

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Urban Discovery Academy Charter

CDS Code: 37683380135913

School Year: 2021-22

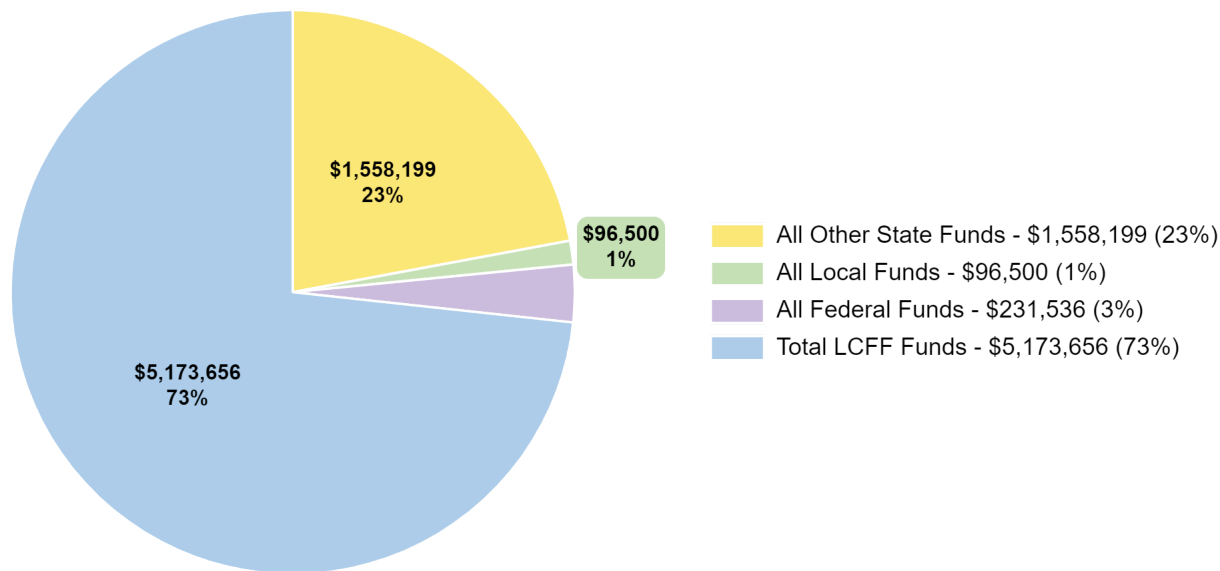
LEA Contact Information: Shawn T. Loescher, Ed.D. |

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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).

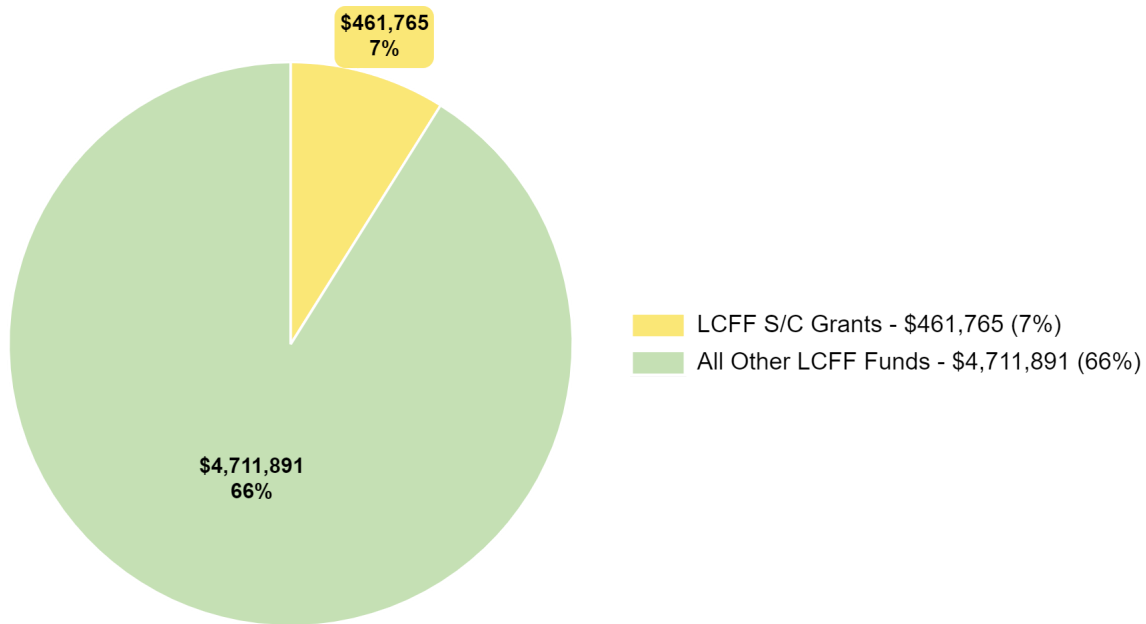
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,558,199	23%
All Local Funds	\$96,500	1%
All Federal Funds	\$231,536	3%
Total LCFF Funds	\$5,173,656	73%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$461,765	7%
All Other LCFF Funds	\$4,711,891	66%

