LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Banta Charter School

CDS Code: 39-68486-0140392

School Year: 2021-22

LEA contact information:

Dr. Ann Jayne
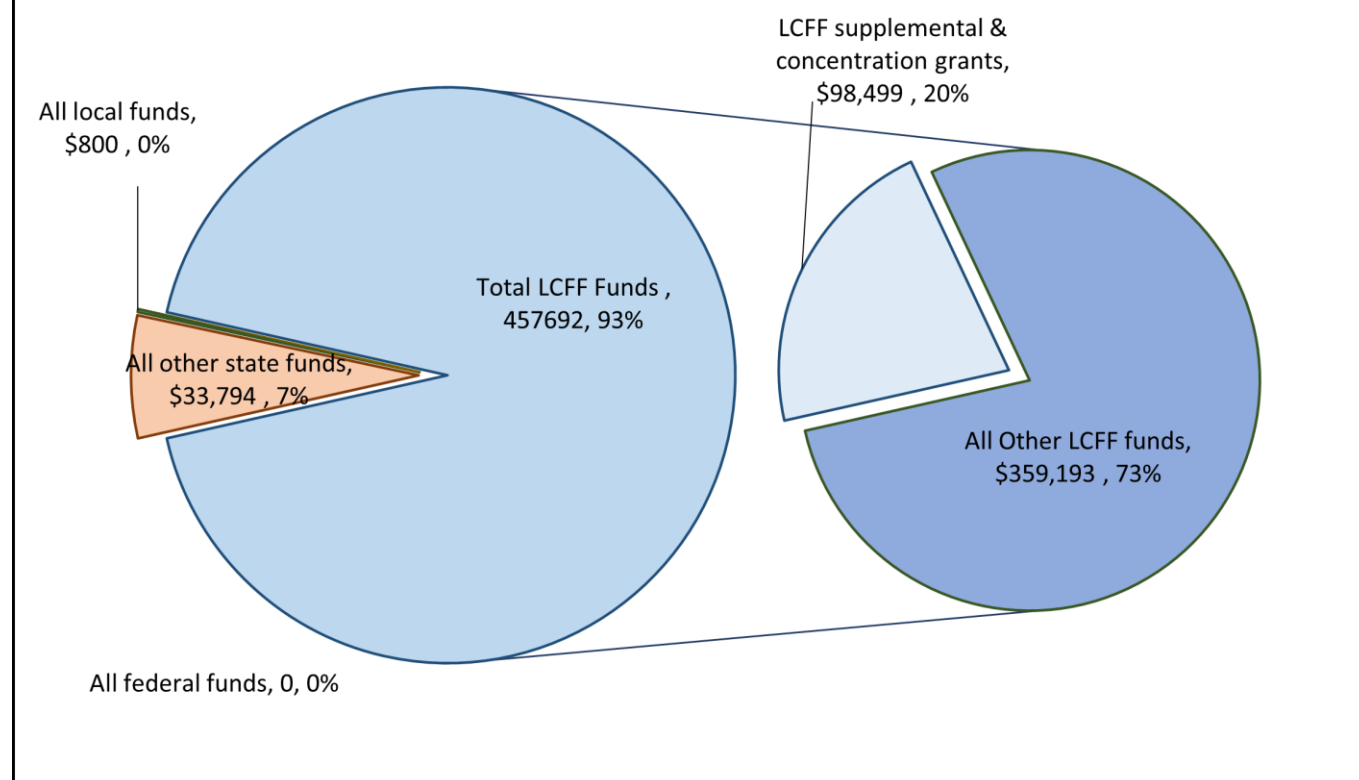
Charter School Administrator/Principal

ajayne@bantasd.org

209-229-4650

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

LCFF supplemental & concentration grants, $98,499 , 20%

All local funds, $800 , 0%

All other state funds, $33,794 , 7%

Total LCFF Funds , 457692, 93%

All Other LCFF funds, $359,193 , 73%
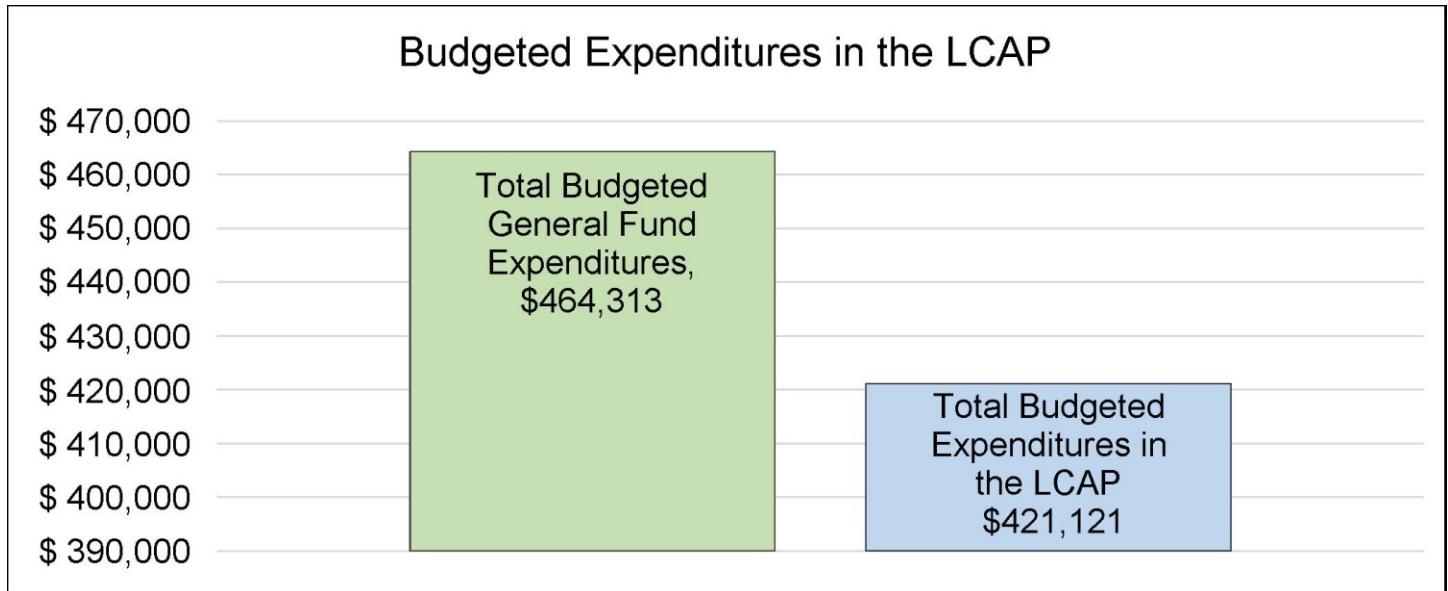
All federal funds, 0, 0%

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

The total revenue projected for Banta Charter School is $492,286, of which $457,692 is Local Control Funding Formula (LCFF), $33,794 is other state funds, $800 is local funds, and $0 is federal funds. Of the $457,692 in LCFF Funds, $98,499 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $464,313	Total Budgeted Expenditures in the LCAP $421,121

Y-axis values: $470,000; $460,000; $450,000; $440,000; $430,000; $420,000; $410,000; $400,000; $390,000

This chart provides a quick summary of how much Banta Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Banta Charter School plans to spend $464,313 for the 2021-22 school year. Of that amount, $421,121 is tied to actions/services in the LCAP and $43,192 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
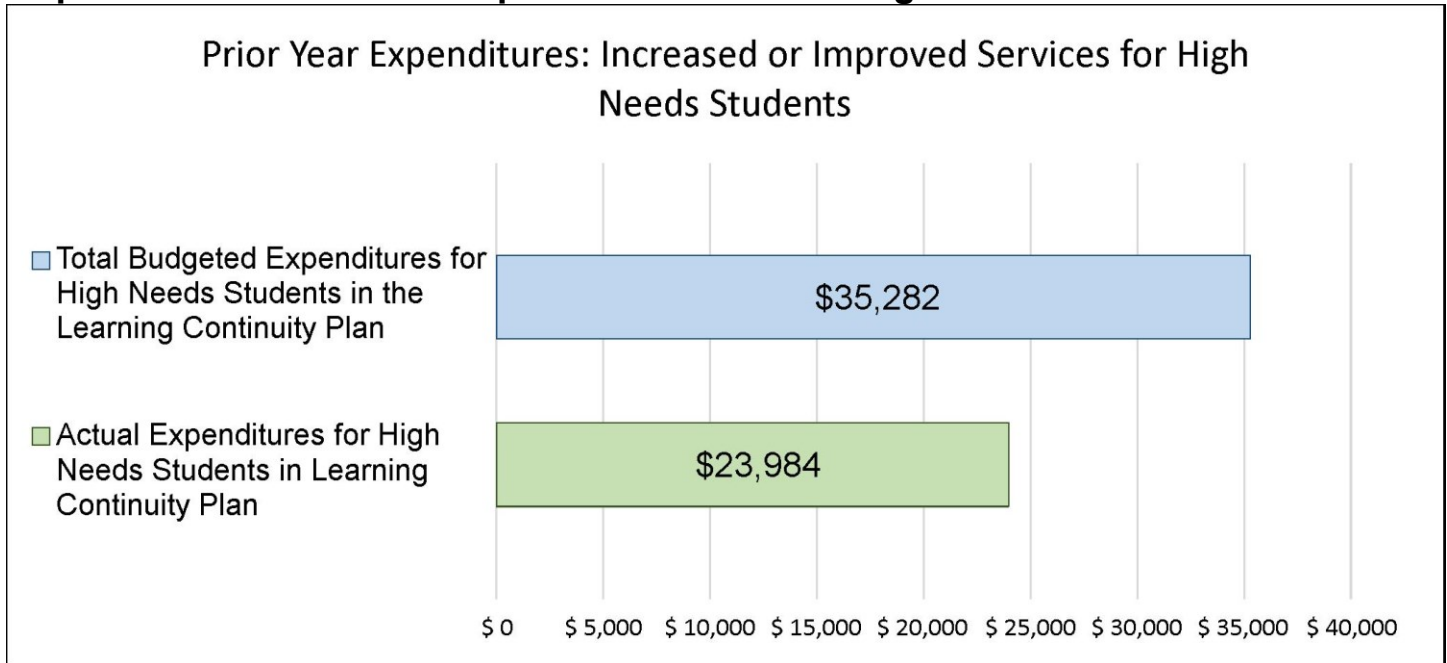
The expenditures that are not included in the LCAP consist of charter oversight fees to the District, and STRS on behalf expenditures.

