



**Local Control
and Accountability
Plan**

2022-2023

Budget Overview for Parents

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Urban Discovery Academy

CDS Code: 37-68338-0135913

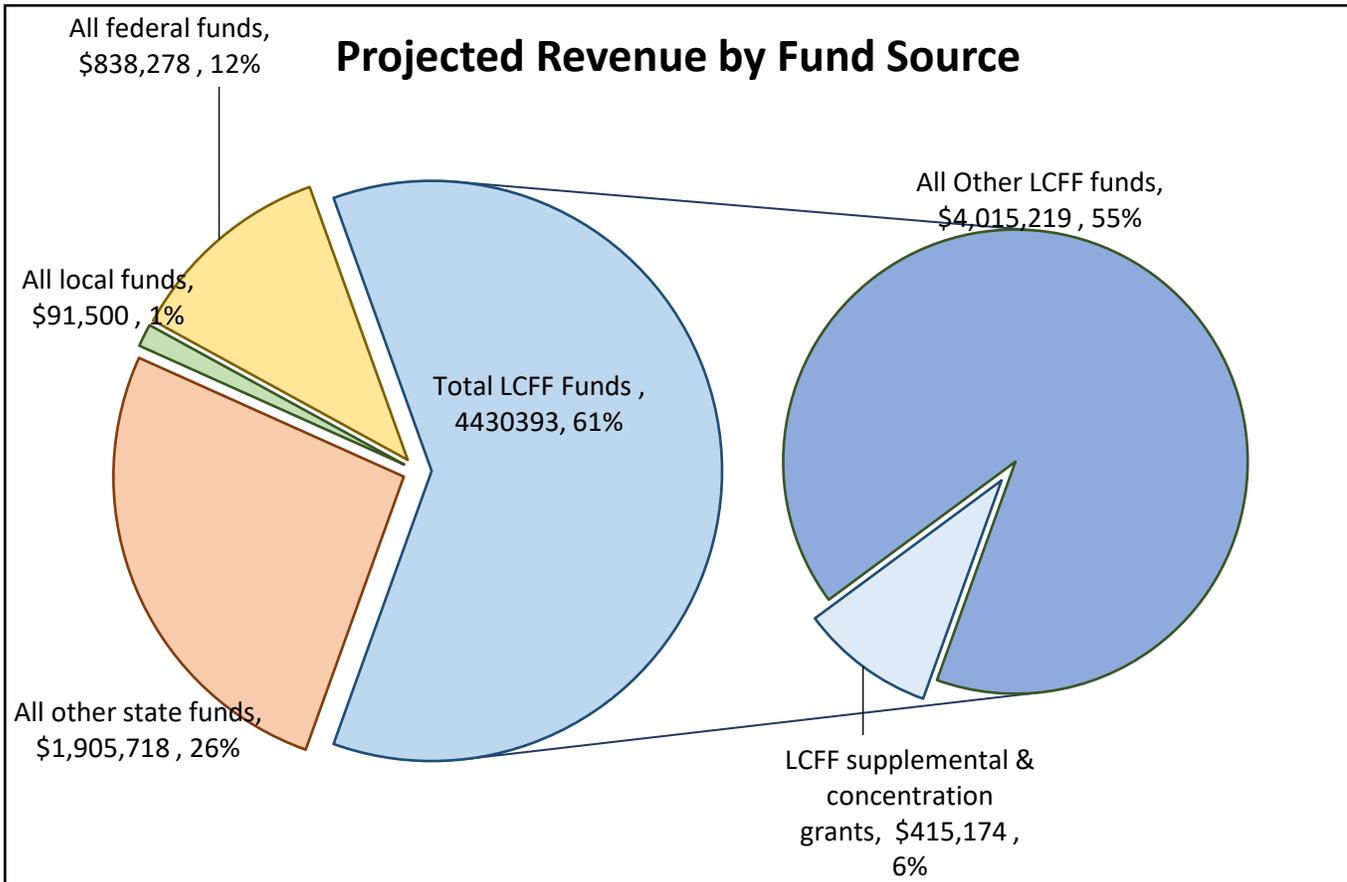
School Year: 2022 – 23

LEA contact information: Jenni Owen, jowen@urbansd.com

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 2022 – 23 School Year

Projected Revenue by Fund Source

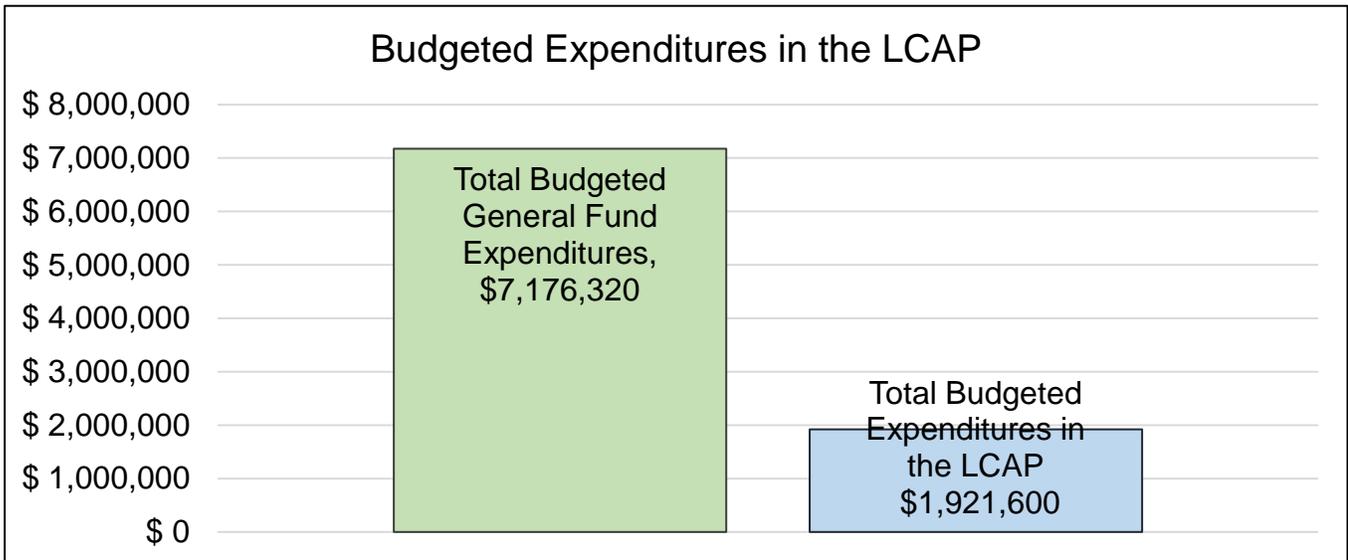


This chart shows the total general purpose revenue Urban Discovery Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Urban Discovery Academy is \$7,265,889.00, of which \$4,430,393.00 is Local Control Funding Formula (LCFF), \$1,905,718.00 is other state funds, \$91,500.00 is local funds, and \$838,278.00 is federal funds. Of the \$4,430,393.00 in LCFF Funds, \$415,174.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Urban Discovery Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Urban Discovery Academy plans to spend \$7,176,320.00 for the 2022 – 23 school year. Of that amount, \$1,921,600.00 is tied to actions/services in the LCAP and \$5,254,720.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

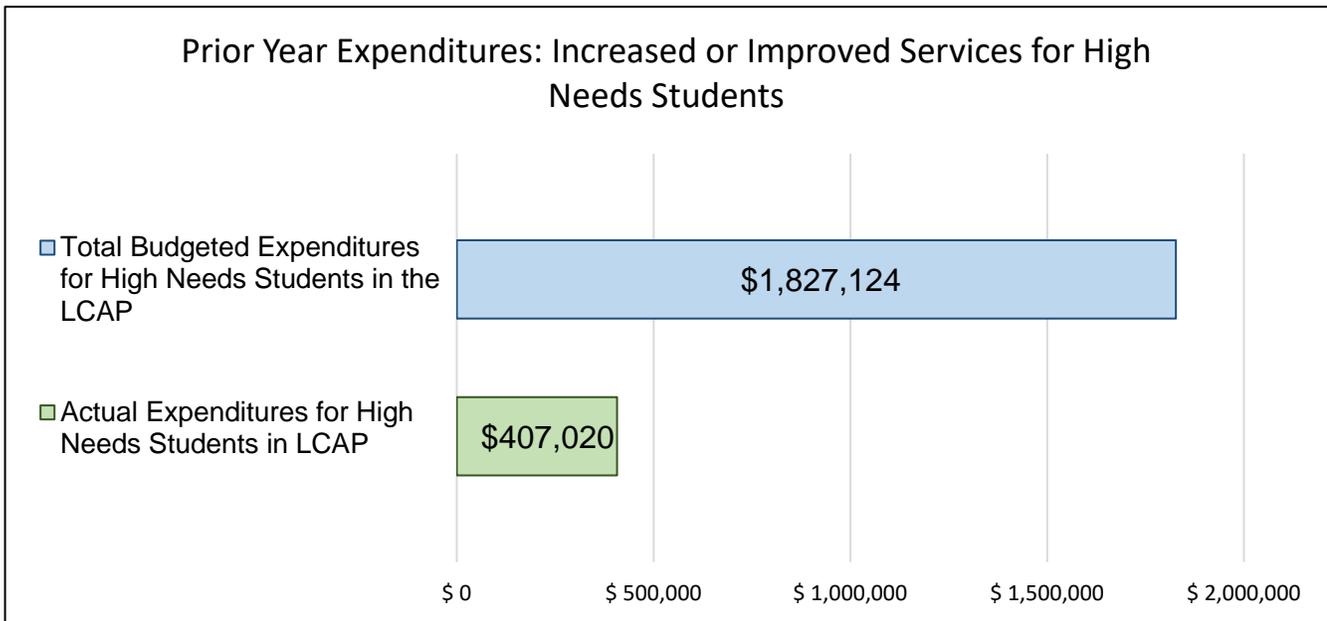
[Respond to prompt here]

