platforms (apps and curriculum) to allow for self-paced, individualized learning, including Clever fees to simplify access and management for students/families	\$44,400	\$36,864	Y
Purchase additional technology so every student has a device and connectivity (10 hotspots, 20 iPads and covers, computers, and internet)	\$73,000	\$74,402	Y
Staff professional development: 4 weeks prior to the start of the school year and two hours weekly during school year on best practices for virtual learning, communicating with families about student learning, etc.	\$20,000	\$105,520	N
Core curriculum materials (textbooks, workbooks, packets), including SEL curriculum, and reference materials	\$38,300	\$50,847	N

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.

SEL Paths

We were not able to find part-time technology support, but all other actions were implemented as planned.

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

The curriculum resources and staffing has been consistent online and in person. Our schedules shifted to accommodate both a morning and afternoon cohort when our scholars were able to return for in-person instruction. We have about five or six students in each grade who are remaining in distance learning and they are in the afternoon cohort with an instructional aid supporting Zoom while the teacher simultaneously teaches in-person and distance learners.

Access to Devices and Connectivity

We have provided iPads to each student and our parents have expressed gratitude for having the iPads for students to complete distance learning activities. Sometimes the students have cracked the screens and we have had to repair them. All students have been able to access the internet whether it be from a school-provided hotspot or their home internet connection.

Pupil Participation or Progress

Our daily attendance has remained high this year at 96.8%. Families receive a phone call immediately if their child is reported absent.

Distance Learning Professional Development

We provided four weeks of professional development prior to the beginning of the school year and, as well as two hours of weekly professional development during the school year to support teachers in the use of distance learning tools and instructional strategies and addressing social emotional well-being of students. Our teachers have continued to receive weekly observations and instructional coaching.

Some of the focus of professional development shifted this year to addressing how to prepare staff to feel comfortable reopening for in-person instruction. We have surveyed our teachers every six to eight weeks to determine how comfortable they were with the idea of returning to campus and what they would need to feel more comfortable. We used a lot of data and information through videos to help

teachers and staff develop confidence that the health and safety protocols in place were sufficient to keep students and staff safe. Most staff felt most safe when they had received their first vaccination.

Staff Roles and Responsibilities

This year, we added a Vice Principal and Office Assistant and this has helped provide clarity for staff in our reopening plan. We were not able to hire additional technology support, as we could not find anyone with the necessary skills for the part-time position.

Supports for Pupils with Unique Needs

We have had a lot of success educating our parents and engaging them to support our students who struggle the most while at home in distance learning. We added more parent conferences this year and hired an interventionist to work with our scholars.

English Learners

We continue to provide Integrated and Designated ELD for our English learners. All of our student packets are translated as needed. Our bilingual teachers are translating instruction as needed, and all teachers continue to utilize teaching strategies that support English Language Development, such as Total Body Response. We have added a topical conversational program with videos to engage cohorts of students in conversations, as we have noticed that language development has suffered a bit in the distance learning format. Our parent communication platform, ParentSquare, provides two-way translation functionality and helps facilitate engagement of parents of English learners.

Special Education

For our students with IEPs and 504 Plans, we are providing for student needs through the virtual interface during distance learning. Our Special Education Coordinator IEP/504 monitors student progress and plan implementation.

Students in Foster Care and Students Experiencing Homelessness

We provide additional parent/guardian support for our students in foster care and those who are experiencing homelessness, and we make referrals to community agencies if needed for services such as mental health support.

Our students benefit from the differentiation inherent in their blended learning, where online learning platforms feature material tailored to each student's needs. These platforms also have built-in language development and accessibility features.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Tools to assess learning loss and monitor growth: <ul style="list-style-type: none"> • NWEA MAP assessments (reading and math) • STEP Reading • Illuminate assessments 	\$6,000	\$24,500	Y
Instructional aides, SPED Coordinator and EL Coordinator, including SPED contract instructors, to support small group instruction and specific student needs	\$175,500	\$190,358	N

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.

All actions were implemented.

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 administered all assessments as planned, except for Kindergarten students. Scheduling these assessments, especially the one-on-one assessments, has been very challenging for teachers. We did not see much growth in the STEP reading assessments from the Fall to Winter term.