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

In 2021-22, Banta Charter School is projecting it will receive $98,499 based on the enrollment of foster youth, English learner, and low-income students. Banta Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Banta Charter School plans to spend $125,759 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $35,282

Actual Expenditures for High Needs Students in Learning Continuity Plan — $23,984

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

In 2020-21, Banta Charter School's Learning Continuity Plan budgeted $35,282 for planned actions to increase or improve services for high needs students. Banta Charter School actually spent $23,984 for actions to increase or improve services for high needs students in 2020-21.

The substantive differences related to the projected intervention actions (PLL-1), and the agriculture instruction / professional development actions. Due to distance learning being implemented during the majority of the year, the intervention actions and agriculture program were not able to be implemented at the level desired. As illustrated in the 2021-22 LCAP, the District plans to have significant expanded learning activities to address pupil learning loss. Also, the District hired a physical education teacher in order for the teachers to have the necessary preparation/collaboration time.

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

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

LEA Name	Contact Name and Title	Email and Phone
Banta Charter School	Dr. Ann Jayne Charter School Administrator/Principal	ajayne@bantasd.org 209-229-4650

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

N/A School not open 19/20

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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
IPI-1 Purchased barriers for students and staff barriers	$501	$630	No
IPI-2 Daily deep cleaning of facilities including additional cleaning on Wednesday and Friday.	$13,723	$13,137	Yes
IPI-3 Purchased extra cleaning supplies, purchase portable hand washing stations, as well as hand sanitizing stations in each classroom and throughout the school.	$939	$1,141	No
IPI-4 Technology - purchased LCD projectors, document cameras for classrooms, among other technology items	$128	$128	No
IPI-5 Added additional aides and increased aide hours for support during in-person instruction with COVID restrictions in place, as well as additional school front office support.	$1,579	$1,322	No
IPI-6 Additional Staff Development Training	$537	$0	No
IPI-7 Security/Safety - Purchased Staff radios, installed security cameras, installed security/safety gates and fences	$1,847	$3,366	No
IPI-8 Additional Sub time for teacher support	$1,612	$0	Yes

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

The District did not spend funds for additional staff development due to SJCOE providing the necessary support to its districts. Due to the impacts of COVID-19 and distance learning, additional substitutes were not necessary; instead, the District paid teachers additional time for student support.

Analysis of In-Person Instructional Offerings

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

Banta Charter opened the school year with Distance Learning and starting in April 2021 Banta School successfully began in-person learning and maintained an 'open' school throughout the remainder of the school year.

Successes:
Banta Elementary School purchased a variety of items and instilled processes beyond the required recommendations, in an effort to keep all of our community healthy. Student desk shields, or barriers, and hand sanitizer dispenser were ordered for every room, office, and ancillary office. Additional handwashing stations were placed around the campus to add in areas in which students can was hands after touching services. Additional supplies are on hand to mitigate the need immediately should anything need replacing. Daily our custodial staff disinfects high-touch surfaces on a regular basis. Evening custodial staff clean, disinfect and wipe surfaces nightly. Once a month our custodial team uses a fogger to fog whole rooms. While this fogger is said to be effective for up to 90 days, we do this service monthly to be proactive in our efforts.

All of the additional personal protections provided aided in person safety and the spread of any illnesses. Staff and students wore masks unless presenting or asking questions. We successfully kept classes in their cohort for all periods of the day and this helped reduce any transfer of illnesses.

Throughout the school year, we have had multiple opportunities for Professional development with all staff on safety procedures, updates, protocols, and will hold meetings as precautions evolve. Precautions for staff and students have been created, and approved to support the ongoing efforts for maintaining a healthy and safe environment. Walkie-talkies have been purchased that provide multiple channel and extended distance usage. Staff has been trained on how to use them and we have established codes for key emergency situations. Cameras have been installed to maintain safety and monitor our facilities throughout the day, evening and weekend.

Attendance data for in-person learning suggests 90% students and parents, and 95% of staff felt comfortable returning to in-person learning due to the safety precautions that were implemented due to the pandemic.

Additionally, we have increased office paraprofessional support to better handle issues that may arise with COVID restrictions, parent and staff concerns, and any additional questions or concerns with safety, and academics. We have been able to have additional

substitute time to aide in classroom support for ELD instruction and assessments.   Feedback from parents suggest that they were very happy with the added support and safety precautions that have been implemented due to the pandemic, and the added instruction support to fill in the learning gaps lost to distance learning.

Challenges:
Staff input suggests the multiple barriers did add in not being able to hear each other as well as without them; but teachers managed to work through this challenge. While we were able to keep classes in cohorts, it has limited the social-emotional interactions needed for a variety of interactions.

To provide on-going professional development. Once In-Person Instruction was offered, it was difficult to provide PD to our teachers on-site, due to having to follow COVID-19 safety procedures. Spacing was an issue, close proximity to others, and presenters canceled scheduled PD. PD attendance data suggests 80% of staff attended PD that was offered during in-person learning compared to a normal year where 100% of staff would be in attendance.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-1 Technology - Purchased laptops (staff), headsets (staff), Chromebooks (students), Hotspot devices and ongoing service plans with Verizon specifically to support low income families that do not have access to internet, and printers for home use.	$3,922	$4,581	Yes
DL-2 Online software purchased to support Distance Learning and assessment (MobyMax, AR/STAR360, Mystery Science, STARFALL)	$695	$760	Yes
DL-3 Professional Development - 1 Day Staff Development training by Google Certified Educator to include additional Google training as needed. Professional Development by San Joaquin County Office of Education on Virtual and Blended Learning.	$286	$125	No
DL-4 Additional aides support and translators support. Additional staff for tracking student participation and to support small group instruction.	$642	$158	Yes
DL-5 Aides supporting the online safety of all children via Hapara laptop screeners in real-time.	$345	$0	No
DL-6 Learning Management System Purchased, Schoology, to support distance learning and provide one sign in for students and staff.	$786	$787	No
DL-7 Instructional Aide to be bilingual aide for first generation English speaker.	$2,554	$1,838	Yes
DL-8 Counseling through an outside agency. Online, Zoom and telephone.	$645	$545	Yes
DL-9 Maintain existing staffing to support Homeless Youth.	$305	$265	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-10 Weekly Check-ins between staff and administration on SEL of staff.	$241	$242	No
DL-11 Weekly staff Meetings and one on one discussion are being held with Administration to meet the needs of teachers; answer questions; evaluate the continuity of instruction and Distance Learning connectivity.	$268	$269	No

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.

It was determined that during the implementation of distance learning, additional aide support. The teachers were able to satisfy this action during their daily duties.

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.

Banta Charter started the 2020-21 school year in Distance Learning to mitigate the health concerns of COVID virus.

Continuity of Instruction: Teachers and staff had prepared for this potential situation within a month prior to the actual closing and were prepared to provide learning continuity when it occurred. Up until we returned to on-campus instruction in April 2021, all teachers provided synchronous work on a daily basis. Working with our after-school program, they, too, provided tutoring and homework support for students during Distance Learning. Through this method, we had 94% participation through the period of Distance Learning. Those who were not consistent with their participation were called, emailed, or visited by school personnel to increase their participation and ensure their welfare. Students were able to connect and teachers transitioned to Distance Learning with grace and ease.

Access to Devices and Connectivity: Our biggest success was that Banta Charter was able to provide a device, accessories, classroom books, and tools to every student. A challenge was to make sure all students had internet access, as many of our students live in outlying rural areas that do not have access to internet. Although we were able to provide HotSpots to these families connectivity in outlying areas was still sometimes challenging.

Pupil Participation and Progress: Consistently we had 94% attendance/participation during Distance Learning. Equally, 90% or more showed academic progress while online, in all classrooms; including Resource and Special Day. Being online was a challenge for all. While some students were still able to be academically successful, the lack of in-person instruction was additionally challenging to form relationships with students and did not provide outdoor education and activities so needed for overall health. Teachers expressed the constant challenge of finding new ways to make instruction engaging and entertaining while producing it through the virtual platform. Challenges remained with a few families in which we continuously attempted to share the importance of education, attendance and connecting with the classroom teacher. While staff continuously tried, a few students had very poor attendance and participation.