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Urban Discovery Academy is projecting it will receive \$415,174.00 based on the enrollment of foster youth, English learner, and low-income students. Urban Discovery Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Urban Discovery Academy plans to spend \$486,600.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Urban Discovery Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Urban Discovery Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Urban Discovery Academy's LCAP budgeted \$1,827,124.00 for planned actions to increase or improve services for high needs students. Urban Discovery Academy actually spent \$407,020.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$1,420,104.00 had the following impact on Urban Discovery Academy's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

2021-2022 Supplemental

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Urban Discovery Academy Charter	Shawn T. Loescher, Ed.D. Chief Executive Officer	sloescher@urbansd.com 619-788-4668

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Due to the Budget Act of 2021, the LEA received the following funds:

The Local Educational Agency (LEA) engaged its educational partners on the use of the Expanded Learning Opportunities (ELO) Grant funds by hiring additional aides, adding Coaching, Outreach and Support (COS) positions, and allow all students the opportunity to extend their learning through summer school. The hiring of additional aides was to meet the needs and services of students with Individualized Education Plans (IEP). In response to the COVID-19 pandemic, the LEA created the COS team focused on the social-emotional well-being of students, as well as academic intervention, support in remote learning, technology outreach, and a resource to families. With a continued need for support, the funds engaged in continuing the COS positions for the 2021-2022 school year. The ELO Grant funds were used to create a summer school program that bridged the skill gaps that were due to the impact of the COVID-19 pandemic. This included hiring summer school staff and using funds for instructional materials.

The LEA engaged its educational partners on the use of In-Person Instruction (IPI) Grant funds by hiring an additional teacher to the K-5 team, adding a confidential secretary, and continuing the roles of Facilities and Technology Manager, as well as Site Operations Manager for both primary and secondary sites. Due to enrollment, Urban Discovery Academy used the allotted funds to create smaller class sizes in order to meet the needs of the students and address the skill gaps due to the COVID-19 pandemic. This meant hiring an additional teacher. In order to continue our health and safety protocols, the LEA continued the employment of the Facilities and Technology Manager and the Site Operations Manager. This allowed both sites to maintain health and safety standards as it states in the current 2021-2022 Local Control Accountability Plan (LCAP).

The LEA engaged its educational partners on the use of ELO Program funds to continue the afterschool program in support of families. The afterschool program provided additional opportunities to act as a driver for interventions and supports. The afterschool program included academic supports, tutoring, and academic concentration coursework, such as credit recovery for students labeled high needs.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The LEA did not receive additional concentration grants for the 2021-2022 school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Due to the one-time federal funds, the LEA received the Elementary and Secondary School Emergency Relief (ESSER) I, II, and III funding. The LEA engaged its educational partners on the use of the one-time federal funds by retaining staff, acquiring additional cleaning services, equating for additional substitute costs, and obtaining additional curriculum and technology.

In order to accommodate the needs of the students due to the impacts of COVID-19, the LEA used the allotted funds to maintain small class sizes. The LEA also retained both instructional and administrative staff to increase instructional coaching, address vertical alignment, and focus on students with higher needs, such as Emergent Bilingual students and foster youth.

Due to the COVID-19 pandemic, the LEA acquired additional cleaning services to ensure the health and safety of all students, faculty, and staff. This included increased cleaning protocols before, during, and after school hours.

Due to the COVID-19 pandemic, allotted funds were used to ensure that teacher shortage was addressed through additional substitute costs.

Due to the COVID-19 pandemic, the LEA engaged in the one-time federal funds to ensure that students were given the appropriate curriculum and technology and be prepared for both in-person and remote learning. All students of the LEA received a school computer, as well as retention of IT services to ensure that all technology is functioning properly. The LEA also obtained a new learning management system, Canvas, to ensure that students had the material both in-person and remotely, as well as continue the LCAP goal of academic success and vertical alignment.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

All ESSER funds are being coordinated in a confluence of efforts. Therefore, expenditures here are accounted for in the report above.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The following items are the fiscal programs, resources, services, and positions that the LEA used as aligned with the 2021-2022 LCAP and Annual Update:

- English Language Development coordinator for monitoring, support, and targeted interventions
- Extended academic support services by hiring an Instructional Coach and positions in Coaching, Outreach and Supports (COS)
- Subscriptions for assessment/instructional support dedicated to vertical alignment (i.e. Canvas, Benchmark Advance, i-Ready Diagnostic, i-Ready Phonics for Reading)
- Supplemental counseling
- The collaboration with University of California San Diego (UCSD) Extension to develop a parent workshop (i.e. Parent University)
- Translation services
- Providing at home computer devices for all students
- Foster youth workshops & transportation funding
- Funding extended day and year learning opportunities, such as afterschool and summer school
- To ensure multiple modalities are utilized to reach subgroup populations, and to ensure engaging/relevant instruction provides multiple access points for English learners, foster youth, and low-income students, the LEA will provide all teachers with a significant instructional budget to support standards-based, interdisciplinary design challenges & exhibitions.
- Specifically Designed Academic Instruction in English (SDAIE) Training/Certification for all staff through our partnership with UCSD Extension
- Partnership with UCSD Extension for Induction Program for teachers that need a Clear Credential
- McKinney-Vento site coordinators
- Implementation of the National School Lunch Program and extended nutrition programs to ensure breakfast, lunch and snacks for all students
- Continued professional development and supports associated with the implementation of restorative practices.
- Professional development on curriculum alignment, instruction, design thinking learning, literacy, math, and differentiation.

Local Control and Accountability Plan



Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Urban Discovery Academy Charter	Jenni Owen, Ed. D.	jowen@urbansd.com
	Development Officer	619-788-4668

Plan Summary [2022-2023]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Urban Discovery Schools is a free public school in the heart of San Diego’s downtown I.D.E.A. District. Founded in 2008, UDS is a state designated significantly expanding T/K-12 public school system. Students in grades T/K-5 attend school at our 840 14th Street location (Urban Discovery Academy). Students in grades 6-12 attend school at our 1400 Park Boulevard location (Urban Discovery High). As UDS is a public school without neighborhood boundaries, students attend from 41 different zip codes. UDS proudly serves a geographically, ethnically, and socioeconomically diverse student body that is reflective of our communities.

At UDS, we actively pursue a better tomorrow by empowering our communities with the skills, passion, and purpose to make positive contributions to the world around us. Our mission is to develop design thinkers who lead by example, make active, positive contributions to their local and global communities. UDS is a college preparatory program that utilizes interdisciplinary design challenges, Design Thinking methodology, and real-world experiences to ensure students embody our values of integrity, optimism, empathy, curiosity, community, innovation, and impact. At the high school level, students participate in design courses, internship programming, and college dual enrollment. In every grade, UDS students participate in extensive enrichment programming and field explorations designed to deepen learning.

Reflections: Successes

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

The following reflect success from the most recent California School Dashboard (2019):

- Blue: Low suspension rate
- Standard Met: Teachers, Instructional Material, and Facilities
- Standard Met: Implementation of Academic Standards

Standard Met: Parent and Family Engagement

Standard Met: Local Climate Survey

Standard Met: Access to a Board Course of Study

The following reflect success from the most recent local data:

iReady 2022

Significant growth was seen in various grade levels in Reading from September to April 2022 (3rd, 4th, 5th)

Climate Surveys

Students

Not feeling challenged: primary only 6%, secondary only 14%

School welcomes and accepts people from diverse backgrounds: primary 71% positive, secondary only 14% not positive

Students like working with people who are different than them: 69% primary

Families

79% believe students feel safe

82% believe their children have a sense of belonging

93% believe we welcome and accept people from diverse backgrounds

Personnel

75% believe kids feel safe in school

80% report that students respect each other's differences

96% believe that we welcome and accept people from other backgrounds

71% believe students like working with others who are different than them

80% believe teachers are provided with time to work together collaboratively

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.

The following reflect the areas that need significant improvement as of the last California School Dashboard measurement (2019):

- Chronic Absenteeism was at 21%.
- English Language Arts performance rated by groups was 1 green, 2 orange, and 2 red.
- Mathematics performance rated by groups was 2 orange and 3 red.
- English Learner Progress held at low although there was no color performance indicator on the dashboard.