We regrouped our scholars based on the data, but we were not able to find an interventionist who knew how to provide reading intervention in an online format. In May, our new interventionist will begin working with students during the day since our new half-day cohort model does not allow for after school intervention 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.

Student activities and enrichment continued during distance learning and have resumed with in-person instruction. Our students participate in Ninja class (jijitsu) daily for fun, social emotional learning, and physical activity. They also use Codable daily to develop their computer coding skills. We host weekly Funky Fridays, which involves dance and celebration. Our formal Social Emotional Learning instruction occurs once each week and utilizes the Paths curriculum. Teachers have utilized additional parent teacher conferences to check-in on how students are faring emotionally during the school closure. We have provided a grief counselor to support students who have lost family members during the pandemic. There has been a greater need for Social and Emotional Learning and counseling this year than was needed in previous years.

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.

We implemented our Tiered Re Engagement Plan to ensure regular student attendance. In addition to monitoring attendance taken during live instruction, our staff regularly check Clever to see student logins to digital apps. Based on the tracking of synchronous and asynchronous participation, we have the following procedures for re-engagement:

Tier 1: Miss one day – ParentSquare message and call

Tier 2: Miss two days – Staff call made to both numbers on file

Tier 3: Miss three days – Home visits as possible and developing a plan of support.

Re-engagement check-ins include support from a translator as needed.

Our lower elementary parents are very engaged and attendance is high. It has been challenging for our staff to cultivate and maintain family engagement, as our staff was hired and trained to cultivate in-person relationships and it has been difficult to develop these relationships and keep parents engaged in the distance learning environment. Our additional parent teacher conferences have helped with this relationship building, but it has still been in a virtual format, so not equivalent to in-person relationships.

Analysis of School Nutrition

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

Under distance learning, we contracted with Revolution Foods to distribute breakfast and lunch for five days to families twice a week. We use ParentSquare to have parents sign up for days and times to coordinate distribution. When we resumed in-person learning, we began to serve breakfast and lunch on campus with specific procedures for health and safety.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Paths social-emotional learning curriculum to guide SEL instruction once a week	Represented in Distance Learning (core curriculum)		Y
Mental Health and Social and Emotional Well-Being	Student activities to encourage student engagement and support student well-being (Ninja classes, physical education, Codable, online celebrations, etc.)	\$18,500	\$9,990	N
Mental Health and Social and Emotional Well-Being	SPED Coordinator check-ins and regular meetings with families	Represented in Pupil Learning Loss		Y
Pupil and Family Engagement and Outreach	ParentSquare to maintain communication with families, including translating communication into the family's home language; translator available as needed	\$2,600	\$2,575	Y

School Nutrition	Twice weekly meal (breakfast and lunch) distribution through Revolution Foods	\$76,000	\$34,000	Y
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A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All actions were implemented.

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.

The 2019-20 and 2020-21 school years have been challenging in a variety of ways for our staff, our families, and our students. We have seen the impact of regular family engagement and family communication as we have navigated this difficult time quickly transitioning from in-person to a distance learning format, planning for the 20-21 school year and then needing to revise those plans based on public health requirements. Our family engagement, family communication, and family education efforts have succeeded in maintaining student engagement in the distance learning format. Many of the family engagement practices we utilized during the pandemic will be continued in future years.

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

Hayward Collegiate will continue to use NWEA MAP math and reading assessments and the data from our adaptive online applications to monitor student progress. The data will be used to inform the whole group and small group instructional plans. We will continue to use our personalized online applications to provide individualized support. We will continue to use our RTI and SST processes to identify and support individual students as needed. Our Special Education Coordinator and SPED contract instructors will support small group instruction for students with disabilities. We will provide Integrated ELD instruction in all classrooms throughout the day and Designated ELD in small groups based on language needs.

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.

Some actions initially planned to be paid for out of supplemental/concentration funds were funded by COVID relief funds (online learning platforms & additional technology). Remaining supplemental/concentration funds were used to provide social emotional learning for students and to provide professional development for teachers in support of distance learning.

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.