Distance Learning Professional Development: The learning continued through virtual means, but all staff expressed the challenge of doing so through Zoom. Professional Learning was held through Zoom in our weekly Staff Meetings on Mondays. We covered the topics of attendance, added engagement, participation, social-emotional learning; and the social-emotional well-being of teachers and staff.

Staff Roles and Responsibilities: Educating through a virtual platform was challenging for all. Teachers and support staff expressed the added burden of trying to engage students online while students had attractive distractions at home. Teachers were successful in maintaining classroom instruction online. Teachers, unless they had other health or family situations, were on-site to provide the education to students virtually. Support staff intervened with academic support in English and designated ELD time. In the resource and special day classroom, support staff met with small groups to offer continuity to their individualized needs.   The school office remained open for service to all stakeholders.   Instructional Aides were assigned specific small groups with which to work virtually to provide individualized instruction. Additionally, all aides were present for tutorial support during the asynchronous time.

Support for Pupils with Unique Needs: While connecting with all students and families was a new challenge, it was one in which we worked hard to overcome. Some major successes were the Banta Charter office staff, administration, teachers and support staff, all participated in letter-writing campaigns to support students by providing personalized notes sent to their homes in English and Spanish for our EL families, the Special Day teacher made home visits weekly to support her students and drop off necessary work for the upcoming week. For our Foster and Homeless youth, we worked with their temporary guardians to support them with food, tools, books, and academic support by calling, checking in, deliveries and phone calls. Students with specific academic needs were still provided the connection with their specific service provider for speech, resource, and special needs interventions and supports. Those students assigned to a specific, specialized class had the option of attending class through Zoom/virtual platform or attending in person. For the specialized instruction classroom, the hybrid model worked very well as students had the option to access content through Zoom while the instructor was teaching. Our EL students were provided academic support in English and designated ELD time. A significant challenge was the administration of the English Language Proficiency Assessments for California (ELPAC), which opened in February during Distance Learning, as of April 40% of students had completed, and the district has set a goal to have all test completed by June 30th, though the state has extended the window to July 30th.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PLL-1 Response to Intervention is a process to help students who are struggling with a skill or lesson; the teacher will use interventions through SPIRE Educational Support with any student to help them succeed in the classroom. General Education teachers review the formal and informal assessments and refer the student to the Response to Intervention support. Response to Intervention is a supplemental academic intervention in very small groups to further support the foundational skills in reading and math. During Distance Learning, this will be done virtually via Zoom. In-addition, support staff are working with teachers in small RTI groups and breakout sessions to support ongoing learning as well as learning loss from not being in-person school program these past months. The administrator along with bilingual staff are marking weekly visits to households that are not completely engaged in the distance learning program. Local agencies are being utilized to support families in critical needs.	$4,090	$2,145	Yes
PLL-2 Teachers provide small group instruction based on classroom data on areas of need.	$1,935	$1,935	No
PLL-3 We are offering after school virtual tutoring held by certificated staff to further support learning loss in small groups. During Phase 1 and Phase 2 - Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support. Teachers would be compensated at their per diem rate. Teacher will be paid four hours for teaching and one hour for preparation time (not to exceed five hrs. per week total). This ends	$1,397	$1,690	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
December 31, 2020. After that, the pay goes back to the $40 per hour per contract			
PLL-4 Professional Development on essential standards to support learning loss.	$1,232	$884	No
PLL-5 Academic instruction and learning loss is being addressed by reflecting on the data and driving instruction to match the need of the academics within each classroom. Cyclical assessments and vertical data discussions help drive instruction and address learning loss. (part of teacher cost)	n/a	n/a	

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.

Due to the constraints of distance learning, the District was not able to do the projected level of intervention activities during the year. The District will be addressing learning loss during the summer of 21-22 and 22-23 along with expanded learning during the 2021-22 school year. The District did spent less for additional staff development due to SJCOE providing the necessary support to its districts.

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.

Successes:
Banta Charter's use of Response to Intervention (PLL-1) was successfully implemented through the use of a virtual classroom. Instructional aides were reclassified to support learning loss through the virtual platform while on District Learning. Small group instruction was highly successful during this platform as it increased direct instructional time and was provided five days a week. Response to Intervention is a process to help students who are struggling with a skill or lesson; the teacher used interventions through SPIRE Educational Support with students to help them succeed in the classroom. General Education teachers reviewed the formal and informal assessments and referred the student to the Response to Intervention support. Response to Intervention is a supplemental academic intervention in very small groups to further support the foundational skills in reading and math.

Extra Academic Support by Certificated Staff
In addition to the distance learning plans for small group support and targeted intervention groups, we also offered students who are demonstrating learning loss after school intervention delivered by our certificated staff. Teachers were paid outside their duty day to provide extra support to their students with the highest need including low income, English learners, foster youth, and homeless students. The after-school tutoring focused on accelerated learning with the intention of helping students to catch up from experiences of learning loss. Teachers provided small group instruction based on classroom data on areas of need.

After School Care
Give Every Child a Chance, our after-school child care agency, provided additional tutorial and academic support time in both a virtual and on-site situation. GEGAC and Site administration reviewed academic data and student sub-group need to identify specific groups who would benefit from the additional instruction. In addition, support staff worked working with teachers in small RTI groups and breakout sessions to support ongoing learning; as well as, learning loss from not being in-person school. The administrator along with bilingual staff made visits to households that were not completely engaged in the distance learning program. Local agencies were utilized to support families in critical needs. Based on our Learning Loss protocols, we were successful with our variety of methods to reengage students: emails, phone calls, letters home, incentives, and prizes mailed home. When a student was absent three days, they would notify the office and the Principal. The office would then call, use the attendance policy to send letters, and attempt to re-engage the student. The principal made calls, set up incentives, sent cards and letters, and made home visits to maintain relationships with the family and child.

All Banta instructional staff were provided professional development (PLL-2) on Google Platform, Google Classroom, and the use of multiple tools for student engagement on a virtual platform. San Joaquin County Office of Education provided Banta School with virtual professional development on how to engage students online with science thematic teaching.

Benchmark data through, MobyMax Reading and Math assessments, was successfully administered three times throughout the year. The scores were used to compare to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests were analyzed to determine student mastery of grade-level standards. In addition, school site administration, teachers, and the RTI teacher tracked achievement data based on MobyMax Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported. 82% of our students showed growth in their learning in grades TK-8th Grade. For the 18% that did not show growth, re-engagement strategies were used, and they were directly invited to Summer School for June 2021. Those who did not show growth were invited to Summer School, and a Student Success Team (SST) meeting was held with the parent, student, administrator, and teacher to set learning goals for the next semester.

Challenges:
A primary challenge for all stakeholders, discovered through our online surveys and virtual LCAP meeting revealed all stakeholders (ELAC, DELAC, PTO, Staff, teachers, parents, and students) had concerns about student engagement while in Distance Learning as the most significant challenge. Until April 2021, Banta Charter was on Distance Learning in a virtual platform. Keeping students engaged in the learning and attending became the most challenging part for all staff but especially educators. Teachers and support,

through discussions, staff meetings, and LCAP survey, expressed that providing highly interesting, accessible learning virtually was an exhausting task. We had 94% participation in attendance on a consistent basis but the actual submission of learning products was not as high.

ELD, Foster Youth, Homeless Youth:
While the engagement was a continued challenge, providing English Language Development for EL students was a challenge in the virtual platform. While still provided to small groups, the distractions within the home and virtual learning settings were not an ideal learning environment for a majority of our students. Our Foster and Homeless youth had many personal transitions during the COVID pandemic and often their learning environment was changed, noisy, or connecting was a challenge.

Our Daily Schedule was also significantly modified in response to the needs of students. Students had 120 minutes of in-person/online instruction (synchronous) and another 120 minutes of Asynchronous learning in which they had worked with teacher support, remotely. In response to concerns around learning loss, social-emotional relationship building was outlined and provided to all staff. Opportunities during the asynchronous time for one-to-one conversations with teachers and students were provided to address learning loss and social-emotional support. Additional support within the classroom influenced the addition of Instructional Aide support in all classrooms, and, the resurgence of on-campus student supervision with our after-school partner.

On April 13, 2021, Transitional Kindergarten through Third Grade returned to campus. On April 19, 2021, Fourth through Eighth Grade returned to on-campus learning. Based on conversations with staff, teachers, parents, and students, returning to full-day instruction was a challenge for many due to the lack of perseverance, physical activity, and mental challenges of being at home for 13 months. The academic focus was to get them reacclimated to the school setting after being out for 13 months. Summer School is offered and highly encourage for those who demonstrate the need for further support.

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.

Concerns regarding mental health and social/emotional well-being were monitored through multiple systems which were developed during the pandemic shutdown. Successes included: monitored attendance and engagement, home visits by Administration and staff, and individual contacts with students and families. Site and District leadership repeatedly praised the efforts of teachers to maintain contact with and work to motivate students. Pupils who were not engaging remotely were contacted, barriers were identified, and to the extent practicable, were removed. Additional Valley Community Counseling support was added, and remote capabilities were added to several job classes which did not previously have them (VCC counselors, bilingual aides, paraprofessionals, TK-K pupils). Concerns were directly communicated and handled by site and district personnel.