The following reflect the areas that need significant improvement from local data and other state data (2022):

- CAASPP May 2021: 31.42% met or exceeded the standard for English Language Arts
- Students with disabilities: 12.73%
- Economically disadvantaged students: 24.33%
- English Learners: 6%
- Hispanic or Latino: 21.77%
- African-American: 12.12%

- CAASPP May 2021:
 - 15.59% met or exceeded the standard for Mathematics
 - Students with disabilities: 3.64%
 - Economically disadvantaged students: 9.01%
 - English Learners: 2.04%
 - Hispanic or Latino: 6.76%
 - African-American: 9.09%

iReady April 2022

40% remain in Tier III for ELA as of spring testing

44% remain in Tier III for mathematics as of spring testing (growth was also not as strong in math)

Climate Survey Growth Areas:

Students

Feel physical safe in school: primary 62%, secondary 57%

Feelings of belonging: primary 33%, secondary 30%

Trusted adult to talk to: primary 50%, secondary 46%

Families

Only 50% believe we try to get all families to participate in events

Only 43% believe we have enough space for extracurricular activities

Personnel

64% believe we keep families informed about what is going on at school

29% believe we encouraged families to be part of school events this year (likely due to COVID)

67% believe parents/guardians are made to feel welcome at school (likely due to COVID)

44% believe we need to provide more instructional resources/feedback

2022-23 P2 attendance was 87% which is much lower than previous years before the pandemic.

2022-23 chronic attendance for UDS this year was 37.9% this year, which is also lower than in previous years.

Both are areas for growth next year as we return to full programming.

LCAP Highlights

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

This year’s LCAP focuses on three goals:

1. Improved Academics: Effective practice and use of instructional time to advance student development and academic achievement.
2. School and Community Culture: The development and implementation of school cultural norms and expectations for all.
3. Democratic/Social Engagement: Increase democratic social engagement to construct a learning community inclusive of all.

Some important actions/services include, but are not limited to:

For Improved Academics:

- English Learner Supports
- Reverse Engineered Learning Outcomes
- Continued Math and Literacy Development
- Data Teams
- Professional Development and Certification
- Extended Day and Year Long Learning Opportunities
- Expanded Enrichment Programming

For School and Community Culture:

- Implementation of the Social-Emotional Learning Plan T/K-12
- Continuation/Expansion of Restorative Justice/School Culture
- Outdoor Spaces/Facility Considerations, Equipment
- Wellness Support
- Equity Support Services

For Democratic/Social Engagement:

Parent Involvement (including volunteer opportunities, workshops and community forums)
ELAC and SAC Committee
Associated Student Body (ASB)
Coordinated Community Outreach Campaign
Community Partnerships

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.

Our schools are listed as being general assistance.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder engagement for the LCAP was embedded and tied to the following : (a) principal/parent meetings, (b) ongoing open-ended survey questions, (c) staff meetings, (d) student meetings, (e) National School Climate Survey to parents, faculty/staff, and students, (f) board meetings and public hearings.

Examples of how parents, teachers, school staff, and board members were involved include the following:

Board Meetings & Public Hearings - April and May 2022

Teacher/Staff Full Team Meetings - ongoing

Local Staff Open-Ended Surveys - March/May 2022

Coffee with the Principal Parent Sessions - ongoing

Committee Meetings (ongoing, Academic Committee, Finance Committee) - ongoing

Parent and Guardian Climate Survey - March 2022

Student Climate Survey - March 2022

Personnel Climate Survey - March 2022

Ongoing Email Communications

Virtual Input on LCAP Drafts - May & June 2022

WASC Focus Group Meetings (Students, Parents, Staff) - Spring 2021

WASC Self-Study and Revision of Action Plan - October 2021

A summary of the feedback provided by specific educational partners.

Parents/Guardians:

Academic performance

Enrichment programming, field trips

Extended learning opportunities to address any learning loss during the pandemic response

Needing additional play space/equipment

Focus on social-emotional supports, wellness

Teacher retention
Afterschool programs
Additional interventions and supports for Emergent Bilingual students
Volunteer/participation opportunities for families
Community events (exhibition, etc.)

Board Members:

High quality curriculum and instruction
Attracting the best teachers
Improving student test scores
Maintaining high-quality facilities for learning
Expanded professional development with a college partnership
Creating a highly competitive work environment
Expanding community outreach, especially marketing and recruitment
Re-expansion of enrichment programming
Less spent on administrative salaries with low overall enrollment

Teacher/Staff:

Competitive pay and compensation structures
Curricular materials
Instructional materials
Emergent Bilingual Supports
Wellness supports for students
Planning time
Additional supports for extended learning opportunities (summer programs)

Data teams

Instructional coaching and support

Behavioral support

Leadership Team:

Academic performance

Curricular materials

Professional development supports

Emergent Bilingual supports

Design Thinking advanced training

Expansion of digital system capability

Data team meetings

Enrichment programming

Family wellness

Marketing and recruitment

Students:

Social-emotional supports

Outdoor activities

Advisory period

Play equipment

College counseling

Field trips

A process of triangulation was used in data analysis with this information being presented to the following stakeholder groups: parents, high school students, faculty/staff, school advisory committee, and the board of trustees. Goals were reviewed in meetings with parents, at staff meetings, at high school student assemblies, with the instructional leadership team, and with the board of trustees. On April 20, 2022, and

May 18, 2022, we held our hearing of the LCAP goals with subsequent revisions based upon input received from the hearing session. Following these hearings, a revised draft was sent to the learning community in June 2022 for final feedback (virtually). On June 22, 2022, the Board of Trustees adopted the LCAP goals and action plan and subsequently passed the budget aligned to those goals.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The process of engaging varied educational partners in ongoing analysis of existing data and goals served to:

Keep a focus on three high-level goals supported by a variety of metrics and action items.

Review and analyze specific data measures on student and school progress.

Identify what existing action items should be continued, those that should be discontinued, and those that should be added.

Align the action items in the LCAP with both state priorities, WASC goals, and targeted areas for student improvement.

Focused discussions about persistent opportunity and achievement gaps that must be addressed through an equitable division of funds to support students most in need.

Specific areas that were influenced in this LCAP were:

Continued curriculum for ELA and refocus on Math curriculum to support teacher and student success.

Quality faculty and staff recruitment and retention.

Continuation of nutrition services.

Continued support for English Learners. Continued English Language Development training and supports.

After school programming/extended learning opportunities for those most in need.

Continuing discussions and revised strategies to support subgroups (particularly EL families, low-income families).

Full return of enrichment programming (STEAM, Design, Visual Art, Performing Arts, and Middle School Physical Education)

Instructional coaching for teachers and a continued focus on data, including i-Ready.

Continued focus on restorative behavior approach.

Added focus on student/family wellness.

Continued focus on high school advisory programming and parent conferences for all grades.

Restored focus on engagement of families through on-site participation, volunteering, SAC, ELAC, and workshops.

Revamped focus on exhibitions as presentations of student learning.

Expanding community outreach and marketing/recruitment.
Professional development and certification for faculty and staff.

Goals and Actions

Goal

Goal #	Description
Goal 1	Improved Academics: Effective practice and use of instructional time to advance student development and academic achievement. Reflection: We believe that time is an irreplaceable resource that should be invested rather than spent. Our students must master a wide variety of academic, social, and technical skills that they will need to be locally, nationally, and internationally competitive over the course of their lives.

An explanation of why the LEA has developed this goal.

A review of state priorities 1, 2, 4, 7, and 8 and of local priorities from WASC of Goal 1 were conducted to establish those conditions that would best improve the academic achievement of our students.

The following were identified as the primary areas of need:

- A. Ensure our students have outstanding, committed, engaging, and credentialed teachers who are responsive to individual student needs.
- B. Ensure students have relevant and engaging standards-based curriculum which is mission-aligned and which connects learning to experiences and across disciplines.
- C. Increase academic performance in English Language Arts.
- D. Increase academic performance in Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.1. Local Metric: 100% of core classroom teachers will hold a valid CA teaching credential; all teachers will be appropriately assigned.	A.1.1. As of October 2021, 3 teachers on internship credentials A.1.2. As of October 2021, 0 teachers on limited assignment permit. A.1.3. As of October 2021, 1 teacher vacancy.	Intentionally blank	Intentionally blank	Intentionally blank	A.1.1. 100% appropriately credentialed. A.1.2. Maintain no more than 1 teacher on limited assignment permit. A.1.2. Reduce to 0 teacher vacancies.
A.2. Local Metric: Ensure 100% core and special education teachers assess CCSS and NGSS.	A.2. 100% of core and special education teachers assess CCSS and NGSS.	Intentionally blank	Intentionally blank	Intentionally blank	A.2. 100% of core and special education teachers will regularly assess CCSS and/or NGSS.
A.3. Local Metric: 100% of teachers will assess ELD standards.	A.3.1. As of May 2022, 100% of teachers have been trained on ELD and received SDAIE training. A.3.2. As of May 2022, 100% of teachers have submitted SDAIE sample lesson plans that align ELD standards.	Intentionally blank	Intentionally blank	Intentionally blank	A.3.1. 100% of teachers have been trained on ELD and received SDAIE training. A.3.2. 100% of teachers will have submitted SDAIE sample lesson plans that align ELD standards for review each semester.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B.1. Local Metric: All students will have access to standards-aligned instructional materials.	B.1. 100 % of students have access to sufficient standards-aligned instructional materials in core classes.	Intentionally blank	Intentionally blank	Intentionally blank	B.1. 100% of teachers report students have access to standards-aligned sufficient instructional materials in all courses in annual survey.
B.2. Local Metric Every student will have regular technology access.	B.2.1. 1:1 technology ratio for students. B.2.2. 1:1 technology ration for staff.	Intentionally blank	Intentionally blank	Intentionally blank	B. 2. 1. 1:1 technology ratio for students with 100% of devices within factory recommended use period. B.2.2. 1:1 technology ratio for staff with 100% of devices within factory recommended use period.
B.3. Local Metric: Every student will participate in at least three interdisciplinary school-wide design challenges with assessments.	B.3. 100% of students participated in at least two interdisciplinary design challenges.	Intentionally blank	Intentionally blank	Intentionally blank	B.3. Teachers report 100% of students participating in at least three interdisciplinary design challenges with assessments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>B.4. Local Metric: Every student will have access to enrichment courses aligned to LEAs mission.</p>	<p>B.4.1. 100% of T/K-5 offered visual arts or STEAM.</p> <p>B.4.2. 100% of 6-8 graders are offered visual arts and advisory.</p> <p>B.4.3. 100% of 9-12 graders are offered design or design thinking methods, and advisory.</p> <p>B.4.4. 100% of 9-12 graders participate in college & career development through advisory.</p> <p>B.4.5. 100% of 11th and 12th graders are currently enrolled in internship programming, not all have found internship placements.</p>	<p>Intentionally blank</p>	<p>Intentionally blank</p>	<p>Intentionally blank</p>	<p>B.4.2. 100% of K5 grades are offered: STEAM, Visual Arts, Performing Arts, PE.</p> <p>B.4.2. 100% of 6- 8 graders are offered: STEAM, Visual Arts, PE, and Advisory.</p> <p>B.4.3. 100% of 9- 12 graders are offered: Design or Design Thinking Methodology, and Advisory.</p> <p>B.4.4 100% of 9-12 graders are offered college & career development.</p> <p>B.4.5. 100% of 11th graders complete internships.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B.5. State Metric: % of EL students either: Reclassifying Improving a level on the ELPAC maintaining early advanced or advanced on ELPAC Improve 2% each year until reaching 75%.	B.5. May 2022: 30.19% of EL students reclassified, improved a level on ELPAC, or maintained early advanced or advanced.	Intentionally blank	Intentionally blank	Intentionally blank	B.5. Increase overall rate by 2% until 75%.
C.1. State Metric: CAASPP English Language Arts	C.1. May 2021: 31.42% met or exceeded the standard for English Language Arts Students with disabilities: 12.73% Economically Disadvantaged Status: 24.33% English Learners: 6% Hispanic: 21.77% African American: 12.12% White: 51.25%	Intentionally blank	Intentionally blank	Intentionally blank	C.1. Increase by at least 2% each year until 75% meet or exceed the standard for Mathematics Students with disabilities: ≥2% growth Economically Disadvantaged Status: ≥2% growth English Learners: ≥2% growth Hispanic or Latino: ≥2% growth African American: ≥2% growth White: ≥2% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C.2. Local Metric: i-Ready English Language Arts scores	C.2.1. April 2022: Tier 1: 30% Tier 2: 30% Tier 3: 40%	Intentionally blank	Intentionally blank	Intentionally blank	C.2.1. ≥2% growth in Tier 1 until 75% ≥2% decrease in Tier 3 until 5%
D.1. State Metric: CAASPP Mathematics	D.1. May 2021: 15.59% met or exceeded the standard for Mathematics Students with disabilities: 3.64% Economically Disadvantaged Status: 9.01% English Learners: 2.04% Hispanic or Latino: 6.76% African American: 9.09% White: 31.64%	Intentionally blank	Intentionally blank	Intentionally blank	D.1. Increase by at least 2% each year until 75% meet or exceed the standard for Mathematics Students with disabilities: ≥2% growth Economically Disadvantaged Status: ≥2% growth English Learners: ≥2% growth Hispanic or Latino: ≥2% growth African American: ≥2% growth White: ≥2% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D.2. Local Metric: i-Ready Mathematics scores	D.2.1. April 2022: Tier 1: 20% Tier 2: 36% Tier 3: 44%	Intentionally blank	Intentionally blank	Intentionally blank	D.2.1. ≥2% growth in Tier 1 until 75% ≥2% decrease in Tier 3 until 5%
E.1. State Metric: CAST	E.1. May 2021: 24.59% met or exceeded the standard for Science.	Intentionally blank	Intentionally blank	Intentionally blank	E.1. ≥2% growth until 75% meet or exceed the standard for Science.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Teacher Induction	Continue to offer teacher induction supports with mentor teachers. This program is offered in partnership with UC San Diego Extensions. Source: Title II Funds Budget Reference: 5863 Professional Development	\$15,500.00	No
Action #2	Sustain competitive employee benefits plan	Increase employer contribution to the employee benefit plan to support retention of qualified faculty/staff. Source: LCFF Base Budget Reference: 3000 Employee Benefits	\$378,000.00	No
Action #3	Enrichment Programming	Enrichment courses, including Visual Arts, Performing Arts, PE, STEAM, Design, Design Thinking Methods, and Advisory. Arts/Design enrichment courses will support interdisciplinary design challenges multiple times per year. All enrichment courses will support social-emotional learning for subgroups (Goal #2) and will reinforce concepts and skills across core subjects through engaging and relevant	\$224,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interdisciplinary projects, multiple access points for low-income students and English learners. Source: LCFF Base and Supplemental Budget reference: 1100 Teacher Salaries, 3000 Employee Benefits, 5815 Instructional Consultants		
Action #4	SDAIE and ELD Training for Faculty/Staff	Ongoing SDAIE and ELD Training for faculty/staff. Source: Title II Funds Budget Reference: 5815 Instructional Consultants	\$1,500.00	Yes
Action #5	Instructional Supplies	To ensure multiple modalities are utilized to reach subgroup populations, and to ensure engaging/relevant instruction provides multiple access points for English learners, foster youth, and low income students, the LEA will provide all teachers with a significant instructional budget to support standards-based, interdisciplinary design challenges & exhibitions. Source: LCFF Supplemental Budget Reference: 4325 Instructional Supplies	\$33,500.00	No
Action #6	Curriculum Development	Material supplies to identify and implement new curriculum for vertical alignment. Source: LCFF Base Budget Reference: 4100 Textbooks, 4200 Other Books	\$2,500.00	No
Action #7	Technology Supports and Supplies	Devices and technology services to support and maintain a 1:1 device/student ratio. By providing this ratio and ensuring devices are consistently working, will help eliminate barriers to computing, research capability, and curriculum supports for socioeconomically disadvantaged students. The LEA will service and loan computers to any students in need for home usage including chargers. Source: LCFF Base and Supplemental	\$44,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Budget Reference: 4420 Computer Hardware, 5820 Noninstructional Consultants		
Action #8	Professional Development	Provide professional development on curriculum alignment, instruction, design thinking, literacy, math, differentiation, and exhibitions of student learning. Refine vertical alignment on learner outcomes and standards. Source: LCFF Base Budget Reference: 1300 Certificated Admin	\$20,000.00	No
Action #9	Instructional Supports	Refine evaluation system and implement instructional coaching to support teachers to develop instructional strategies. Ensure instructional coaching is staffed. Source: LCFF Base, Other State Funds Budget Reference: 1100 Teacher Salaries	\$35,000.00	No
Action #10	Academic Data Teams	Implementation of academic data teams and release time for data analysis. Source: Title I Funds Budget Reference: 1100 Teacher Salaries	\$7,500.00	Yes
Action #11	Extended Supports	Provided teachers on special assignment to support English Learners, Foster Youth, and Low-Income Students for supplemental instruction and supports. Source: LCFF Base Budget Reference: 1100 Teacher Salary	\$95,000.00	Yes
Action #12	Secondary School Supplemental Math	Prototype additional online math support programs. Source: LCFF Base Budget Reference: 4320 Educational Software	\$4,000	No

Action #	Title	Description	Total Funds	Contributing
Action #13	Informed Instruction and Decision Making	Sustain i-Ready K-12 testing systems as one of the state certified data sources and a testing coordinator to support data teams to implement informed instruction and decision-making. Source: LCFF Supplemental and Title 1 Budge Reference: 1100 Teacher Salaries, 4320 Education Software	\$45,000.00	Yes
Action #14	Curriculum Access	Sustain the learning management system Canvas for improved curriculum planning and student access. Source: LCFF Base Budget Reference: 4320 Educational Software	\$9,000.00	No
Action #15	Literacy Supports	Review and provide effective learning subscriptions to support English Learners. Source: LCFF Supplemental Budget Reference: 4320 Educational Software (RAZ)	\$3,000.00	Yes
Action #16	Credit Recovery	Offer extended services for credit recovery. Source: Federal ESSR Budget Reference: 4320 Educational Software (Edgenuity)	\$7,700.00	Yes
Action #17	Extended Day/Year Learning Opportunities	Implement extended day learning opportunities to include academic supports, tutoring, summer learning and academic concentration coursework for students labeled high needs. Source: Other State Funds Budget Reference: 2905 After School Salary (Extended Day), 1101 Teacher Salaries 2103 Classified Staff	\$158,000.00	Yes
Action #18	ELD Teacher on Special Assignment	An ELD teacher on special assignment to support emergent bilingual students (English Learners), families, testing and community connections.	\$52,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Source: Title I and Other Federal Budget Reference: 1100 Teacher Salaries		

Goal Analysis for [2022-2023]

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.