These charts show the total general purpose revenue Urban Discovery Academy Charter expects to receive in the coming year from all sources.

The total revenue projected for Urban Discovery Academy Charter is \$7,059,891, of which \$5,173,656 is Local Control Funding Formula (LCFF), \$1,558,199 is other state funds, \$96,500 is local funds, and \$231,536 is federal funds. Of the \$5,173,656 in LCFF Funds, \$461,765 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

Urban Discovery Academy Charter plans to spend \$6,808,782 for the 2021-22 school year. Of that amount, \$1,827,122 is tied to actions/services in the LCAP and \$4,981,660 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

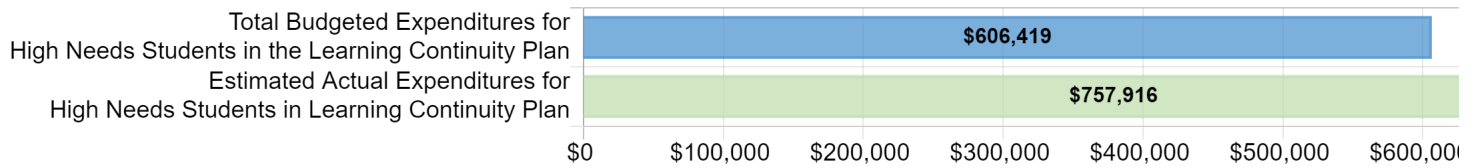
Items not included in the LCAP include ongoing expenses associated with running a school such as, but not limited to, base salaries, facility costs, bond repayments, legal fees, utilities, office supplies, back-office and business supports, or reimbursable food services.

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

In 2021-22, Urban Discovery Academy Charter is projecting it will receive \$461,765 based on the enrollment of foster youth, English learner, and low-income students. Urban Discovery Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Urban Discovery Academy Charter plans to spend \$568,889 towards meeting this requirement, as described in the LCAP.

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

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



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

In 2020-21, Urban Discovery Academy Charter's Learning Continuity Plan budgeted \$606,419 for planned actions to increase or improve services for high needs students. Urban Discovery Academy Charter actually spent \$757,916 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

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

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

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

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

Improved Academics: Effective practice and use of instructional time to advance student development and academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

Local Priorities: WASC Goal # 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
<p>A.1.1. 100% appropriately credentialed. A.1.2. Reduce to 2 full credential teachers on limited assignment permit.</p>	<p>A.1. All classroom teachers were appropriately credentialed. The number of teachers on limited assignment permits was reduced to two.</p>
<p>A.2. 100% of core & special education teachers will regularly assess CCSS and/or NGSS.</p>	<p>A.2. All teachers were regularly assessing curriculum alignment via CCSS and NGSS.</p>
<p>A.3.1. Continued training on ELD standards implementation for 100% of core teachers. A.3.2. ELD standards-based lessons submitted by 100% of core teachers. Improve the rate of regular assessment of ELD standards by 5%</p>	<p>A.3. All faculty/staff that work with students received Specially Design Academic in English training in support of improved use of ELD standards.</p>
<p>B.1. Expand to 12th grade.</p>	<p>B.1. The system is now a full T/K-12 local education agency.</p>
<p>B.2. 100% of teachers report students have access to sufficient instructional materials in annual teacher survey.</p>	<p>B.2. All students have access to sufficient instructional material.</p>
<p>B.3.1. Maintain a minimum device to student ratio of 1:2 in grades T/K8. B.3.2. Maintain a minimum device to student ratio of 1:1 in grades 912.</p>	<p>B.3. Technolgy device ratio exceeds a 1:1 standard for all grades.</p>
<p>B.4. Teachers report 100% of students participating in at least three interdisciplinary design challenges with assessments.</p>	<p>B.4. All students participate in three interdisciplinary design challenges per year.</p>