From a staff standpoint, Banta Charter provided wellness staff development from many resources provided through the San Joaquin County Office of Education. The site did many things which supported and monitored the mental/social/emotional health of their employees which included, but were not limited to: positive promotions and raffles, providing snacks with words of encouragement/praise; staff sticky notes; virtual celebrations of personal milestones (babies born, marriages, etc), luncheons, opportunities to be together to vent or get support; monthly check-ins and providing shoulders to cry on. Site administration tried to take things off the proverbial "plate" and be there to listen and lend a hand. Challenges for both students and staff included the inability to interact in-person, difficulty with forming relationships remotely, and keeping students engaged (cameras on and participating) to identify needs.

Through conversations with staff, parents, and students, a challenge with Distance Learning is it did not provide the same availability to form professional relationships for teachers and students that in-person education provides. Teachers, aides, staff, and administration made attempts to maintain relationships through the use of communication. Teachers and administration called, emailed, wrote cards, sent texts, posted on their web pages and through social media, ways to keep students engaged, supported, and encouraged. By using our bussing company we served families in remote areas food, and through this process, we were able to check on families and students. We were successful in maintaining relationships through the use of multiple media connections; email, calls, Facebook, and phone calls. We were, also, successful with keeping our community informed and cohesive when we used our bussing company to help deliver meals to our outlier families.

Once we returned to campus, from the perspective of teachers, staff, aides, and office administration, the social-emotional well-being of students was more visible with in-person learning. Based on conversations with teachers, students, parents, and aides, this is an area of need since many students have been online without boundaries and have not had necessary and healthy social interactions. The focus, once we returned to campus, was to provide those working boundaries in a school setting. Our ultimate goal was to work on this as we plan a healthy and fully in-person return for the 2022 school year. Through this experience, we have purchased a social-emotional series to support students, staff, and teachers going forward. Second Step provides not only classroom access but ways to have parents have a tool to use at home.

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.

Successes:
Each classroom teacher maintained a weekly pupil engagement record. Per Education Code 43503 each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation and tracking assignments. Daily participation may include but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Teachers maintained not only the weekly engagement record, but they kept Combined Learning Logs and shared them with the administration weekly.

Banta Charter found that virtual meetings and the option of hybrid meetings of virtual and in-person have been more successful this year for our families. The opportunity to engage virtually has been very favorable for increasing family engagement with the school. Through the use of virtual meetings, we were successful in finding new ways to engage all our stakeholders. We found we had a higher participation rate, 90%, in after-school meetings such as Parent Conferences and PTA meetings by offering a virtual option. This was directly expressed by parents, other family members, and staff as we faced new ways to engage stakeholders. For our English Learner families we successfully provide all meetings and communication in English and Spanish, for our Unduplicated and Foster and Homeless Youth we successfully used our engagement strategies to support students in these groups. Our students with special needs have been supported by our Director of Special Education and our Special Day Class teacher and aide. Students and students' families were in constant contact with the aforementioned people and supported through hybrid classroom situations that suited families during the COVID pandemic. Administration, teacher, and the director, have received compliments for their support on how we meet the needs of our specialized student population

Students who were not engaged or had been absent three or more days in a row were contacted first by their classroom teacher; and then contacted by the office with a phone call. If neither of those methods resulted in reengagement then a letter home from the principal, a phone call, and then a home visit by the principal was conducted. Based on our data, the phone calls, and emails from teachers were the most effective in receiving a response and having student engagement. For those few families that received a home visit from the principal, re-engagement was quickly resolved and remained consistent until the end of the school year. During the period of virtual learning, teachers, staff and administration did several home visits or offered meetings in areas where many families reside. This is an outreach protocol we maintained once we returned to in-school learning in April, as it has offered more engagement and personalized relationships with stakeholders. The use of incentives and personalized notes was also a way to celebrate student engagement and successes during distance learning and in-school learning.

Challenges:
Family engagement is challenging and made more so when people need to social distance and are fearful of the COVID virus. Banta continues to face a challenge with parent participation and engagement in seeking Parental Stakeholder feedback. With seeking input for the 2021-2024 LCAP, we sent surveys to stakeholders. Our student population, already very well versed with an online platform, showed our highest participation. The survey format was not any more successful with our parent population, 6% participation rate; for

our staff population. The timing of the surveys was well in the school year and virtual fatigue may be a reason, but the face-to-face and virtual engagement have increased in this situation. It is a method we will keep moving forward. Banta Staff and teachers discussed ways in which to increase parental feedback and will continue to seek ways in which to engage parents to higher percentages moving forward. Engagement with our EL parents remains an area of challenge, home visits, virtual meeting options and phone calls showed small growth in family engagement.

Analysis of School Nutrition

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

Banta Charter was in Distance Learning for most of the 2020-21 school year, returning to in-person learning in April. The lunch program is operated under the Banta Elementary School District

Successes
We were able to feed many families with free healthy meals (breakfast and lunch) during Distance Learning, 20% (10% picked up and 10% were delivered) of our families that chose to participate on a regular basis, approximately 4,000 meals per month. Parent input suggest that they are very pleased with meal program during this difficult time. Once we returned to In-School instruction in April, 2021 70% of students participated. We have learned new techniques that make meals easy to take home, store, and reheat. Launching the CACFP (The Child and Adult Care Food Program) that provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating child care centers, day care homes, and adult day care centers. The Food Services program is running in the black and we will be set up very well next year to provide meals to our students.

Challenges
Due to COVID-19, getting in supplies and food on time, quality of the milk is constantly an issue, producing menus has been difficult if food is not delivered on time, vendors have gone from a 2 day lead time to a 30 day lead time. With numbers going up and down and having to order so far out it has made for lots of waste, lots of planning, lots of shifting, menu changes, and substitutions, but even with these challenges we have made it work. Another challenge has been finding part-time hard working staff, and knowing when to keep staff home to keep everyone safe during the pandemic. Despite the challenges this has been an overall successful year and all students had access to nutritious meals every school day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Email, phone calls, letters sent home via USPS, Facebook and follow up calls to parents were sent in English and Spanish about Distance Learning, School Engagement, and all aspects of the beginning of school dates and needs. Letter sent home by BESD about the different Phases for learning continuity during the pandemic. The letter outlined our safety procedures during each phase. This letter was sent in Spanish and English. Weekly communication is provided through our online email service, Facebook and through teacher's web pages. Zoom meetings and online connections for Community Meetings are provided.	$263	$175	Yes
Distance Learning Program (Distance Learning Professional Development)	Throughout the year, staff will be provided with Professional Development to address their needs through the CoVid Phases of education and general professional development to support our school's agricultural theme.	$6,931	$380	Yes

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.

The original intent of these funds were to utilize a dedicated science teacher for the Agriculture Science Program. While the teacher would be teaching the students the other teachers would be able to collaborate and engage in professional development activities. However, it was determined that this model did not work due to extended distance learning.

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.

Since March 2020, Banta Charter has moved from in-person learning to distance learning and back to in-person learning. Through the changes, the charter has tried to offer a high-quality education program for students that included academic support, technology, mental health services, social-emotional support, and supports of students with special needs.

We analyzed data, attendance data, and engagement data while working with our stakeholders to address the needs of students and student learning. Lessons we have learned include the need for more hands-on learning; the professional relationship between teacher and student is a pivotal piece in students' success; the need for more instructional aides and classroom supports so that small group learning can support any learning loss and bolster academic growth. Foster students, low-income students; second language learners need the face to face time for their learning continuum.

As we wrote in the 2021-2024 LCAP, we considered lessons learned and have developed goals and actions to support small group instruction; homework support; specifically targeted lessons based on data; additional intervention, and instructional supports by adding more instructional Aides and more bilingual aide support. We have hired a full-time, credentialed, teacher to work on our interventions and added aide support in this program to meet the needs of more students.

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

Benchmark data is analyzed as an educational team to direct instruction and evaluate the learning in classrooms. This data drives not only instruction but professional development in areas of need. Daily, weekly, monthly and each trimester data is analyzed by teachers in both formal and informal ways. This data helps address student academic need and drives the instructional needs of the classroom for all students, including students with unique needs.   For the 2020-21 school year we used MobyMax as our Benchmark data; however, moving forward we will use STAR360 assessments as they provide a comprehensive data analysis embedded in their reports that allow us to delve into CCSS strands of need for each student. Key actions/services specifically designed to address pupil learning loss for all students, including Low-income students, English Leaners, Students with disabilities, Foster Youth, and Homeless are addressed in the 2021-22 LCAP Action/Services: 2.1 Response to Intervention Program; 2.4 Intervention/Assessment Software; 2.5 English Language Development Program; 2.6 Instructional Aides; 2.8 Increase Attendance rates; 2.9 Professional Development; 2.12 Summer School; 2.14 Additional primary teacher to maintain class size ratio.

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.

The substantive differences related to the projected intervention actions (PLL-1), and the agriculture instruction / professional development action noted above. Due to distance learning being implemented during the majority of the year, the intervention actions and agriculture program were not able to be implemented at the level desired. As illustrated in the 2021-22 LCAP, the Charter plans to have significant expanded learning activities to address pupil learning loss. Also, the Charter hired a physical education teacher in order for the teachers to have the necessary preparation/collaboration time.

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.