Intentionally Blank

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Intentionally Blank

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

Intentionally Blank

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.

Intentionally Blank

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal #2	School/Community Culture: The development and implementation of school cultural norms and expectations for all. Reflection: What binds us as a school community is our common beliefs, actions, and expectations that we have for everyone. We must have a common set of cultural norms and expectations that create a community of care, respect, positive goals for all, and a belief structure that affirms that together we can achieve our goals.

An explanation of why the LEA has developed this goal.

A review of state priorities 1, 5, 6, and 8 and of local priorities from WASC of Goal 2 were conducted to establish those conditions that would best improve the academic achievement of our students.

The following were identified as the primary areas of need:

- A. To ensure high school completers graduate and are prepared for college.
- B. To maintain low suspension and expulsion rates.
- C. To maintain positive school attendance.
- D. To fully equip facilities to accommodate additional growth and best execute our school mission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.1. State Metric: HS Graduation Rate	A.1. June 2022: 100% students graduated. 2021 95.7% of students graduated.	Intentionally blank	Intentionally blank	Intentionally blank	A.1. >95% high school graduation rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.2. State Metric: % of students completing UC “a-g” requirements.	A.2. June 2022: 76.7% of graduates completed UC “a-g” requirements.	Intentionally blank	Intentionally blank	Intentionally blank	A.2. >85% of graduates completed UC “a-g” requirements.
A.3. Local Metric: % of students completing dual enrollment.	A.3. June 2022: 100% of students have taken at least one dual enrollment course by their 12th-grade year.	Intentionally blank	Intentionally blank	Intentionally blank	A.3. 100% of students will have taken at least one dual enrollment course work by their 12 th -grade year.
A.4. State Metric: High School Dropout Rates	A.4. May 2022: TBD	Intentionally blank	Intentionally blank	Intentionally blank	A.4. <5% dropout rate.
B.1. State Metric: Pupil Suspension Rate	B.1. State Dashboard 2019: 1.4% 2021-22: 0 out-of-school suspensions	Intentionally blank	Intentionally blank	Intentionally blank	B.1. Maintain a suspension rate of <3%.
B.2. State Metric: Pupil Expulsion Rate.	B.2. May 2021: 0%	Intentionally blank	Intentionally blank	Intentionally blank	B.2. Maintain an expulsion rate of <0.5%.
C.1. State Metric: Attendance Rate	C.1. March 2022: P2 at 87%	Intentionally blank	Intentionally blank	Intentionally blank	C.1. Maintain high student attendance of >95%.
C.2. State Metric: Chronic Absentee Rate	C.2. June 2022: 37.9%	Intentionally blank	Intentionally blank	Intentionally blank	C.2. <25%, gradually decreasing to <5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C.3. Local Metric: Parent Conferences	C.3. March 2022: Over 95% attendance rate at parent conferences.	Intentionally blank	Intentionally blank	Intentionally blank	C.3. Maintain at least 95% attendance rate at parent conferences.
D.1. Local Metric: Climate Survey on School Safety	D.1. Students feel physical safe in school: primary 62%, secondary 57%. D.1.2 Parents believe their children feel safe in school: 79%.	Intentionally blank	Intentionally blank	Intentionally blank	D.1.1. Students reporting they feel safe in school: >75% D.1.2. Parents reporting their kids feel safe in school: >85%
D.2. Local Metric: School Facilities in Good Repair	D.2.1. May 2022: 840 14th Street Condition: In good repair D.2.2. May 2022: 1400 Park Boulevard: In good repair	Intentionally blank	Intentionally blank	Intentionally blank	D.2.1. 840 14th Street Condition: In good repair D.2.2. 1400 Park Boulevard: In good repair

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Supplemental Support Services	Sustain school psychologists, instructional aides, and outreach supports for services within the school community. Source: Special Education Budget Reference: 2100 Instructional Aide, 5869 SpEd Contractors (30%)	\$149,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Restorative Practices	Continue professional development and supports associated with the implementation of restorative practices. Source: LCFF Base Budget Reference: 1300 Certificated Admin	\$20,000.00	Yes
Action #3	McKinney-Vento Education Services	Support services and workshops for the facilitation of McKinney-Vento. Source: LCFF Supplemental Budget Reference: 2400 Office Salaries	\$11,000.00	Yes
Action #4	Secondary School Supports	Sustain secondary administrative support team for extended supports and outreach. Source: LCFF Base Budget reference: 1100 Teacher Salaries, 1300 Certificated Admin	\$55,000.00	No
Action #5	High-Quality Learning Environments	Continue to ensure all facilities are outfitted and repaired to meet schools' mission and learner outcomes. Add furniture, fixtures, equipment, as needed. Source: LCFF Base Budget Reference: 5615 Repairs and Maintenance	\$90,000.00	No
Action #6	Advisory Program	Continue to develop an advisory program for grades 6-12 with supplemental parent conferences. Source: LCFF Supplemental Budget Reference: 1100 Teacher Salaries	\$33,500.00	Yes
Action #7	School Nutrition and Supports	Supports and direction for the National School Lunch Program and extended nutrition programs. Source: Other Federal Funds Budget Reference: 1300 Office Salaries	\$44,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	Social-Emotional Learning Program and Wellness	Continued development of the social-emotional learning program, including emotional and social supports for students. Addition of wellness centers to support student and family well-being. Source: LCFF Base Budget Reference: 2400 Classified Staff	\$80,000.00	No
Action #9	Primary School Outdoor Spaces	Maintain outdoor space for T/K-5. Source: LCFF Base Budget Reference: 5610 Leases	\$127,000.00	No
Action #10	Outdoor Equipment	Resources to support outdoor recess and play. Source: LCFF Base Budget Reference: 4410 Furniture and Equipment	\$20,000.00	No

Goal Analysis for [2022-2023]

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.

Intentionally Blank

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Intentionally Blank

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

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

Intentionally Blank

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal #3	<p>Democratic/Social Engagement: Increase democratic social engagement to construct a learning community inclusive of all.</p> <p>Reflection: We believe that education is a democratic process that requires the engagement of a broad variety of vested stakeholders. We will take an active stance in developing a variety of forums for parents, students, teachers, and community members.</p>

An explanation of why the LEA has developed this goal.

A review of state priorities 3, 5, and 7 and of local priorities from WASC of Goal 3 were conducted to establish outcomes, areas for improvement, and action items for improved engagement community engagement.

The following were identified as the primary areas of need:

- A. To increase parent and community engagement, particularly for English learners, low-income students, and foster youth families.
- B. To create and maintain established and accessible paths for communication between all stakeholders.
- C. To promote collaboration among teachers and staff across grade levels and disciplines.
- D. To formalize the ASB structures.
- E. To implement a coordinated community outreach campaign to increase parent engagement, particularly for English learners, low-income students, and foster youth families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.1. Local Metric: Hold Ongoing Parent Workshops	A.1.1. June 2022: T/K-5 school partnership. Need for internal workshops. A.1.2. June 2022: 6-12 school partnership. Need for internal workshops.	Intentionally blank	Intentionally blank	Intentionally blank	A.1.1. T/K-5: 4 per year A.1.2. 6-12: 4 per year
A.2. Local Metric: # of parents attending workshops	A.2.1. May 2022: T/K-5: Establishing baseline following pandemic. A.2.2. May 2022: 6-12: Establishing baseline following pandemic.	Intentionally blank	Intentionally blank	Intentionally blank	A.2.1. T/K-5: > 50 Participants A.2.2. 6-12: > 50 Participants
B.1. Local Metric: 100% of home school communications are available in English and Spanish.	B.1. May 2022: 85% of home school communications were available in English and Spanish.	Intentionally blank	Intentionally blank	Intentionally blank	B.1. 100% of home school communications are available in English and Spanish.
B.2. Local Metric: 100% of report cards are available in English and Spanish.	B.2.1. May 2022: T/K-5 have a guide in Spanish B.2.2. May 2022: 6-12 do not have any elements in Spanish but offer translation services	Intentionally blank	Intentionally blank	Intentionally blank	B.2.1. T/K-5: All report cards are available in a choice of English or Spanish B.2.2. 6-12: All report cards are available in a choice of English or Spanish