Expected	Actual
<p>B.5.1 100% of K-8 grades complete: PE, visual arts, STEAM, performing arts course. B.5.2. 100% of 9th/10th graders are offered design. B.5.3. 100% of 10th/11th graders are offered design thinking methods.</p>	<p>B.5.1 100% of K-8 graders completed two of the following offerings: PE, visual arts, STEAM. B.5.2. 100% of 9th/10th graders are offered design. B.5.3. 100% of 10th/11th graders are offered design thinking methods.</p>
<p>B.6. State Metric: % of EL students either: Reclassifying Improving a level on the CELDT/ELPAC maintaining early advanced or advanced on CELDT/ ELPAC Improve 2% each year until reaching 75%.</p>	<p>B.6. CELDT/ELPAC testing was suspended due to the pandemic.</p>
<p>C.1. 2018 SBAC ELA data measured in growth points towards level 3: • All: = green • EL: +7 or = green • Foster Youth: N/A • Soc. Dis.: +7 or = green; • w/ Disabilities: +7 or = green; • Afr. Amer.: = green; • Hispanic: +7 or = green; • White: = green.</p>	<p>C.1. CASSP testing was suspended due to the pandemic.</p>
<p>C.2. NWEA test scores indication of +3 percentage points or at grade level when compared to baseline.</p>	<p>C.2. NWEA testing is no longer the LEA standard. The LEA now uses iReady and is establishing baseline scores.</p>
<p>D.1. SBAC Math data measured in growth points towards level 3: • All: +5 or = green • EL: +5 or = green • Foster Youth: N/A + • Soc. Dis.: +5 or = green • w/ Disabilities: +5 or = green • Afr. Amer.: +5 or = green • Hispanic: +5 or = green</p>	<p>C.1. CASSP testing was suspended due to the pandemic.</p>
<p>D.2. Local Metric: NWEA MAPS Mathematics Score.</p>	<p>C.2. NWEA testing is no longer the LEA standard. The LEA now uses iReady and is establishing baseline scores.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Offer teacher induction supports with mentor teachers with the support UC San Diego Extensions.</p>	<p>\$9,000 - Professional Development \$3,000 - Teacher Salaries</p>	<p>\$11,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase employer contribution to employee benefit plan to support retention of most qualified teachers.	\$60,000 - Employee Benefits	\$60,000
Enrichment courses, including Performing Arts, Visual Arts, PE, and STEAM (K8); and Design/Design Thinking Methods (HS); will be designed to support interdisciplinary projects for core courses each semester or trimester. These courses will not only support social-emotional learning for subgroups (Goal #2), but will reinforce concepts and skills across math/science/ history/English through engaging and relevant interdisciplinary projects, providing relevant interdisciplinary projects, providing multiple access points for low income students and English learners.	\$60,000 - Teacher Salaries, Employee Benefits, Instructional Consultants	\$60,000
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, UDA will provide all teachers with a significant instructional budget to support standards-based, interdisciplinary design challenges & exhibitions.	\$40,000 - Instructional Materials	\$40,000
Add curricular/instructional supplies for additional enrollment (including 12th grade).	\$5,000 - Instructional Materials and Supplies	\$5,000
Devices and technology services will be added to support additional enrollment and maintain a nearly 1:1 device/student ratio. By providing this ratio and ensuring devices are consistently working, UDA will help eliminate barriers to computing, research capability, and curriculum supports for socioeconomically disadvantaged students. UDA will service and loan computers to any students in need for home usage including chargers.	\$31,000 Computer Hardware and Software \$51,912 technology services	\$51,912
Provide professional development on curriculum alignment, instruction, design thinking learning, literacy, math, and differentiation. Refine vertical alignment of learner outcomes and standards, including refinement and implementation of new 12th-grade curriculum.	\$28,050 Professional Development and Training \$20,000 Portion of Principals Salaries	\$48,050