Hayward Collegiate has adopted a number of practices that have fostered academic achievement and a positive school culture for our scholars. We have seen continuous student growth using standards-aligned personalized instruction with a high degree of academic support in the form of a longer school day and a longer school year, two adults in each classroom, and an interventionist to provide additional support as needed. We attribute the dip in student growth for the first term of the 2020-21 school year to the difficulty with maintaining young children's engagement in the virtual format. Since many of our scholars have returned for in-person instruction, we are already seeing them make academic gains. Our robust family engagement and continuous family and student activities has fostered a positive school culture, even in the distance learning environment. We plan to continue all of these practices and build upon them as our school grows by a grade level each year until we become fully enrolled as a TK-6th grade program.

We recognize the need to strengthen our ELD program and reclassification program to ensure more of our scholars are reclassified as Fluent English Proficient each year. We will continue to utilize an ELD Coordinator to monitor our ELD program and track student progress. All of our teachers will receive professional development on explicit strategies for teaching English Learners, supporting the development of academic English and culturally responsive teaching. Students will be provided Integrated and small group Designated ELD instruction to ensure their English language acquisition needs are being met.

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hayward Collegiate Charter School	Neena Goswamy Executive Director	neena@haywardcollegiate.org 650.520.3915

Plan Summary 2021-22

General Information

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

Hayward Collegiate Charter School is an independent public charter school opened in 2019 in Hayward, CA. We ensure rigorous academics in every classroom and individualized support for every learner so that every student can thrive in the college of their choice, lead and communicate with confidence. We are a TK-6 school currently serving TK through first grade. Our mission is to prepare Hayward scholars to have agency over their lives. When they leave Hayward Collegiate, they are hard working, creative, kind, community-minded individuals. This vision can only come to fruition with the support of the leaders, teachers, community members, and families that come together to create this type of environment. To accomplish this, Hayward Collegiate utilizes an instructional model where each student has two teachers, one specializing in literacy and social studies and the other in math and science so that students are receiving a stronger education from the early grades. Each classroom will also have two adults - one certified lead teacher and one paraprofessional. Our school model also combines blended learning, which allows for highly individualized instruction through online adaptive technology.

In 2019-20, Hayward Collegiate served 89 students with diverse needs and backgrounds: approximately 63 (70.8%) students qualify for Free or Reduced Lunch and 32 (36%) students are English Learners. In addition, 5.6% of students qualified for special education services. The LCFF Unduplicated percentage is approximately 69.39% Approximately 71.9% of Hayward Collegiate’s students identify as being Hispanic or Latino, 10.1% as African American, 4.5% as Filipino, and 3.4% as Asian.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Hayward Collegiate Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on two goals: Hayward Collegiate students will develop as critical, creative, global thinkers with strong foundational skills in math, reading, and writing; Hayward Collegiate creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment. The Charter School completed a comprehensive needs assessment of the entire school which

included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

Reflections: Successes

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, with a 96.98% average daily attendance rate as of 3/30/2021.

In 2019-20, 80% of our students met Fall to Spring growth targets on NWEA MAP in reading and math in alignment with our targets. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are a new school and as such do not yet have any data on the CA Dashboard, and therefore we are unable to identify needs related to those state indicators. Based on our low English Learner Reclassification rate and our low growth on STEP Reading Assessments in 2020-21, we have identified needs in ELA achievement as well as English Learner Progress. We will implement standards-based instruction in ELA and utilize assessments to monitor progress and differentiate instruction and intervention. We will implement comprehensive English Language Development to ensure that English learners are supported in their learning and will monitor their progress through assessment data.

LCAP Highlights

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

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

GOAL 1: Hayward Collegiate students will develop as critical, creative, global thinkers with strong foundational skills in math, reading, and writing. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned personalized instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching.

GOAL 2: Hayward Collegiate creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops and opportunities for input. These opportunities include Coffee with the Principal, literacy training, parent-teacher conferences 3-4 times a year, Fall Festival, monthly attendance parties, and monthly events planned by parents. We will use multiple methods of communication to keep parents informed, including ParentSquare, our website, Instagram and Facebook. We will engage with our larger community forming local partnerships that will support the well-being of our students. In terms of our work to maintain a positive culture and climate, students are supported in Social Emotional Learning as well as supportive practices in behavior, attendance, and student activities as well as a clean and safe environment.

Stakeholder Engagement

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

Parents

For stakeholder input in regards to parents, we administered surveys at the beginning, middle and right before we were going to open in person (in March). We also had an extra parent-teacher check-in in the year to see how parents were feeling and what supports they needed. Before re-opening, we individually called each parent to understand their concerns and let them know of our schedule and COVID regulations.