2020-21 Is the first year of operation for Banta Charter. We analyzed site-level achievement data and presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the plans we have in place are truly meeting the needs of the students we serve. In reviewing both the quantitative and qualitative data and through an evaluation of our current programs, we believe that we have developed a comprehensive plan to ensure that we accomplish our mission of being a charter of academic excellence provided through supportive leadership, systems, and culture to ensure that all students graduate college and/or career ready.

Data and stakeholder input suggest we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. needs to continue to be provided for staff and students to safely participate in learning.

The charter needs to continue to focus on the academic achievement of struggling learners, including those in under-performing subgroups such as low-socioeconomic students, Homeless students, and English Learners. While some progress has been made towards closing the achievement gap, the district recognizes that a continued effort that includes support from San Joaquin County Office of Education Science, Technology, Engineering, and Math team is necessary to continue to make gains. Student Achievement will be the primary focus, Goal 2, in the 2021-22 LCAP with actions/services that support academic achievement for all student groups: Action/Service 2.1 Response to Intervention Program; 2.4 Intervention/Assessment Software; 2.5 English Language Development Program; 2.6 Instructional Aides; 2.7 Library Services; 2.8 Increase Attendance Rates; 2.9 Professional Development; 2.10 Ag Science Program; 2.11 Transportation for students; 2.12 Summer School; 2.13 Enrichment Programs; 2.14 Additional primary teacher for class size reduction.

Data and stakeholder input suggest we need to continue to implement health and safety measures not only to help prevent the spread of illness including COVID-19 but to ensure students are healthy and are provided with a safe environment to learn. We have learned that we need to continue to provide mental health resources and to provide ways for students to be identified or to self-identify if they have a social-emotional need. By expanding our methods of communication, we will be able to reach more students and families. Action/Services are addressed in the 2021-22 LCAP Goal 3 Action/Services: 3.1 Positive School Climate Supports; 3.2 School safety and security; 3.3 Counseling Services; 3.4 Nursing Services; 3.5 Health Education/Expanded Physical Education Program; 3.6 Parent/Family Involvement; 3.7 Translators; 3.8 Implement COVID-19 Safety Plan

Finally, we have learned that we need to support our teachers and students in learning to use technology for learning. This requires a sustained effort to provide devices, connectivity, and technical support to both staff and families in our district. 2021-22 LCAP Goal 2 Action/Services: 2.2 Access to Technology; 2.3 Technical Support

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Banta School:
An Agricultural Science School

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Banta Charter School	Dr. Ann Jayne Charter School Administrator/Principal	ajayne@bantasd.org 209-229-4650

Plan Summary [2021-22]

General Information

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

Banta Charter School is a TK-8th grade charter school authorized by Banta Elementary School District (as of July 1, 2021 Banta Unified School District) located east of Tracy in a rural area of San Joaquin County, opening July 1, 2020. Due to the close alignment of Banta Charter programs with District programs, Banta Charter directly benefits from programs and activities conducted by the Banta School District. We serve a diverse group of students in Transitional Kindergarten through 8th grade (approximately 25 students in 2020/21), offering a Home School program, and serving the needs of English Learners (EL) (38%), Socio-Economically Disadvantaged (66.6%), Students with Disabilities (14.28%), and Foster Youth (0%). Our student population is made up of several ethnicities with the majority of our students identifying as Hispanic Latino (52.38%), White (33.33%), Asian (9.52%) African American (4.76%) and multiple (3.79%). Our mission statement is one that all staff members take to heart each and every day: "With integrity and compassion, Banta Charter School promotes a commitment to excellence, while empowering each individual to strive for the character, knowledge and skills necessary to make a positive difference in our world."

Reflections: Successes

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

In the first year of operation Banta Charter began the 2020-21school year with Distance Learning and students didn't return to in school instruction until April 13. 2021 for TK-3rd Grades and April 19th for 4th-8th Grades. Students and staff participated in Distance Learning for

their safety and health. During this time students were provided one-to-one devices, wifi hot-spots for internet access, and academic instruction through independent study. Banta Charter was successful in providing academic support through one-to-one technology, academic, and social-emotional supports while facing the global pandemic.

Banta Charter's Response to Intervention was aligned to support the needs of students in Tier 3 (Multiple Tiers of Student Supports = MTSS). The primary focus was in grades Kindergarten through third grade to support the primary-aged foundational skills.

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.

2020-21 was the first year of operation for Banta Charter. Local data on student achievement shows a need for improvement in this area. 33% of students meet or exceeded grade level standards in Math, 44% of students meet or exceeded grade level standards in ELA. Local Attendance data shows a Chronic Absenteeism Rate of 11%, improvement needed in area of attendance for all student groups.

The district has identified key actions and services that are specifically designed to address students academic needs:

Action/Service 1.2 - Continue to provide every pupil with sufficient access to standards aligned instruction and materials, implement state adopted curriculum

Action/Service 2.1 - Response to Intervention (RTI) Program

Action/Service 2.2 - Access to Technology, maintain 1:1 student devices, provide wifi hotspots

Action/Service 2.2 - Intervention/Assessment software

Action/Service 2.5 - English Learner Program

Action/Service 2.8 - Increase Attendance Rates

LCAP Highlights

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

Through analysis of our state and local data and input from stakeholders, three goals have been identified for focus within the next two years.

GOAL 1 "Develop and enhance quality instructional programs and provide facilities that are in good repair to improve student performance, and enable them to meet their personal, academic and career goals."

3 Actions - State Priorities 1 Maintenance Goal- Stakeholders did not identify any concerns or needs within Priority 1. The goal and metrics were selected to ensure that progress we have made for these priorities will be evaluated on a regular basis.

GOAL 2 "All students will demonstrate growth towards meeting or exceeding standards in Math, English Language Arts (ELA), and Science including growth in English language proficiency as demonstrated through local formative assessments and course grades".

15 Actions - State Priorities 2, 4, 5, 7, 8 Primary Focus Goal - Input received from stakeholders through the LCAP development process indicates a desire to improve ELA, Math and Science achievement and will be the district's primary focus or all students.

GOAL 3 "Provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn and a community where parents are actively engaged in their child's education."

9 Actions- State Priorities 3, 6, 8 - Broad Goal - Input received from stakeholders through the LCAP development process indicates a desire to improve school climate and increase the amount of parents that are actively engaged in their child's education.

Comprehensive Support and Improvement

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

Schools Identified

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

Does not apply

Support for Identified Schools

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

Does not apply

Monitoring and Evaluating Effectiveness

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

Does not apply

Stakeholder Engagement

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

Stakeholders, including parents and students, ELAC, certificated staff, classified staff, SELPA representative, and LCAP Advisory Committee were given multiple opportunities to provide input in the development of the LCAP and share concerns about Banta Charter's successes and areas of concern and growth, all stakeholders had the opportunity to review goals, metrics, indicators, and outcomes.

All stakeholders were sent at least two email invitations to three LCAP meetings, with an attachment of an LCAP survey. The email and survey were sent in both English and Spanish, our two predominant languages spoken. In addition, the staff were provided with multiple opportunities to discuss concerns and celebrate successes through staff meetings, surveys, and invitations to the all-stakeholder LCAP meetings. An additional opportunity was provided at the monthly Parent/Faculty Meetings in which we added LCAP discussions on our agenda. The site principal met with a SELPA representative to consider curricular needs of students with special needs. Students were provided a survey with a list of questions and asked for their input in a short answer written portion of the survey. An LCAP update was presented to the school board at monthly meetings beginning in March. The LCAP draft was posted to the district website in May and any questions, concerns, or feedback were directed to the charter Administrator. Prior to the LCAP Public Hearing the LCAP was presented to the LCAP Advisory committee that included representation from all stakeholder groups including ELAC.

Public Hearing on the LCAP June, 10, 2021 and Board Adoption June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Banta Charter Parents/Caregivers recognize the efforts to provide a safe campus. They shared appreciation for improved academic supports, school cleanliness, and safety. The Parent/Caregiver group also wanted to see student academic proficiency, supporting struggling students, and increased parent engagement increase over time. The rollout of one-to-one devices was well received and parents felt that it was an effective and useful tool. Hotspots for internet access, technical support, and communication on how to connect were appreciated efforts. Parents/Caregivers reflected that they expressed a desire to have more Hotpots for families, and to continue to work on all the items concerning academics and safety.

Teaching Staff (including bargaining unit) and all staff were surveyed with similar questions on the Parent/Caregiver survey. Teachers' responses to areas of supporting students, campus cleanliness, and safety were similar to that of the Parent/ Caregiver Stakeholders. Staff felt very strongly about our efforts to increase campus safety with the inclusion of higher fences and a front fence that protects all sides of our campus from intruders. Teachers/Staff feel the need for improved parent/Caregiver engagement and would like to see more parents/caregivers involved in their child's education and supporting school events. Adequate technology was provided for all staff and students and was supported by staff with comments surrounding how nicely the device process worked and that the district provided additional technical support through Hotspots and a specific technology email.

At meetings Teachers, SELPA, and Staff would like to see improved parent engagement in ways in which parents and caregivers can support student learning. Additionally, staff would like to see more hotspots available to support even those families with poor internet access. Campus bullying was a 47% to 53% split in which the higher percentage stated they didn't think it was a problem or didn't know. However, all staff recognize a need for Social-Emotional Supports in the form of more counseling, more professional development for them, and resources for students.