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue specific and ongoing training on ELD standards and instruction for design thinking.	\$3,000 - Professional Development	\$3,000
Refine and continue to implement teacher evaluation system and coaching cycle systems to develop and support high-quality teachers. Provide peer teacher supports.	\$30,000 - Certificated Admin	\$30,000
Provide math and literacy T/K3 to support higher academic levels in the early grades.	\$50,000 - Teacher Salaries	\$50,000
Math professional development and T/K12 alignment professional development and instructional leadership team development.	\$10,000 - Teacher Salaries	\$10,000
Identify and designate Math and ELA department chairs in the elementary, middle, and high schools to support vertical alignment and shared strategies in mathematics and literacy (T/K12).	\$3,000 - Teacher Salaries	\$3,000
Continue T/K8 assistant principal and move dean of student for the high school to an assistant principal position. Add counselor and academic interventions supports for English learners and low-income students (literacy and/or math). Ensure ELD students receive supplemental instruction (by ELD Support Postiion). Ensure monitoring and support is in place for RFEP students.	\$100,000 - Teacher Salaries, Pupil Support, Certificated Admin	\$100,000
Purchase annual licences for ALEKs online math support for grades 712.	\$6,000 - Educational Software	\$6,000
Continue to run NWEA assessment program three times per year; hold specific data analysis and goal setting, training for staff with a focus on subgroups of students. Renew and/or add technology program subscriptions for reading, writing and/or math to support struggling students with skills development	\$12,000 - Education Software	\$12,000
Review and establish effective learning subscriptions to support EL students.	\$5,000 - Educational Software	\$5,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Offer online credit recovery for 40 students.	\$7,000 - Teacher Salaries \$6,000 - Educational Software	\$13,000
Redesign of Grades 7-8 to align with subject matter expert identified areas for improvement.	\$2,000 - Teacher Salaries \$10,000 - Administrator Salaries	\$12,000
Implementation of a Development Officer to support academic alignment, policy revisions, strategic growth, and equity support services.	\$60,000 - Administrative Salaries	\$60,000
Implement extended day learning opportunities to include academic supports, tutoring, and academic concentration course work for students labeled high needs.	\$45,000 - Pupil Supports	\$45,000

Goal Analysis

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

All funds allocated were used for that purpose.

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

Goal 1 was established to keep the LEA focused on continuous improvement of student academics. The identified needs were:

- 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.

The disruption of daily on-campus learning at the school also had implications for practice such as the suspensions of state testing and the need for a testing system to support informed instruction that could be administered remotely. While schools closed for on-campus learning on Friday, March 13, 2020, they were open for remote learning on Monday, March 16, 2020. The schools also were able to provide summer learning opportunities for grades K-12 in the summer of 2020 as part of a private foundation grant.

Successes noted included:

- Improvements to teacher credentialing and monitoring.
- Improved use of CCSS and NGSS by teachers.
- Further unpacking and implementation of ELD standards
- The opening of our first 12th-grade class.
- Continued funding of instructional supplies including for home use.
- Achieving a better than 1:1 technology rations.
- Moving from a project-based learning format to a design challenge format to support constructivist learning theory.
- The continuation of PE, visual arts, STEAM, and design courses.

Challenges noted:

- Student engagement online.
- Informed instruction without a testing system that was deemed to be valid if administered remotely.
- Quickly redesign curriculum activities so that they could take place online.
- Ensuring that parents had the opportunity to learn about student technology access and usage.
- Conducting remote professional development.
- Social-emotional supports online.