Teachers and other school staff

Teachers provided feedback during check-ins and through surveys administered every 6-8 weeks. Administrators and other school personnel provided feedback through check-ins or surveys.

Students

Teachers checked in with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

Mixed groupings

The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met once per semester to reflect on data and provide input on plan development. They approved the 20-21 SPSA in the fall and provided input on LCAP in the spring. Our board meets quarterly as a public hearing with the opportunity for public comment. We held the LCAP public hearing on May 12, 2021 to solicit input on the draft. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed.

A summary of the feedback provided by specific stakeholder groups.

Parents

Generally our parents have lost a lot financially and have been burdened with finding babysitters while they work. Our parents are still dedicated to ensuring their scholars are successful and have voiced an interest in parent workshops next year to teach some basics of reading and math. Parents have also enjoyed and appreciated the additional communication from teachers and would like to see that continued.

Teachers/School Staff/Administrators

Teachers have been understanding the surplus of work-arounds schools have had to figure out to deliver strong instruction. Teachers have voiced a need for additional academic supports to fill in gaps for next year and a strong need for further professional development around intervention.

Students

Students expressed their desire for in-person school and opportunities to interact with their peers and teachers.

Parents

We plan to support our parents by providing workshops on topics like literacy and math and how they can best support their children in these areas. We will continue providing the additional communication from teachers that was begun in 20-21.

Teachers/School Staff/Administrators

We will implement a Response to Intervention and Student Support Team to identify and support students who are struggling academically. We will engage in professional development on working with struggling/at-risk scholars. Teachers will also have personalized goals for targeted coaching and P.D. sessions.

Students

Our students will have opportunities to interact through our Social Emotional Learning time, during recess and lunch, through enrichment classes like Ninja class, Codable, and during our Friday celebrations and other student activities.

Goals and Actions

Goal 1

Goal #	Description
1	Hayward Collegiate students will develop as critical, creative, global thinkers with strong foundational skills in math, reading, and writing.

An explanation of why the LEA has developed this goal.

The mission of Hayward Collegiate is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students in transitional kindergarten through sixth grade can thrive in the colleges of their choice and can communicate and lead with confidence.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP: % meeting Fall to Spring growth target	80% of students met Reading and Math growth targets	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	85%
% of core and EL teachers are properly credentialed and appropriately assigned	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Teacher survey: 100% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%

% of students with access to their own copies of standards-aligned instructional materials for use at school and at home.	100%				100%
ELPAC Summative: % of students improving a level (Dashboard measure)	2019-20 ELPAC testing cancelled due to the pandemic.				70%
EL reclassification rate (target to exceed district by at least 5%)	2019-20: 0%				15%
CAASPP performance: ELA, Math, and Science % Met/Exceeded Standard for all students and all numerically significant subgroups.	No CAASPP testing administered until 2022.				ELA % Meeting/Exceeding Standard: 65% Math % Meeting/Exceeding Standard: 55%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-aligned and personalized instruction	<ul style="list-style-type: none"> Standards-aligned benchmark assessments, NWEA MAP for Reading and Math Personalized instruction during reading and math blocks – adaptive online programs and small group instruction (RazzKids-phonics, Lexia-reading, Epic-teacher read-alouds) Illustrative Math and Ready Common Core 	\$464,062	N

		<ul style="list-style-type: none"> Up-to-date standards-aligned instructional materials, evaluated by faculty 		
2	Interventions	<ul style="list-style-type: none"> Use of online learning programs for specialized supports RTI program and Student Support Team: Identification and support for struggling students Early intervention plans Small group instruction supported Interventionist Longer school day and school year (8-3:30) Every class has two adults - one teacher and one instructional aid 	\$167,558	Y
3	Teacher Hiring	All teachers and staff will go through a rigorous hiring process, which includes paper screening, phone interview, performance task, and reference checks. All teachers will meet ESSA legislation. (.5 Director salary)	\$69,783	N
4	Supports for Students with Disabilities	SPED Coordinator, SPED Contract instructors to support small group instruction and individual student needs including push-in and pull-out services to meet the needs of students with IEPs	\$111,148	N
5	English Learner Instruction	<ul style="list-style-type: none"> ELD Coordinator to monitor Instructional program that includes differentiated and personalized instruction and learning, with regular benchmark assessments aligned to the ELD standards Teacher PD for ELD strategies an instruction, supporting academic English, and cultural competency/culturally responsive teaching Designated ELD instruction in small groups (100% instructional aids) Explicit EL strategies in all classrooms including: <ul style="list-style-type: none"> Small group support Reading support groups Specifically teaching academic English Pre-teaching vocabulary Total Body Response 	\$72,961	Y
6	Professional Development *	<ul style="list-style-type: none"> Professional Development sessions on: <ul style="list-style-type: none"> CCSS and NGSS 	\$93,391	Y