Student stakeholders were most complimentary of their preparation for high school They recognized how dedicated their teachers are and how much the staff cares for their successes. Additional students appreciated the support when they are struggling in the forms of tutors, additional time with their teachers, and office hours. Students feel safe on campus and expressed being ready to return to campus when allowed. Students suggested ways in which to create a better structure of disciplining students who do not do their job and do not attend. They expressed a desire for more consequences for late and missing work; while they appreciated all the dedication and support given. 91% of students feel they are receiving a great education at Banta; 6% are unsure.

ELAC: Input from English Learner families indicated the need for more in-person opportunities for community building.

SELPA: Concerned with Student with Disabilities suspension rate and CAASPP scores, were satisfied that students with disabilities were included in all LEA wide action/services and are being provided with the services needed.

PFA/PAC: Concerned with all student groups student achievement.

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

The input received during the process detailed above demonstrated the stakeholder's concern for the education of the district's students. Discussions and feedback were held based on what is already in place, needs to be improved, and ideas for supporting student learning via the eight state priorities that should be considered in the LCAP.

The stakeholder feedback, after reviewing charter data, demonstrated that the charter should focus on the three goals, ensuring that the following primary actions and services are implemented:

Goal 2

Student achievement (primary focus) is a universal concern and is addressed in the following actions/services:

2.1 Response to Intervention Program

2.2 Access to Technology

2.4 Intervention/Assessment Software

2.8 Increase Attendance Rates

2.9 Professional Development

2.5 English Learner Program

2.15 Increase Math and ELA CAASPP Scores for Students with Disabilities

Goal 3:

Safety, student health, and parent engagement/involvement are a universal concern and are addressed in the following actions/services.

3.1 Positive School Climate Supports

3.2 School Safety and Security - Through the Raptor System, the office is able to read a visitor's identification and know whether they should be allowed on campus.

3.3 Counseling Services - including other Social-Emotional resources to support social-emotional learning, self-reflection, and interpersonal skills.

3.5 Health Education/Expanded Physical Education Program

3.6 Parent/Family Involvement - Special parent engagement nights are planned for the 2021-22 school year. These parent nights will provide some parent education on how to best support their student at home both academically and emotionally. Parents will come together over a meal and be able to take away hands-on ideas to support their engagement in the school and their student's academics. Parent classes such as Parent Project and Second Step will be provided for all stakeholders on ways to best support students in a post-pandemic world. Parents of EL students will be offered specific ways in which to help their child move through biliteracy. Literacy Nights and bilingual services will be outlined and share with parents of English Learners. Additional resources will be provided to all stakeholders but many are specifically designed to support El, Foster and homeless youth.

3.9 Decrease Suspension Rate of Students with Disabilities

Goals and Actions

Goal

Goal #	Description
1	Develop and enhance quality instructional programs and provide facilities that are in good repair to improve student performance, and enable them to meet their personal, academic and career goals. The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 will be maintained over the coming three years.

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1 Basic. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the pupils they are teaching Data Source: SARC; CalSAAS	100% 2020-21				100%
1B. Percentage of pupils who have sufficient access to standards aligned instructional materials	100% 2020-21				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Williams Report and SARC					
1C. Percentage of school facilities maintained in good repair or exemplary Data Source: Facilities Inspection Tool (FIT)	1 out of 1 school site - 100% 2020-21				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Educational Program	Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Maintain staffing to provide services to all students.	$285,149.00	No
2	Access to standards aligned instruction and materials	Every pupil has sufficient access to standards aligned instruction and materials. All teachers will be supported to fully implement state adopted instruction materials.	$300.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Facilities	Implement annual inspection of facilities to ensure facilities are maintained and ensure standards of safety and access. Identified issues or needs will be completed in a timely manner.	$300.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Promote the achievement of all students, particularly for low-income and English learner students by working collaboratively with students, parents, teachers and the community to enable students to meet their personal, academic and career goals. Primary focus 2021-2022. Priority 2, 4, 5, 8

An explanation of why the LEA has developed this goal.

Analysis of student performance on local benchmark assessments shows a need for improvement in this area. 33% of students met or exceeded grade level standards in Math, 44% of students met or exceeded grade level standards in ELA. Local Attendance data shows a Chronic Absenteeism Rate of 11%, improvement needed in area of attendance for all student groups.

Input received from stakeholders through the LCAP development process indicates a desire to improve ELA, Math and Science achievement for all students, including student with disabilities. We plan to improve student achievement through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below. State Priority 2 Implementation of State Standards, State Priority 4 Student Achievement; Priority 5 Pupil Engagement; Priority 8 Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards	ELA - 5 ELD - 5 Math - 5 Next Generation Science Standards -4 History-Social Science - 3 2020-21				ELA - 5 ELD - 5 Math - 5 Next Generation Science Standards -5 History-Social Science - 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Data Source: Local Indicators Tool					
4A. Percent of all students in grades 3 – 8 who meet or exceed standards on the district benchmark for ELA & Math Data Source: District CCSS benchmark assessments (STAR360) and/or CAASPP	ELA: All - 44% Math: All - 33% 2020-21				ELA: All - 60% Math: All - 60%
Performance Level of Students with Disabilities on the ELA and Math Smarter	n/a 2020-21 New Charter				30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Balance Summative Assessment. Data Source: CAASPP					
4E. Percent of English Learners making progress towards English Proficiency based on individual ELPAC results. Data Source: California School Dashboard ELP	n/a 2020-21 New Charter				70%
4F. EL Reclassification Rate - Percent of English Learner pupils who meet requirements to be reclassified as Fluent English Proficient. Data Source: Data Quest: English Learners	n/a 2020-21 New Charter				30%
5A. School Attendance Rate - the percentage of pupils	All 93.86% 2020-21				All 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
attending school on average annually. Data Source: Local SIS					
5B. Chronic Absenteeism Rate - the percentage of pupils who are absent from school 10% or more for the total number of days that they are enrolled in school. Data Source: CALPADS	All 11% 2020-21				All 5%
5C. Middle School Dropout Rate - the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school. Data Source: CALPADS	0% 2020-21				0%
7A. Percent of Students enrolled in a Broad Course of Study, as defined by	All - 100% ELD - 100% Enrichment - 100%				All - 100% ELD - 100% Enrichment - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Education Code 51210 and 51220(a)-(i), English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, and Visual/Performing Arts Percent of EL pupils enrolled in ELD. Percent of students enrolled in Enrichment Programs. Percent of students enrolled in Ag Science Program. Data Source: Local Indicators Tool, SIS Class Enrollments	Ag Science - 100% 2020-21				Ag Science - 100%
7A. Percent of students with exceptional needs receiving additional programs and services through onsite Resource support and/or Speech and Language, as outlined in student's IEP.	100% 2020-21				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: IEP, SEIS, SIS					
8A. Percent of 3rd grade students reading at 3rd grade level by May 1. Data Source: District CCSS benchmark assessments (STAR360)	At/above State CCSS Benchmark 0% Spring 2021 STAR360 Assessment				At/above State CCSS Benchmark 60%
4A. Percent of students in grades 5 & 8 who meet or exceed standards on the CAST for Science Data Source: CAST (California Science Test)	n/a 2020-21 New Charter				5th Grade - 30% 8th Grade - 30%
Percent of students with access to internet and electronic devices Data Source: Technology Surveys	100% 2020-21				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Response to Intervention (RTI) Program	Supplemental academic intervention in small groups to further support the foundational skills in reading and math. Provide part time RTI Specialist, RTI materials, and RTI tutoring.	$19,637.00	Yes
2	Access to Technology	Chromebooks for all students to access instructional materials in a digital format and internet services, specifically to support low income families that do not have access to internet in their homes to access instructional materials.	$2,704.00	Yes
3	Technical Support	Technical assistance and support to students and families needing assistance with digital literacy in order to support learning.	$6,355.00	Yes
4	Intervention/Assessment Software	Student access to online intervention/assessment software.	$3,779.00	Yes
5	English Learner Program	English Language Development and ELPAC testing support, Bilingual (ELD) Coordinator, part-time ELD aides to support English Language Development instruction, supplemental curriculum, technology, Professional development focusing on the needs of English Learners, English Language Development Tutoring	$5,732.00	Yes
6	Instructional Aides	Part time instructional aide positions for increased support to unduplicated students needing assistance in achieving academic	$4,412.00	No

Action #	Title	Description	Total Funds	Contributing
		success.		
7	Library Services	Full library access to all student groups to support students research and learning.	$750.00	Yes
8	Increase Attendance Rates	Attendance Clerk to keep track of daily attendance, monitor frequent absences, notify parents of students with progressively poor attendance, works with site administration on chronic absenteeism, makes phone calls home to support positive daily attendance, and keeps track of student attendance incentive program. Unduplicated students are more likely to experience the following barriers to attendance: Illness, Grief and Loss, Food insecurity, Loneliness, Housing instability, Lack of parental supervision.	$8,721.00	Yes
9	Professional Develment	Professional Development focusing on California standards instructional strategies, assessment items, and technology integration. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goal to improve instruction. Research shows that teachers who receive well-designed, relevant professional development and coaching provide better quality classroom instruction which leads to increased student achievement.	$900.00	Yes
10	Ag Science Program	Agriculture Program aligned to the Next Generation Science standards	$2,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Transportation service to students to access educational services	Transportation service to students to access educational services. Many of our unduplicated students would not have transportation to school, due to rural school boundaries (distance to school) and poverty.	$7,500.00	Yes
12	Summer School Program	Additional instruction during the summer and regular school year to mitigate the learning loss of all student groups, including ESY for students with disabilities.	$3,501.00	No
13	Enrichment Programs	Enrichment opportunities for students. Many of our unduplicated students struggle academically and don't enjoy school, but providing them with opportunities to participate in enrichment opportunities may strengthen their academics and give them additional opportunities to feel successful and confident in school.	$5,640.00	Yes
14	Additional primary grade teacher to maintain class size ratio	Additional primary grade teacher to maintain class size ratio to improve student performance and enhance learning. Research shows that grades K-3, smaller class sizes of no more that 18 students per teacher show the greatest academic achievement levels and unduplicated students showed the greatest gains.	$21,091.00	Yes
15	Increase Math and ELA CAASPP Scores for Students with Disabilities	Specific training by staff and consultant on writing and implementing effective accommodations and supports during CAASPP testing. Review of each student's accommodations and support prior to the testing window.	$75.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn and a community where parents and families are actively engaged in their child's education.