Goal 2

School/Community Culture: The development and implementation of school cultural norms and expectations for all.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

5

Local Priorities: WASC Goal # 3

Annual Measurable Outcomes

Expected	Actual
A.1. 95% of students will graduate.	A.1. Better than 97% graduation rate.
A.2. 95% of applicable graduating students will meet UC/CSU "a-g" minimum requirements.	A.2. Better than 95% of applicable graduating students were UC/CSU "a-g" minimum requirements.
A.3. 100% of students will have taken at least one dual enrollment course work by their 12th-grade year.	A.3. 100% of students that had parent consent took at least one dual enrollment course work by their 12th-grade year.
A.4. At least 50% of 12th-grade students will have taken one or more AP tests.	A.4. Better than 43% of 12th-grade students will have taken one or more AP tests.
A.5 At least 50% of 12th-grade students will have participated in the EAP.	A.5 57% of 12th-grade students participated in the EAP.
A.6. 0% Dropout rate	A.6. 5%
B.1. Maintain a suspension rate of < 3%.	B.1. <3%
B.2. Maintain an expulsion rate of < 0.5%.	B.2. Expulsion rate as 0.001%.
C.1. Maintain high student attendance of > 95%.	C.1. 93.1%
C.2. Chronic absenteeism < 4.5 %.	C.2. 12.0%
C.3. Maintain at least 95% attendance rate at parent conferences.	C.3. Parent participation rates were estimated to be better than 95%.
D.1.1. Students reporting they feel safe in school: > 90%. D.1.2. Parents reporting their kids to feel safe in school: >90%.	D.1. Outcome met.

Expected	Actual
D.2. T/K12: Keep any new repairs up to date.	D.2. Outcome met with school facilities in good repair.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sustain added counseling services and school psychologist. Increase services for added high school enrollment. Maintain instructional coaches. Add Ed Specialist. Increase staffing for added enrollment.	\$295,756 - Pupil Support, Instructional Aides, SpEd Contractors, Employee Benefits	\$295,756
Further refine restorative practice approach to best support positive student behavior and social-emotional development in grades T/K12. Add any additional supporting curriculum and/or other materials to support positive behavior and social-emotional development. Create parent communication(s) and/or workshops to further support restorative approach to behavior and/or social-emotional learning.	\$24,000 salaries \$500 books & supplies	\$24,500
Continue to attend foster youth workshops and training to increase materials and supports available to families.	\$1,000 - Pupil Support, Office Salaries	\$1,000
Continue to grow the high school administrative team to support added enrollment.	\$160,000 - Certificated Admin, Office Salaries, Employee Benefits	\$160,000
Continue to ensure all facilities are outfitted and repaired to meet schools' mission and learner outcomes. Add furniture, fixtures equipment as needed.	\$100,000 - Repairs and Maintenance, Furniture	\$100,000
Provide transportation services for foster youth (if needed).	\$1,500	\$1,500
Continue to develop advisory program for grades 6-12 with parent conferences.	\$29,000 - Teacher Salaries	\$29,000
Lunch supplies for students without school lunches.	\$39,000 - Student Food	\$39,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Redesign existing outdoor education programming to align with support structure for unduplicated students and in environment of inclusions. This includes fieldtrips, outdoor educational trips, college and career tips, and early career and academic exploratory trips.	\$71,000 - Student Activities	\$15,000
Develop and implement a social-emotional learning plan that includes character education, as well as workshops for both students and parents.	\$25,000 salaries \$500 books & supplies	\$25,500
Develop the high school facility.	\$50,000 - Repairs and Maintenance	\$50,000
Maintain new outdoor space for T/K8 campus.	\$72,000 - Repairs and Maintenance, Lease	\$72,000
Implement position of Counselor and Intervention Specialist	\$38,000 - Pupil Supports \$10,000 - Employee Benefits	\$48,000
Implement position of Assistant Principal	\$15,000 - Administrator	\$15,000

Goal Analysis

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

Actions/services that were not implemented were used to support students, families, teachers, and staff through emergency operations in the pandemic. These included staffing, technology supports, psychosocial supports, education technology/software, community outreach, summer programs, and professional development.

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

Goal 1 was established to ensure that the LEA emphasized the importance of a positive school community with consistent expectations and norms that were applicable to all. The identified needs were:

- 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.