		<ul style="list-style-type: none"> ii. Data-driven instruction iii. Community building iv. Classroom management v. Working with struggling/at risk scholars: Special Education, Els, low-income, foster youth vi. Culturally competent teaching vii. Distance learning/Technology skills <ul style="list-style-type: none"> ● Collaborative teamwork: grade level and content time ● Teachers develop Personalized Goals for targeted coaching and PD sessions 		
7	Teacher Coaching and Supervision	<ul style="list-style-type: none"> ● Weekly coaching – meet with coach 2-3 times a week ● Scope and sequence for coaching (Get Better Faster book) ● Practice with the coach before launching with skill ● Cyclical process of observation, follow-up and observation 	\$56,069	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal 2

Goal #	Description
2	Hayward Collegiate creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment.

An explanation of why the LEA has developed this goal.

We are proud of the strong school culture we are developing at Hayward Collegiate. The average daily attendance rate should be improved as a result of actions towards strengthening ownership of learning and increasing mission alignment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: % who feel engaged in decision-making	2021: 90.2%				90%
Parent Survey: % indicating satisfaction with school safety and school connectedness	2021: 100%				90%
Student Survey: % indicating satisfaction with school safety and school connectedness	2021: No survey yet administered since we only have TK-2				90%
Teacher survey: % indicating satisfaction with school safety and school connectedness	2021: 80%				90%
Suspension rate for all students and all	0%				<5%

numerically significant subgroups					
Expulsion Rate for all students and all numerically significant subgroups	0%				0%
Average Daily Attendance	83.98% (8/19/19-2/28/20)				>95%
Chronic Absence Rate for all students and all numerically significant subgroups	All students: 8.7%				5%
Gauge that facilities meet the “good repair” standard	Facilities in Good Repair				Facilities in Good Repair

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement in School Policies and Decision-Making	<ul style="list-style-type: none"> • Board representation: One parent is elected to the Board to provide feedback • Informal survey development throughout the year to address school issues and inform discussions • Regular review of attendance and planning of attendance initiatives: Identifying students who are in need of attendance interventions and creating action plans with families. • Parent education and events: coffee with the Principal, literacy training, parent-teacher conferences 3-4 times a year, Fall Festival, monthly attendance parties, monthly events planned by parents with support from office manager (examples: Father-Daughter dance, Mommy-Son brunch, Valentine’s event) • Communication: ParentSquare (automatic translation to home language); Instagram/FB with ~1000 followers managed by school administration 	\$77,739	Y
2	Community Engagement	<ul style="list-style-type: none"> • Engage all members of the school and local community 	\$0	N

		<ul style="list-style-type: none"> ● Create partnerships within the community for social, health, and educational services for students and families ● Attend monthly Hayward Promise Neighborhood meetings ● Visits from police department every other month 		
3	Social Emotional Learning	Hayward Collegiate will use Paths social-emotional learning curriculum to guide weekly SEL instruction. Teachers prepare the week before, model behavior, and then students role play	\$22,141	Y
4	Student Activities	<ul style="list-style-type: none"> ● Friday celebrations with dancing and scholar shout-outs ● Treasure Chests to incentivize positive behavior ● Students using Coding curriculum ● Attending virtual Ninja classes 	\$20,000	Y
5	Facilities Maintenance and Health & Safety	<ul style="list-style-type: none"> ● School leaders implement monthly walk-throughs to ensure facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community ● Annual training around school safety (fire and lockdown drills) ● Review and update school safety plan annually (managed by SSC) ● PPE and protocols per public health guidelines 	\$168,901	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23%	\$277,494