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C.1. Local Metric: 100% of teachers will be certified in Design Thinking Methodology	C.1. Teachers have been trained on Design Thinking Methodology but have not received certification.	Intentionally blank	Intentionally blank	Intentionally blank	C.1. 100% of teachers will be certified in Design Thinking Methodology.
C.2. Local Metric: > 90% of teachers will participate in cross curricular design challenges with assessments in ELA and Mathematics.	C.2.1. 100% of teachers participate in cross-curricular design challenges C.2.2. 100% of teachers have ELA and Mathematics assessments aligned with their design challenges.	Intentionally blank	Intentionally blank	Intentionally blank	C.2.1. > 90% of teachers participate in cross-curricular design challenges C.2.2. >90% of teachers have ELA and Mathematic assessments aligned with their design challenges
D.1. Local Metric: A formal Associated Student Body system is implemented that conforms to FCMAT standards.	D.1. May 2022: ASB is informally administrated, but following FCMAT standards.	Intentionally blank	Intentionally blank	Intentionally blank	D.1.2. A formal Associated Student Body system is implemented that conforms to FCMAT standards. D.2.2. ASB will be sponsored by an appropriately trained staff person.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
E.1. Local Metric: School Advisory Council	E.1.1. School Advisory Council only partially met this year; efforts are underway to re-establish the committee. E.1.2. March 2022: School Advisory Council bylaws were annually	Intentionally blank	Intentionally blank	Intentionally blank	E.1.1. Maintain the required number of parent representatives on the School Advisory Council; hold at least 5 meetings E.1.2. Annual review of the School Advisory Council Bylaws
E.2. Local Metric: English Learner Advisory Committee	E.2. June 2022: ELAC was re-established and two meetings were held.	Intentionally Blank	Intentionally Blank	Intentionally Blank	E.2.1. Maintain the required number of parent representatives on the ELAC; hold at least 5 meetings E.2.2. Annual review of the ELAC Bylaws

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
E.3. Local Metric: Parent Survey	<p>E.3.1. The school tries to get all families to participate in events: 50%</p> <p>E.3.2. Believe their children have a sense of belonging: 82%</p> <p>E.3.3. Believe we welcome and accept people from diverse backgrounds: 50%.</p>	Intentionally Blank	Intentionally Blank	Intentionally Blank	<p>E.3.1. The school tries to get all families to participate in events: 70%</p> <p>E.3.2. Believe their children have a sense of belonging: 85%</p> <p>E.3.3. Believe we welcome and accept people from diverse backgrounds: 70%.</p>
E.4. Local Metric: Student Survey	<p>E.4.1. Students feel a sense of belonging: primary 33%, secondary 30%.</p> <p>E.4.2. Students feel they have a trusted adult to talk to: primary 50%, secondary 46%.</p>	Intentionally Blank	Intentionally Blank	Intentionally Blank	<p>E.4.1. Students feel a sense of belonging: primary 40%, secondary 40%.</p>
E.5. Local Metric: Staff Survey	<p>E.5.1. We encourage families to be a part of school events: 29%.</p> <p>E.5.1. We keep families informed about what is going on at school: 64%.</p>	Intentionally Blank	Intentionally Blank	Intentionally Blank	<p>E.5.1. We encourage families to be a part of school events: 50%.</p> <p>E.5.1. We keep families informed about what is going on at school: 70%.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Community Outreach and Media Services	Consultants for community outreach and media services to more effectively engage with the school community. Source: LCFF Base Budget Reference: 5851 Marketing and Public Relations	\$75,000.00	No
Action #2	Parent/Guardian Workshops	Schedule and hold parent/family workshops. Source: LCFF Base Budget Reference: 1100 Teacher Salaries, 1300 Certificated Admin	\$10,000.00	Yes
Action #3	Climate Surveys	Implementation of the National School Climate Survey for community feedback. Source: LCFF Base and Supplemental Budget Reference: 4650 Educational Software	\$6,000.00	No
Action #4	Translations Services	Translation services for weekly communications and report cards through software and staffing. Source: LCFF Base Budget reference: 1200 Office Salaries, 4320 Educational Software (Talking Points)	\$11,700.00	Yes
Action #5	Design Thinking	Provide design thinking training and pre-certification programs to faculty and staff. Source: LCFF Base Budget Reference: 1100 Teacher Salaries and 1300 Certificated Admin	\$10,000.00	No
Action #6	Associated Student Body	Provide annual FCMAT training to formalize ASB for staff and provide an ASB sponsor/teacher. Source: LCFF Base	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Budget Reference: 1100 Teacher Salaries		
Action #7	English Language Advisory Committee	Partial funding of the EL teacher on special assignment to be the steward and the LEA representative of the ELAC. Source: LCFF Supplemental Budget Reference: 1100 Teacher Salaries	\$7,500.00	Yes
Action #8	School Advisory Committee	Continue to increase parent engagement through SAC planning and added school workshops and/or events. Specifically focus on engaging various subgroups (EL, low income, foster youth) in accessing school supports for students. Continue to add school workshops on equity, TITLE rights. Source: LCFF Supplemental Budget Resource: 1100 Teacher Salaries, 1300 Certificated Administration, 2000 Classified Salary	\$10,000.00	Yes

Goal Analysis for [2022-2023]

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.

Intentionally Blank

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Intentionally Blank

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

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2022-2023]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$415,174	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10%	0%	\$0	10%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Part 1: How the needs of foster youth, English learners, and low-income students were considered first. The LEA reviewed multiple sources of data including but not limited to those of standardized test scores (CAASPP, ELPAC, i-Ready), attendance data, student behavioral incidents, student surveys, parent surveys, and faculty and staff interviews. Staff meetings that focused on the data and needs from foster youth, English learners and low-income students were held multiple times during the school year. Based upon these meetings school-wide strategies were developed where foster youth, English learners, and low-income students are prioritized based upon equitable access to close opportunities and achievement gaps.

These include the following:

- Extended learning opportunities through our after-school program. Students are identified based on a series of criteria that suggest they may need additional learning opportunities to meet academic standards. These targeted after-school sessions are taught by credentialed teachers with a small student-to-teacher ratio. There are sessions for both math and literacy.
- School-wide tiered model of intervention through our student success or care team structure which identifies students in need of additional supports through an established referral system that requires extensive data collection and analysis. Once a student is referred, trained staff is responsible for generating an individualized plan of support for the student.
- Professional development for teachers is focused on building their capacity to serve eligible

students in the general classroom setting. • Established positions for parent outreach to increase parent involvement of eligible students. • Social-emotional and behavioral supports provided in the whole group, small group, and individual sessions. • Assessment and data coordinator. • SST and care team coordination for rapid response.

Part 2: How these actions are effective in meeting the goals for these students. The LEA has found that schoolwide use with additional support services is often the most effective use of funds to meet the needs of unduplicated students. Enrichment programming, computer devices, instructional supplies, and teacher training, for example, are important avenues to increase student access and understanding, particularly for low income, English learner, and foster youth pupils, since these strategies greatly enhance engagement and conceptual understanding through experience and reinforcement of concepts and skills. For logical and fiscal solvency, it is most effective to provide these points of access schoolwide. It is assumed that these are the types of services more typically available to the general student population outside of the school day, but not as frequently to unduplicated students, so utilizing the funds as equity drivers to increase opportunities for student learning and to support developing the confidence, engagement, socioemotional growth and academic learning of English learners, socioeconomically disadvantaged students, and foster youth remains particularly important.

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

The following resources and action are being taken and/or increased by the percentage required to support foster youth, English learners, and low-income students:

- Extended academic support services (coaching and outreach)
- ELD coordinator for monitoring, support, and targeted interventions
- ELD subscriptions
- ELAC committee
- Subscriptions for assessment/instructional support
- Subscriptions for assessment/instructional support
- Supplemental counseling
- Parent engagement: workshops, advisory, conferences
- Translation services
- Providing at home computer devices
- Foster youth workshops & transportation funding
- Funding extended day and year learning opportunities

- Supplies and services for students in need
- SDAIE Training/Certification
- McKinney-Vento site coordinators

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:15	N/A

LCAP Action Plans and Tables

Local Control and Accountability Plan (LCAP) Action Tables Urban Discovery Schools 2022-2023