The 2019-2020 school year was our first year with a graduating class. Facilities were being developed throughout the year to support our growth pattern and ensure that students and teachers would have access to the environments required to support a positive learning environment. Extensive work was conducted in the areas of creating common expectations for grad-span level student behavior and on the topic of restorative practices. The move to distance learning demonstrated the need for new expectations to be established to address the changed learning modality and to support student well-being.

Successes noted included:

- First graduating senior class.
- Students meeting UC 'a-g' requirements.
- Low suspension and expulsion rates.
- High levels of parent involvement.
- Students and parents reporting feeling safe in school environments.
- School facilities being highly rated.

Challenges noted:

- Student attendance declined.
- Student chronic absenteeism in the lower grades rose.
- Continued misunderstanding in the student, parent, and faculty/staff about restorative practices.
- Creating normed expectations for all that are consistently implemented.
- Restructuring our outdoor education program to also align with ELA and Math outcome goals.
- Parent social-emotional learning workshops.
- Long-range facility planning for 1400 Park Blvd.
- Student counseling supports across grade levels.

Goal 3

Democratic/Social Engagement: Increase democratic social engagement to construct a learning community inclusive for all.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

5

7

Local Priorities: WASC Goal # 1 & 3

Annual Measurable Outcomes

Expected	Actual
A.1. Hold > seven (7) parent workshops at the T/K8 and High School level.	A.1. Goal exceeded.
A.2. > 400 Parents participate in school workshops and conferences (duplicative).	A.2. Goal exceeded.
A.3. Establish baseline data on quality control feedback from parent workshops.	A.3. Baseline data was not established.
B.1. 100% of schoolwide newsletters are to be available in English and Spanish.	B.1. Goal met.
B.2. 100% of report card text and teacher comments will be translated into Spanish for families that report that their primary home language.	B.2. Goal met for primary school. Goal was not met for secondary school.
C.1. All staff will be provided with level I training on Design Thinking Methodology.	C.1. Goal met.

Expected	Actual
C.2. Establish baseline data on how many teachers were participating in cross-curricular Design Thinking Methodology projects with a goal of reaching 80% by 2023.	C.2. Base-line data was a qualitative review of practice and found that about 50% of teachers met the standard of regular participation in cross-curricular Design Thinking Methodology projects.
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.	D.1.2. This item was tabled as part of the pandemic response. D.2.2. Outcome met.
D.2.1. Students will understand the process and requirements for running for ASB. D.2.3. Elections will be held.	D.2.1. Outcome met. D.2.3. Outcome met.
E.1. Create a parent engagement metric to measure subgroup participation in school activities.	E.1. This item was tabled during the pandemic response.
E.2. Maintain the required number of parent representatives on the School Advisory Council; hold at least 5 meetings.	E.2. Outcome met.
E.3. Maintain at least 1:5 parent: student ratio taking annual parent survey.	E.3. This item was tabled as part of the pandemic response. A separate pandemic survey was issued.
E.4. Maintain the required number of EL parent representatives on the ELAC; hold at least 3 meetings.	E.4. This item was not met.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement Media Services and Community Outreach Coordinator.	\$55,000 - Non-instructional Consultants	\$55,000
Schedule and hold parent/family workshops. Partner with appropriate experts to facilitate workshops.	\$20,000 - Certificated Admin, Teacher Salaries, Non-instructional Consultants	\$20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement instant survey feedback system for quality control parent feedback.	\$1,000 - Office Salaries	\$1,000
Translation services for weekly communications and report cards.	\$5,000 - Non-instructional Consultants	\$5,000
Provide Design Thinking training for all teachers.	\$10,000 - Teacher salaries, Certificated Admin, Non-instructional Consultants	\$10,000
Provide FCMAT training to formalize ASB for staff.	\$2,000 - Teacher Salaries, Certificated Admin, Non-instructional Consultants	\$2,000
Implement full-time supplemental position to increase time focused on instructional supports for administrative staff.	\$40,000 - Classified Employee \$10,000 - Employee Benefits	\$50,000
ASB Teachers to implement formal ASB program.	\$10,000 - Teacher Salary	\$10,000
Ensure representative English Learner parents collaborate with the school through an ELAC committee.	\$10,000 - Pupil Supports	\$10,000
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 and Title IX rights.	\$10,000 - Teacher Salaries, Certificated Admin	\$10,000

Goal Analysis

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

All funds allocated were used for that purpose.