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders through student, parent and staff surveys shows a need to increase the percentage of students and staff who feel that school is a clean, safe and supportive environment with strong adult relationships and a sense of belonging, especially for students experiencing homeless and/or low-income. Survey data shows bullying is an issue and improvement is needed. Survey data from parents and teachers, as well as feedback from school counselors and expanded learning providers have also highlighted that there is a need related to school connectedness, as educational research data shows that students experiencing homeless and/or low-income are more likely to have poor attendance, increased behavior referrals, and low academic achievement. Stakeholder input suggest that a targeted physical education program, including a certified PE teacher, is needed that teaches students about health and wellness. SELPA representatives suggests a need for improvement with behavior issues and trainings will be provided on writing Effective Behavior Plans. Data indicates there is a need to increase the percentage of parents who actively engage in their child's education. We plan to improve in these areas and will measure progress towards our goal using the metrics identified below. We plan to improve in these areas and will measure progress towards our goal using the metrics identified below.

State Priority 6 School Climate; State Priority 3 Parent Involvement; State Priority 8 Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A. Pupil Suspension Rate Data Source: CA Dashboard	n/a 2019-20				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6B. Pupil Expulsion Rate Data Source: CALPADS	n/a 2019-20				0%
6C. Percent of students, parents, and staff who feel bullying is an issue on campus Data Source: Surveys	Students: 51% Parents: 27% Staff: 40% 2020-21				Students: 0% Parents: 0% Staff: 0%
6C. Safety and School Connectedness Percent of student, parents and staff who: Feel safe on campus Feel the campus is clean Percent of Students who: Feel connected to the school Percent of students who like coming to school Data Source: Surveys	Feel safe on campus: Students: 95% Parents: 98% Staff: 87% Feel the campus is clean: Students: 57% Parents: 82% Staff: 67%% Feel connected to the school: Students: 71%				Feel safe on campus: Students: 100% Parents: 100% Staff: 100% Feel the campus is clean: Students:80 % Parents: 90% Staff: 90% Feel connected to the school: Students: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students who like coming to school: Students: 82%				Students who like coming to school: Students: 90%
6.Percent of students receiving counseling services Data Source: Counseling rosters	2%				0%
3. Promote/Increase Parent Involvement/Family Engagement, including how the District promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs. Self reflection rating on Parent and Family Engagement: Building Relationships, Question #4 Seeking Input for Decision Making #11	Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 4- Full Implementation 2020-21 Seeking Input for Decision Making #11				Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5- Full Implementation and Sustainability Seeking Input for Decision Making #11 Rate the LEA's progress in providing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Data Source: Local Indicators, Priority 3 Reflection Tool	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 3- Initial Implementation 2020-21				all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5- Full Implementation and Sustainability
6. Percentage of weekly COVID-19 cleaning protocols implemented, per safety plan checklist.	100% 2020-21				100%
8. Percentages of students in grades 5 and 7 who meet 4 of 7 standards (Healthy Fitness Zone) on the Physical Fitness Test. Data Source: California Physical Fitness Report	n/a New Charter 2020-21				5th Grade - 80% 7th Grade - 80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive School Climate Supports	Positive Behavior Intervention and Supports (PBIS) and Restorative Justice Practices for student discipline. Staff will implement restorative justice circles along with the Character Counts Program.	$750.00	Yes
2	School safety and security	School safety and security measures including Raptor Visitor Management System. Survey data from students, parents and staff shows a need to increase the percentage of students and staff who feel that school is a clean, safe and supportive environment with strong adult relationships and a sense of belonging, especially for students experiencing homeless and/or low-income.	$600.00	Yes
3	Counseling Services	Counseling services delivered as needed to students at risk, related to school connectedness, as educational research data shows that students experiencing homeless and/or low-income are more likely to have poor attendance, increased behavior referrals, and low academic achievement.	$1,775.00	No
4	Nursing Services	Nursing services, including a health clerk, for chronic illnesses, and dental and health services that students might not receive elsewhere due to poverty, look at all of our students' health needs through the lens of COVID-19 and how it is impacting each student uniquely.	$11,013.00	Yes
5	Health Education/Expanded	Health education and expanded physical education to students, including a designated PE teacher and PE aide, exposing our unduplicated students to life skills that they might not receive	$25,238.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Physical Education Program	elsewhere due to poverty and second language barriers. The stakeholder surveys from our parent community and our staff indicated the need for specific, targeted physical education that teach students about health and wellness. Additionally, staff expressed a need for teaching sportsmanship to align with our Social Emotional Learning and so students would truly know the rules of games.		
6	Parent/Family Involvement	Improve opportunities for parents to be involved in their child's education. Provide resources for Parent Involvement and expand approaches to communication with parents, including district/school website, messaging service, school newsletters, parent portal, outdoor event signs. Parent/family participation data suggest a need to increase the percentage of parents who actively engage in their child's education.	$756.00	Yes
7	Translators	Translators for school-family communications to encourage EL parents to participate in their student's education.	$300.00	Yes
8	Implement COVID-19 Safety Plan	Review the COVID-19 safety plan on a weekly basis and ensure that cleaning and safety protocols are being followed to ensure pupil safety. Extra cleaning supplies, portable handwashing stations, as well as hand sanitizing stations in each classroom and throughout the school. Survey data from students, parents and staff shows a need to increase the percentage of students and staff who feel that school is a clean, safe and supportive environment with strong adult relationships and a sense of belonging, especially for students experiencing homeless and/or low-income.	$1,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Decrease Suspension Rate of Students with Disabilities	Specific training by staff and consultant on writing effective Behavior Intervention Plans. Consultation between SPED staff and general education teachers on implementation of the intervention plan.	$150.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.42%	$98,499

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.

Banta Charter recognizes the critical importance of identifying increased and improved services for students who are English Learners, low income, and Foster/Homeless. When the needs of English Learners, low income students and foster/homeless youth are considered first in allocating resources, we are able to accelerate learning for these student groups and increase engagement in their academic career. Our Charter's unduplicated student count is approximately 80%, leading to a critical need for LEA-wide expenditures.

The following district wide-services have been implemented in Goal 1 and Goal 2

1.2 Standards aligned instruction and materials - Every pupil has sufficient access to standards aligned instruction and materials. All teachers will be supported to fully implement state adopted instruction materials.
2.1 Response to Intervention (RTI) Program: Supplemental academic intervention in small groups to further support the foundational skills in reading and math
2.4 Intervention/Assessment Software
2.9 Professional Development: Improve instruction by providing Professional Development focusing on state standard instructional strategies, assessment items, and technology integration.
These specific actions in Goal 1 and Goal 2 have been determined to be effective through the analysis of student performance data, which has led to student outcomes and stakeholder feedback regarding the importance of improving student achievement and engagement. Far to many students, especially English learners and low-income students, are not reaching grade-level standards according to student assessment data. RTI will be focusing on those most at risk: low-income and English Learners. Professional development will focus on standard instructional strategies. STAR360 Reading assessments show only 25% of all 3rd grade students are at/above on the state CCSS

Benchmark. On Charter local assessments for ELA 18.94% Economically Disadvantaged and 6% English Learners met or exceeded grade level standards. On Charter local assessments for for Math 44% Economically Disadvantage and 36% English Learners met or exceeded grade level standards.

2.2 Access to Technology: Instructional Technology
2.3 Technical Support: Technical assistance and support to students and families needing assistance with digital literacy in order to support learning.
Due to economic impacts some families cannot afford devices or internet access thus creating a barrier to student learning, with the past year in distance learning the District's investment in devices has greatly increased student access to technology(1:1 student devices) but a gap still exits for low-income students access to affordable internet at home, according to district surveys 20% of low-income students families do not have internet access in their homes. Integration of technology continues to be an essential need for low-income students to close equity gaps.

2.7 Library Services
This action/service was implemented because many of our unduplicated students do not have access to library services outside of school to support research and learning opportunities. The library along with a library aide position, another level of instruction, will help our students with homework, research, and improving reading levels to further support student achievement. The library will also serve as a safe place for students to go and feel included, respected, and appreciated, giving them another path to feel more connected to their school.   Without access to library services in 2020/21 due to distance learning we will reevaluate this action/service 2021/22 by reviewing student access to the library, library schedule, number student accessing the library during non-instruction time (recess), before and after school use, and reading level assessments for effectiveness of this action/service.