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

We are a new school and as such do not yet have any data on the CA Dashboard, and therefore we are unable to identify needs related to those state indicators. Based on our low English Learner Reclassification rate and our low overall growth on STEP Reading Assessments in 2020-21, we have identified needs in ELA achievement as well as English Learner Progress.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have designed a system of intervention supported by technology with personalized content to fill gaps and advance skills, small group instruction, lower staff to student ratios, and a longer school day and school year. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

Interventions

English Learner Instruction

Expected Outcomes

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

B- Family Engagement

Needs, Conditions, Circumstances

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

Actions

Family Engagement

Expected Outcomes

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

C- Climate and Culture

Needs, Conditions, Circumstances

We are a new school and as such do not yet have any data on the CA Dashboard, and therefore we are unable to identify needs related to those state indicators. Prior to the pandemic, our daily attendance rate was 83.98% and chronic absence rate 8.7%. We had 0 suspensions.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. The key component of these efforts is the implementation of our social emotional learning program.

Social Emotional Learning

Expected Outcomes

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

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

Academic Growth and Achievement

Interventions

English Learner Instruction

Intervention adds staffing and data analysis tools devoted to additional academic and attendance supports for our low income students, foster youth and English learners. A comprehensive English Language Development Program adds staffing specifically devoted to ensuring that our English learners are supported to progress in their English Proficiency and to reclassify at high rates.

We will monitor progress for our Unduplicated students in NWEA MAP two-three times annually to ensure the actions are bringing the expected progress for these students. The school leadership team will review the annual academic outcomes such as SBAC and ELPAC to ensure that our students make steady progress toward the measurable outcomes.

Engagement, Climate and Culture

Family Engagement

Social Emotional Learning

The action in Family Engagement adds staffing, events costs, and technological tools to support outreach, education and events. Our Social Emotional Learning action adds staffing time and curriculum to implement weekly Social Emotional Learning lessons for our students.

We will monitor progress for our Unduplicated students annually in student engagement (attendance, chronic absenteeism), climate (suspension and expulsion, climate survey). The school leadership team will review the data on these indicators to ensure that our students make steady progress toward the measurable outcomes.

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)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **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.

Contributing Expenditure Table

Totals by Type		Total LCFF Funds	Total Funds
Total:		\$ 315,695	\$ 340,399
LEA-wide Total:		\$ 242,735	\$ 267,439
Limited Total:		\$ 72,961	\$ 72,961
Schoolwide Total:		\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Standard-aligned & Personalized Instructio				\$ 71,385	\$ 71,385
1	1					\$ 344,661	\$ 344,661
1	1					\$ -	\$ 17,416
1	1					\$ -	\$ 5,400
1	1					\$ -	\$ 25,200
1	1					\$ -	\$ -
1	1					\$ -	\$ -
1	2	Interventions	LEA-wide	EL, Low Income, Foster		\$ 37,056	\$ 61,760
1	2		LEA-wide	EL, Low Income, Foster		\$ 64,624	\$ 64,624
1	2		LEA-wide	EL, Low Income, Foster		\$ 14,638	\$ 14,638
1	2		LEA-wide	EL, Low Income, Foster		\$ 26,537	\$ 26,537
1	2					\$ -	\$ -
1	2					\$ -	\$ -
1	2					\$ -	\$ -
1	3	Teacher Hiring				\$ 69,783	\$ 69,783
1	3					\$ -	\$ -
1	3					\$ -	\$ -
1	3					\$ -	\$ -
1	3					\$ -	\$ -
1	3					\$ -	\$ -
1	4	Supports for Students with Disabilities				\$ -	\$ 107,185
1	4					\$ -	\$ 3,963
1	4					\$ -	\$ -
1	4					\$ -	\$ -
1	4					\$ -	\$ -
1	4					\$ -	\$ -
1	4					\$ -	\$ -
1	5	English Learner Instruction	Limited	EL		\$ 27,195	\$ 27,195
1	5		Limited	EL		\$ 45,766	\$ 45,766
1	5					\$ -	\$ -
1	5					\$ -	\$ -
1	5					\$ -	\$ -
1	5					\$ -	\$ -
1	5					\$ -	\$ -
1	6	Professional Development				\$ 28,035	\$ 56,069