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

Goal 3 was established to ensure that the LEA fostered an environment of social engagement and inclusion. The identified needs were:

- A. To increase parent and community engagement.
- B. To create 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 (if applicable).

The 2019-2020 school year was our first year with a graduating class. Facilities were being developed throughout the year to support our growth pattern and ensure that students and teachers would have access to the environments required to support a positive learning environment. Extensive work was conducted in the areas of creating common expectations for grad-span level student behavior and on the topic of restorative practices. The move to distance learning demonstrated the need for new expectations to be established to address the changed learning modality and to support student well-being.

Successes noted included:

- Parent workshops were well attended.
- Parent engagement remained high.
- Translated documents for home language preferences.
- The SAC was highly committed and a partner with the school.
- Parent attendance at town hall meetings remained high even online.
- Improved outreach and developed social media presence.
- Parent feedback and participation through the pandemic has been high.

Challenges noted:

- Developing a quality control feedback system that parents would use.
- The need for more specific professional development on design thinking methods.
- The need to broaden knowledge to multiple faculty/staff members on ASB practices.
- To build a more inclusive ASB.
- Creating a reliable metric for parent engagement that captures subgroup data.
- Maintaining an English learner Advisory Committee.

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
Advanced cleaning protocols and procedures established.	\$10,000	\$15,000	Y
Daily health screening for all staff entering the building.	\$ 5,000.00	\$ 5,000.00	Y
Classroom layouts that consider social distancing protocols.	\$ 30,000.00	-	Y
Additional layers of support staff to maintain smaller student/staff ratios.	\$ 280,000.00	-	Y
Curriculum development: investment in additional steps towards vertical alignment.	\$ 100,000.00	\$ 100,000.00	Y
Continued stakeholder input in ongoing meetings.	\$ 10,000.00	\$ 10,000.00	Y

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.

Estimated actual expenditures currently will meet or exceed the budgeted amounts.

Analysis of In-Person Instructional Offerings

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

In-Person instructional offerings began on the week of March 22, 2021, starting with grades TK-2 and met definitions of in-person instructional offerings for all grade levels starting the week of April 2, 2021. In-person instructional offerings took two forms, that of a four-day-a-week program (on-campus learning) and that of a two-day-a-week program (hybrid learning). As a school system that draws from 53 zip codes, the COVID metric count varied widely. However, the largest block of students that attend our campus live in highly impacted communities that the state identified as HPI Quatrule 4 communities. Therefore, the number of COVID cases in our school community was significantly higher than in other parts of the city and county of San Diego.

Successes:

- Over 65% of students returned for in-person learning.
- Staggered arrival and departure procedures allow for seamless entry and exit of students without lines which is important given our urban setting.
- Facilities transformation to maximize space for grades T/K-2 on the ground level.
- Stable cohort master schedules for all grades.
- Smaller student-to-teacher ratios.
- Implementation of student data teams.
- Focus on social-emotional learning on returning to school.

Challenges:

- Vaccination timeline for faculty/staff.
- Class size limitation.
- Community outreach and education.
- Outdoor spaces that can keep students at least 6 feet away from those passing by.
- The amount of effort to maintain protocols and procedures when the county moves to lower tiers.
- Stress level of faculty/staff in providing services in multiple modalities and models.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional computers purchased	\$ 55,000.00	\$ 55,000.00	Y
Hotspots	\$5,000	\$4,800	Y
Professional development for teachers to improve their online instructional practice.	\$30,000.00	\$30,000.00	Y
Additional support and outreach staff to work directly with families.	\$280,000.00	\$280,000.00	Y
Online learning platforms to improve the delivery of instruction.	\$10,000.00	\$10,000.00	Y

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.

Estimated actual expenditures currently will meet or exceed the budgeted amounts.