Developed by the California Department of Education, March 2022



22-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
22-23	\$ 4,015,219	\$ 415,174	10.34%	0.00%	10.34%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Teacher Induction	All	No	LEA-wide	All	Both sites	22-23	\$ -	\$ 15,500	\$ -	\$ -	\$ -	\$ 15,500	\$ 15,500	0.00%
1	2	Sustain competitive employee benefits plan	All	No	LEA-wide	N/A	Both sites	22-23	\$ -	\$ 378,000	\$ 378,000	\$ -	\$ -	\$ -	\$ 378,000	0.00%
1	3	Enrichment Programming	All	Yes	LEA-wide	All	Both sites	22-23	\$ 224,500	\$ -	\$ 224,500	\$ -	\$ -	\$ -	\$ 224,500	0.00%
1	4	SDAIE and ELD Training for Faculty/Staff	EL	Yes	Limited	English Learners	Both sites	22-23	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500	\$ 1,500	0.00%
1	5	Instructional Supplies	All	No	LEA-wide	All	Both sites	22-23	\$ -	\$ 33,500	\$ 33,500	\$ -	\$ -	\$ -	\$ 33,500	0.00%
1	6	Curriculum Development	All	No	LEA-wide	All	Both sites	22-23	\$ -	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500	0.00%
1	7	Technology Supports and Supplies	Low income	Yes	LEA-wide	All	Both sites	22-23	\$ -	\$ 44,700	\$ 44,700	\$ -	\$ -	\$ -	\$ 44,700	0.00%
1	8	Professional Development	All	No	LEA-wide	All	Both sites	22-23	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.00%
1	9	Instructional Supports	Low income, EL, foster	No	LEA-wide	All	Both sites	22-23	\$ 35,000	\$ -	\$ -	\$ 35,000	\$ -	\$ -	\$ 35,000	0.00%
1	10	Academic Data Teams	Low income, EL, foster	Yes	LEA-wide	English Learners and Low-Income	Both sites	22-23	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ 7,500	\$ 7,500	0.00%
1	11	Extended Supports		Yes	LEA-wide	All	Both sites	22-23	\$ 95,000	\$ -	\$ 95,000	\$ -	\$ -	\$ -	\$ 95,000	0.00%
1	12	Secondary School Supplemental Math		No	LEA-wide	All	Secondary	22-23	\$ -	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000	0.00%
1	13	Informed Instruction and Decision Making		Yes	LEA-wide	English Learners and Low-Income	Both sites	22-23	\$ 37,000	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ 37,000	\$ 45,000	0.00%
1	14	Curriculum Access		No	LEA-wide	All	Both sites	22-23	\$ -	\$ 9,000	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	0.00%
1	15	Literacy Supports		Yes	Limited	English Learners	Both sites	22-23	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.00%
1	16	Credit Recovery		Yes	Limited	All	Secondary	22-23	\$ -	\$ 7,700	\$ 7,700	\$ -	\$ -	\$ -	\$ 7,700	0.00%
1	17	Extended Day/Year Learning Opportunities		Yes	LEA-wide	All	Both sites	22-23	\$ 158,000	\$ -	\$ -	\$ 158,000	\$ -	\$ -	\$ 158,000	0.00%
1	18	ELD Teacher on Special Assignment		Yes	Limited	English Learners	Both sites	22-23	\$ 52,500	\$ -	\$ -	\$ -	\$ -	\$ 52,500	\$ 52,500	0.00%
2	1	Supplemental Support Services		Yes	LEA-wide	All	Both sites	22-23	\$ 84,000	\$ 65,000	\$ -	\$ 149,000	\$ -	\$ -	\$ 149,000	0.00%
2	2	Restorative Practices		Yes	LEA-wide	All	Both sites	22-23	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.00%
2	3	McKinney-Vento Education Services		Yes	Limited	Foster Youth	Both sites	22-23	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000	0.00%
2	4	Secondary School Supports		No	LEA-wide	All	Secondary	22-23	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000	0.00%
2	5	High-Quality Learning Environments		No	LEA-wide	All	Both sites	22-23	\$ -	\$ 90,000	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000	0.00%

2	6	Advisory Program		Yes	LEA-wide	All	Secondary	22-23	\$ 33,500	\$ -	\$ 33,500	\$ -	\$ -	\$ -	\$ 33,500	0.00%
2	7	School Nutrition and Supports		Yes	LEA-wide	Low-Income	Both sites	22-23	\$ 44,000	\$ -	\$ -	\$ -	\$ -	\$ 44,000	\$ 44,000	0.00%
2	8	Social-Emotional Learning Program and Wellness		No	LEA-wide	All	Both sites	22-23	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	0.00%
2	9	Primary School Outdoor Spaces		No	LEA-wide	All	Primary	22-23	\$ -	\$ 147,000	\$ 147,000	\$ -	\$ -	\$ -	\$ 147,000	0.00%
2	10	Outdoor Equipment		No	LEA-wide	All	Both sites	22-23	\$ -	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.00%
3	1	Community Outreach and Media Services		No	LEA-wide	All	Both sites	22-23	\$ -	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000	0.00%
3	2	Parent/Guardian Workshops		Yes	LEA-wide	All	Both sites	22-23	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.00%
3	3	Climate Surveys		No	LEA-wide	All	Both sites	22-23	\$ -	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000	0.00%
3	4	Translation Services		Yes	Limited	English Learners	Both sites	22-23	\$ 8,000	\$ 3,700	\$ 11,700	\$ -	\$ -	\$ -	\$ 11,700	0.00%
3	5	Design Thinking		No	LEA-wide	All	Both sites	22-23	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.00%
3	6	Associated Student Body		No	LEA-wide	All	Secondary	22-23	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.00%
3	7	English Language Advisory Committee		Yes	Limited	English Learners	Both sites	22-23	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500	0.00%
3	8	School Advisory Committee		Yes	LEA-wide	All	Both sites	22-23	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.00%

22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,421,600	\$ 342,000	\$ -	\$ 158,000	1,921,600	\$ 1,007,500	\$ 914,100

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Induction	All	\$ -	\$ -	\$ -	\$ 15,500	\$ 15,500
1	2	Sustain competitive employee benefits plan	All	\$ 378,000	\$ -	\$ -	\$ -	\$ 378,000
1	3	Enrichment Programming	All	\$ 224,500	\$ -	\$ -	\$ -	\$ 224,500
1	4	SDAIE and ELD Training for Faculty/Staff	EL	\$ -	\$ -	\$ -	\$ 1,500	\$ 1,500
1	5	Instructional Supplies	All	\$ 33,500	\$ -	\$ -	\$ -	\$ 33,500
1	6	Curriculum Development	All	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
1	7	Technology Supports and Supplies	Low income	\$ 44,700	\$ -	\$ -	\$ -	\$ 44,700
1	8	Professional Development	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
1	9	Instructional Supports	All	\$ -	\$ 35,000	\$ -	\$ -	\$ 35,000
1	10	Academic Data Teams	Low income, EL, foster	\$ -	\$ -	\$ -	\$ 7,500	\$ 7,500
1	11	Extended Supports	All	\$ 95,000	\$ -	\$ -	\$ -	\$ 95,000
1	12	Secondary School Supplemental Math	All	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000
1	13	Informed Instruction and Decision Making	English learners and low income	\$ 8,000	\$ -	\$ -	\$ 37,000	\$ 45,000
1	14	Curriculum Access	All	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000
1	15	Literacy Supports	English learners	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
1	16	Credit Recovery	EL, low income, foster	\$ 7,700	\$ -	\$ -	\$ -	\$ 7,700

1	17	Extended Day/Year Learning Opportunities	All	\$ -	\$ 158,000	\$ -	\$ -	\$ 158,000
1	18	ELD Teacher on Special Assignment	EL	\$ -	\$ -	\$ -	\$ 52,500	\$ 52,500
2	1	Supplemental Support Services	All	\$ -	\$ 149,000	\$ -	\$ -	\$ 149,000
2	2	Restorative Practices	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
2	3	McKinney-Vento Education Services	foster	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000
2	4	Secondary School Supports	All	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000
2	5	High-Quality Learning Environments	All	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000
2	6	Advisory Program	All	\$ 33,500	\$ -	\$ -	\$ -	\$ 33,500
2	7	School Nutrition and Supports	Low income	\$ -	\$ -	\$ -	\$ 44,000	\$ 44,000
2	8	Social-Emotional Learning Program and Wellness	All	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000
2	9	Primary School Outdoor Spaces	All	\$ 147,000	\$ -	\$ -	\$ -	\$ 147,000
2	10	Outdoor Equipment	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
3	1	Community Outreach and Media Services	All	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000
3	2	Parent/Guardian Workshops	EL, low income, foster	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	3	Climate Surveys	All	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000
3	4	Translation Services	EL	\$ 11,700	\$ -	\$ -	\$ -	\$ 11,700
3	5	Design Thinking	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	6	Associated Student Body	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	7	English Language Advisory Committee	EL	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
3	8	School Advisory Committee	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000

22-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type
\$ 4,015,219	\$ 415,174	10.34%	0.00%	10.34%	\$ 486,600	0.00%	12.12%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Teacher Induction	No	LEA-wide	All	Both sites	\$ -	0.00%
1	2	Sustain competitive employee benefits plan	No	LEA-wide	All	Both sites	\$ -	0.00%
1	3	Enrichment Programming	Yes	LEA-wide	All	Both sites	\$ 224,500	0.00%
1	4	SDAIE and ELD Training for Faculty/Staff	Yes	Limited	English Learners	Both sites	\$ -	0.00%
1	5	Instructional Supplies	No	LEA-wide	All	Both sites	\$ -	0.00%
1	6	Curriculum Development	No	LEA-wide	All	Both sites	\$ -	0.00%
1	7	Technology Supports and Supplies	Yes	LEA-wide	All	Both sites	\$ 44,700	0.00%
1	8	Professional Development	No	LEA-wide	All	Both sites	\$ -	0.00%
1	9	Instructional Supports	Yes	LEA-wide	All	Both sites	\$ -	0.00%
1	10	Academic Data Teams	Yes	LEA-wide	English Learners and Low-Income	Both sites	\$ -	0.00%
1	11	Extended Supports	Yes	LEA-wide	All	Both sites	\$ 95,000	0.00%
1	12	Secondary School Supplemental Math	No	LEA-wide	All	Secondary	\$ -	0.00%
1	13	Informed Instruction and Decision Making	Yes	LEA-wide	English Learners and Low-Income	Both sites	\$ 8,000	0.00%
1	14	Curriculum Access	No	LEA-wide	All	Both sites	\$ -	0.00%
1	15	Literacy Supports	Yes	Limited	English Learners	Both sites	\$ 3,000	0.00%
1	16	Credit Recovery	Yes	Limited	English learners and low income	Secondary	\$ 7,700	0.00%
1	17	Extended Day/Year Learning Opportunities	Yes	LEA-wide	All	Both sites	\$ -	0.00%
1	18	ELD Teacher on Special Assignment	Yes	Limited	English Learners	Both sites	\$ -	0.00%
2	1	Supplemental Support Services	No	LEA-wide	All	Both sites	\$ -	0.00%
2	2	Restorative Practices	Yes	LEA-wide	All	Both sites	\$ 20,000	0.00%