2..8 Increase Attendance Rates: Attendance clerk and student attendance incentives.
2.11 Transportation of students to access educational services: Many of our unduplicated students would not have transportation to school, due to rural school boundaries (distance to school) and poverty.
Attendance rates indicate that unduplicated students are absent more often and are more likely to experience the following barriers to attendance: Illness, Grief and Loss, Food insecurity, Loneliness, Housing instability, Lack of parental supervision, and Lack of transportation to and from school. 2020-21 Attendance data shows that 12.7% of English Learners and 15.6% of Socioeconomically Disadvantaged were chronically absent. With additional attendance monitoring procedures, we are hoping to close the attendance gap for our unduplicated students. 100% of our unduplicated students now have access to transportation to and from school.

2.10 Ag Science Program: Aligned to Next Generation Science Standards - exposing our unduplicated students, many that live in rural agricultural areas, to the Agricultural Sciences.
2.13 Enrichment Programs
Many of our unduplicated students struggle academically and don't enjoy school, but providing them with opportunities to participate in enrichment opportunities may strengthen their academics and give them additional opportunities to feel successful and confident in school. Our unduplicated students have a need for more connectivity with our school and community. Through our Ag Science Program students will build relationships with local farmers and community members, learn to collaborate by working in the school garden/ag center together, and all ag curriculum will be tied to the Next Generation Science Standards. 5th & 8th grade CAST for Science assessment will be

reviewed for student achievement in Science. Other enrichment programs include an Artist in Residence and Performing Arts. Enrichment programs will be evaluated through student connectivity surveys.

2.14 Additional primary grade teacher to maintain class size ratio:
This action/service was developed due to the district's need to provide students with additional small group supports and help fill in the gaps in learning that resulted from school closures and the lack of in-person instruction during the 2020-21 school year.   Research shows that grades K-3, smaller class sizes of no more that 18 students per teacher show the greatest academic achievement levels and unduplicated students showed the greatest gains, smaller classroom student assessment data will be evaluated to monitor if action/service is effective.

The following district wide-services will be implemented in Goal 3
3.1 Positive School Climate Supports - Positive Behavior Intervention and Supports (PBIS) and Restorative Justice Practices for student discipline, including The Character Counts Program
3.2 School Safety and Security - safety and security measures in place to ensure our unduplicated students feel safe in their learning environment.
3.8 Implement COVID-19 Safety Plan - ensure that cleaning and safety protocols are being followed to ensure student health and safety.
These specific actions in Goal 3 have been determined to be effective through the analysis of student, parent, and staff surveys and suspension data. Based on the additional barriers that our unduplicated students face, there is a need for Positive School Climate Supports for these students. By implementing the Character Counts program students will learn, trustworthiness, respect, responsibility, fairness, caring, and citizenship. The Second Step SEL (Social Emotional Learning) curriculum, will be implemented, building a supportive school community for every child. Per the 2020-21 student LCAP survey 89% of students designated as low-income and 92% of English Learners felt safe at their school. With a COVID-19 safety plan in place we are assuring all students, especially our unduplicated students, feel safe coming to school. The COVID-19 Safety plan will be reviewed on a weekly basis to ensure that cleaning and safety protocols are being followed to ensure pupil safety.

3.4 Nursing Services: Provide nursing services for chronic illnesses, and dental and health services that students might not receive elsewhere due to poverty.
3.5 Health Education/Expanded Physical Education Program: Provide health/physical education to students, exposing our unduplicated students to life skills that they might not receive elsewhere due to poverty and second language barriers.
For many of our unduplicated students, health considerations stand in the way of their ability to attain an equitable education, whether that be due to lack of sleep, food insecurity, underlying health conditions, disabilities, or lack of access to care, making the school nurse a critical resource toward all students achieving. The District will continue to provide nurse at the school in order to ensure that each of the students in these target student groups have access to these critical health services which they would otherwise struggle to access outside of the district.

3.6 Parent Engagement: Improve opportunities for parents to be involved in their child's education. Provide resources for Parent Involvement and expand approaches to communication with parents, including district/school website, messaging service, school newsletters, parent portal. Parent participation data indicates that parent participation is lower for our parents of unduplicated parents. The district expects that by continuing this action and service, with added community events, will lead to an increase in family engagement in the decision-making process.

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

For Banta Charter the percentage for increased or improved services for unduplicated students is 27.42%. Programs and services outlined in this plan are being increased or improved significantly over the required percentage. Key actions listed below are principally directed and specifically designed to increase and improve services to English Learners, Low-Income and Foster Youth students.

*English Language Development Program: Provide English Language Development and ELPAC testing support, Bilingual (ELD) Coordinator, part-time ELD aides to support English Language Development instruction, supplemental curriculum, technology, professional development focusing on the needs of English Learners, English Language Development Tutoring, Translation services for English Learner parents

*Translators for school-family communications to encourage EL parents to participate in their student's education.

The Charter's actions and services noted above represent an increase in services for foster youth, English Learners, and low-income students as compared to service the LEA provides to all students by helping to remove the obstacles and barriers typically experienced by this population. These student groups get the benefits of these proportional dollars and also the benefits of funds and resources allocated to "all students" (above part 1) due to our size and homogeneous population.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$405,575.00	$15,546.00			$421,121.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$341,570.00	$79,551.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Base Educational Program	$285,149.00				$285,149.00
1	2	English Learners Foster Youth Low Income	Access to standards aligned instruction and materials	$150.00	$150.00			$300.00
1	3	All	Facilities	$300.00				$300.00
2	1	English Learners Foster Youth Low Income	Response to Intervention (RTI) Program	$15,579.00	$4,058.00			$19,637.00
2	2	English Learners Foster Youth Low Income	Access to Technology	$2,704.00				$2,704.00
2	3	English Learners Foster Youth Low Income	Technical Support	$6,355.00				$6,355.00
2	4	English Learners Foster Youth Low Income	Intervention/Assessment Software	$3,779.00				$3,779.00
2	5	English Learners	English Learner Program	$5,019.00	$713.00			$5,732.00
2	6	All	Instructional Aides		$4,412.00			$4,412.00
2	7	English Learners Foster Youth Low Income	Library Services	$750.00				$750.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Learners Foster Youth Low Income	Increase Attendance Rates	$7,840.00	$881.00			$8,721.00
2	9	English Learners Foster Youth Low Income	Professional Develpment	$900.00				$900.00
2	10	English Learners Foster Youth Low Income	Ag Science Program	$2,895.00				$2,895.00
2	11	English Learners Foster Youth Low Income	Transportation service to students to access educational services	$7,500.00				$7,500.00
2	12	All	Summer School Program		$3,501.00			$3,501.00
2	13	English Learners Foster Youth Low Income	Enrichment Programs	$5,640.00				$5,640.00
2	14	English Learners Foster Youth Low Income	Additional primary grade teacher to maintain class size ratio	$21,091.00				$21,091.00
2	15	Students with Disabilities	Increase Math and ELA CAASPP Scores for Students with Disabilities	$75.00				$75.00
3	1	English Learners Foster Youth Low Income	Positive School Climate Supports	$750.00				$750.00
3	2	English Learners Foster Youth Low Income	School safety and security	$600.00				$600.00
3	3	All	Counseling Services	$1,775.00				$1,775.00
3	4	English Learners Foster Youth Low Income	Nursing Services	$10,132.00	$881.00			$11,013.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	Health Education/Expanded Physical Education Program	$24,288.00	$950.00			$25,238.00
3	6	English Learners	Parent/Family Involvement	$756.00				$756.00
3	7	English Learners	Translators	$300.00				$300.00
3	8	English Learners Foster Youth Low Income	Implement COVID-19 Safety Plan	$1,098.00				$1,098.00
3	9	Students with Disabilities	Decrease Suspension Rate of Students with Disabilites	$150.00				$150.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$118,126.00	$125,759.00
LEA-wide Total:	$117,070.00	$124,703.00
Limited Total:	$1,056.00	$1,056.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Access to standards aligned instruction and materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150.00	$300.00
2	1	Response to Intervention (RTI) Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,579.00	$19,637.00
2	2	Access to Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,704.00	$2,704.00
2	3	Technical Support	LEA-wide	English Learners Foster Youth Low Income		$6,355.00	$6,355.00
2	4	Intervention/Assessment Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,779.00	$3,779.00
2	5	English Learner Program	LEA-wide	English Learners		$5,019.00	$5,732.00
2	7	Library Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750.00	$750.00
2	8	Increase Attendance Rates	LEA-wide	English Learners Foster Youth	All Schools	$7,840.00	$8,721.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	9	Professional Develpment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900.00	$900.00
2	10	Ag Science Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,895.00	$2,895.00
2	11	Transportation service to students to access educational services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	$7,500.00
2	13	Enrichment Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,640.00	$5,640.00
2	14	Additional primary grade teacher to maintain class size ratio	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,091.00	$21,091.00
3	1	Positive School Climate Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750.00	$750.00
3	2	School safety and security	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600.00	$600.00
3	4	Nursing Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,132.00	$11,013.00
3	5	Health Education/Expanded Physical Education Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,288.00	$25,238.00
3	6	Parent/Family Involvement	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$756.00	$756.00
3	7	Translators	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$300.00	$300.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	8	Implement COVID-19 Safety Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,098.00	$1,098.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

  - **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.