2	3	McKinney-Vento Education Services	Yes	Limited	Foster Youth	Both sites	\$ 11,000	0.00%
2	4	Secondary School Supports	No	LEA-wide	All	Secondary	\$ -	0.00%
2	5	High-Quality Learning Environments	No	LEA-wide	All	Both sites	\$ -	0.00%
2	6	Advisory Program	Yes	LEA-wide	All	Secondary	\$ 33,500	0.00%
2	7	School Nutrition and Supports	Yes	LEA-wide	Low-Income	Both sites	\$ -	0.00%
2	8	Social-Emotional Learning Program and W	No	LEA-wide	All	Both sites	\$ -	0.00%
2	9	Primary School Outdoor Spaces	No	LEA-wide	All	Primary	\$ -	0.00%
2	10	Outdoor Equipment	No	LEA-wide	All	Both sites	\$ -	0.00%
3	1	Community Outreach and Media Services	No	LEA-wide	All	Both sites	\$ -	0.00%
3	2	Parent/Guardian Workshops	Yes	LEA-wide	All	Both sites	\$ 10,000	0.00%
3	3	Climate Surveys	No	LEA-wide	All	Both sites	\$ -	0.00%
3	4	Translation Services	Yes	Limited	English Learners	Both sites	\$ 11,700	0.00%
3	5	Design Thinking	No	LEA-wide	All	Both sites	\$ -	0.00%
3	6	Associated Student Body	No	LEA-wide	All	Secondary	\$ -	0.00%
3	7	English Language Advisory Committee	Yes	Limited	English Learners	Both sites	\$ 7,500	0.00%
3	8	School Advisory Committee	Yes	LEA-wide	All	Both sites	\$ 10,000	0.00%

22-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,827,124.00	\$ 2,088,806.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Teacher Induction	No	\$ 15,000	\$ 15,000.00
1	2	Increase employer contribution to employee benefit plan	No	\$ 50,000	\$ 50,000.00
1	3	Competitive Salaries	No	\$ 75,000	\$ 100,000.00
1	4	Enrichment and Experiential Learning	No	\$ 100,000	\$ 139,000.00
1	5	SDAIE and ELD Training for Faculty/Staff	Yes	\$ 3,000	\$ 3,000.00
1	6	Instructional Supplies	Yes	\$ 40,043	\$ 22,000.00
1	7	Curriculum Development	No	\$ 15,000	\$ 2,386.00
1	8	Technology Supports and Supplies	Yes	\$ 43,000	\$ 55,000.00
1	9	Professional Development	No	\$ 58,050	\$ 65,000.00
1	10	Instructional Supports	No	\$ 31,000	\$ 31,500.00
1	11	Academic Data Teams	Yes	\$ 10,000	\$ 10,000.00

1	12	Extended Supports	Yes	\$	75,000	\$	82,500.00
1	13	Secondary School Supplemental Math	No	\$	7,747	\$	7,700.00
1	14	Informed Instruction and Decision Making	Yes	\$	36,999	\$	35,000.00
1	15	Curriculum Planning and Access	No	\$	6,438	\$	9,000.00
1	16	Literacy Supports	Yes	\$	3,347	\$	-
1	17	Credit Recovery	Yes	\$	10,000	\$	9,400
1	18	Development Officer	Yes	\$	54,000	\$	56,120
1	19	Extended Day Learning Opportunities	Yes	\$	39,000	\$	106,000
1	20	ELD Teacher on Special Assignment	Yes	\$	68,000	\$	61,000
2	1	Supplemental Support Services	Yes	\$	289,000	\$	405,000
2	2	Restorative Practices	Yes	\$	24,000	\$	23,600
2	3	McKinney-Vento Education Services	Yes	\$	10,000	\$	13,000
2	4	Secondary School Supports	No	\$	100,000	\$	94,500
2	5	World Class Learning Environments	No	\$	163,000	\$	200,000
2	6	Advisory Program	Yes	\$	30,000	\$	29,000
2	7	School Nutrition and Supports	Yes	\$	40,000	\$	46,000
2	8	Social-Emotional Learning Program	No	\$	45,000	\$	44,000
2	9	Facilities Improvements	No	\$	50,000	\$	87,000
2	10	Primary School Outdoor Spaces	No	\$	123,000	\$	123,000
2	11	Emotional Supports	Yes	\$	30,000	\$	20,000

3	1	Community Outreach and Media Services	No	\$	100,000	\$	100,000
3	2	Parent/Guardian Workshops	Yes	\$	20,000	\$	-
3	3	Community Surveys	Yes	\$	6,000	\$	5,000
3	4	Translation Services	Yes	\$	12,500	\$	9,500
3	5	Design Thinking	Yes	\$	10,000	\$	11,800
3	6	Associated Study Body	No	\$	12,000	\$	6,300
3	7	English Language Advisory Committee	Yes	\$	10,000	\$	11,500
3	8	School Advisory Committee	Yes	\$	12,000	\$	-

22-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 344,400	\$ -	\$ 344,400	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Teacher Induction	No	\$ -	\$ -	0.00%	0.00%
1	2	Sustain competitive employee benefits plan	No	\$ -	\$ -	0.00%	0.00%
1	3	Enrichment Programming	No	\$ -	\$ -	0.00%	0.00%
1	4	SDAIE and ELD Training for Faculty/Staff	Yes	\$ -		0.00%	0.00%
1	5	Instructional Supplies	Yes	\$ 33,500		0.00%	0.00%
1	6	Curriculum Development	Yes	\$ 2,500		0.00%	0.00%
1	7	Technology Supports and Supplies	No	\$ -	\$ -	0.00%	0.00%
1	8	Professional Development	Yes	\$ 20,000		0.00%	0.00%
1	9	Instructional Supports	Yes	\$ -		0.00%	0.00%
1	10	Academic Data Teams	Yes	\$ -		0.00%	0.00%
1	11	Extended Supports	Yes	\$ 95,000		0.00%	0.00%
1	12	Secondary School Supplemental Math	No	\$ -	\$ -	0.00%	0.00%
1	13	Informed Instruction and Decision Making	Yes	\$ 8,000		0.00%	0.00%
1	14	Curriculum Access	No	\$ -	\$ -	0.00%	0.00%
1	15	Literacy Supports	Yes	\$ 3,000		0.00%	0.00%
1	16	Credit Recovery	Yes	\$ 7,700		0.00%	0.00%
1	17	Extended Day/Year Learning Opportunities	Yes	\$ -		0.00%	0.00%
1	18	ELD Teacher on Special Assignment	Yes	\$ -		0.00%	0.00%
2	1	Supplemental Support Services	Yes	\$ -		0.00%	0.00%
2	2	Restorative Practices	Yes	\$ 20,000		0.00%	0.00%
2	3	McKinney-Vento Education Services	Yes	\$ 11,000		0.00%	0.00%
2	4	Secondary School Supports	Yes	\$ 55,000		0.00%	0.00%

2	5	High-Quality Learning Environments	No	\$ -	\$ -	0.00%	0.00%
2	6	Advisory Program	Yes	\$ 33,500		0.00%	0.00%
2	7	School Nutrition and Supports	Yes	\$ -		0.00%	0.00%
2	8	Social-Emotional Learning Program and Wellness	No	\$ -	\$ -	0.00%	0.00%
2	9	Primary School Outdoor Spaces	No	\$ -	\$ -	0.00%	0.00%
2	10	Outdoor Equipment	No	\$ -	\$ -	0.00%	0.00%
3	1	Community Outreach and Media Services	No	\$ -	\$ -	0.00%	0.00%
3	2	Parent/Guardian Workshops	Yes	\$ 10,000		0.00%	0.00%
3	3	Climate Surveys	Yes	\$ 6,000		0.00%	0.00%
3	4	Translation Services	Yes	\$ 11,700		0.00%	0.00%
3	5	Design Thinking	Yes	\$ 10,000		0.00%	0.00%
3	6	Associated Student Body	No	\$ -	\$ -	0.00%	0.00%
3	7	English Language Advisory Committee	Yes	\$ 7,500		0.00%	0.00%
3	8	School Advisory Committee	Yes	\$ 10,000		0.00%	0.00%

22-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ -	0.00%	0.00%	\$ -	0.00%	0.00%	\$ -	0.00%

Instructions: LCAP & Action Tables