Analysis of the Distance Learning Program

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

CONTINUITY OF INSTRUCTION

Successes:

- Quick transition to distance learning.
- Higher visibility of lesson planning through implementation of a learning management system in all grades.
- Ability to create daily collaboration space regarding instruction.

Challenges:

- Developing new effective practices to move instruction forward.
- Standardization of what was to be used with the rapid move to online systems and structures.
- Redeveloping expectations for pacing and online instructional time.

ACCESS TO DEVICES AND CONNECTIVITY:

Successes:

- All students had a school-issued device.
- Technology support services were able to quickly address computer and connectivity needs.

Challenges:

- Internet access for some students.
- Hotspots were not always reliable.
- Teaching parents/guardians how to access the school technology resources.

PUPIL PARTICIPATION AND PROGRESS

Successes:

- Some students found the online format to better fit their learning style.
- The variety of ways that students could participate and interact.
- Use of alternative metrics from the learning management system to allow for teachers to look at student engagement levels.
- The adoption of iReady testing systems.

Challenges:

- Some students that were previously highly engaged in school had limited engagement.
- The need for social-emotional development systems for students when in quarantine, which is not the same as when a student or family chooses an online setting.
- The need for alternative engagement metrics that are easier to gather and accessible to educators.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT

Successes:

- All instructional staff took part in UC San Diego Extensions online teaching certification.
- Professional development continued online with additional offers to support the topic of working in the new modality of online learning.
- Professional development was used to model classroom environments and options for educators.
- Online courses such as SDAIE were implemented for staff.

Challenges:

- Keeping pace with the developmental needs of faculty/staff in working in the online environments.
- Not being together for long periods of time degraded unit cohesion for some.

STAFF ROLES AND RESPONSIBILITIES

Successes:

- Implementation of Coaching, Outreach, and Supports for student and family engagement.
- Facilities and Information Technology manager to focus on heightened needs through the pandemic response.
- Emergent Bilingual Coordinator added.
- Principal added.
- Redefining roles and responsibilities for the online structure.

Challenges:

- Understanding that we could not keep previous divisions of duties the same as online learning was a different configuration.
- Increase in staff costs to address students with additional needs.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS

Successes:

- The LEA did not conduct a PRN and continued to serve students with unique needs throughout the pandemic including with online supports.
- Some students found the online setting to be conducive to sharing and expressing their feelings.

Challenges:

- Some students did not appear for scheduled sessions.
- Some services, such as adaptive PE or PT, were challenging to administer online.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional support staff positions added for student and family supports.	\$280,000.00	\$280,000.00	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online learning platforms to address student need	\$6,000.00	\$6,000.00	Y
Research, trial, and implementation of new assessment tools.	\$2,000.00	\$2,000.00	Y
Coordinator of Aide's and 504s.	\$38,000.00	\$38,000.00	Y
Additional IEP and 504 Reviews	\$25,000.00	\$25,000.00	Y
Additional SPED Aides.	\$56,000.00	\$56,000.00	Y

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.

Estimated actual expenditures currently will meet or exceed the budgeted amounts.

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:

- The implementation of iReady to have a system to calibrate how students are performing.
- The Coaching, Outreach, and Supports (COS) team provides additional services to students and families to mitigate learning loss.
- High levels of teacher coordination and monitoring of student learning levels.
- Providing summer programs and services to extend the learning year.

Challenges:

- Summer programs are optional and less than 30% of families took part.
- The full levels of pupil learning loss may not be known for several years.
- Our high school students exhibited higher-level needs of credit recovery.
- Younger students T/K-2 had more difficulty with online learning than other grade levels.

- What learning loss occurred will compound over time if not addressed.

ANALYSIS OF EFFECTIVENESS OF EFFORTS TO DATE

The implementation of learning management systems has created a central repository for student work to allow for a seamless review of records. The practice of grade span level teams meeting with COS members allows for students to have a quick response plan. The adoption of the iReady testing system allowed for the Principals to form data review teams to look at specific areas of learning loss and help formulate a plan to address it through extended learning options and learning accelerators. The increased staffing permitted more expedient and effective responses to address student and family needs.

Learning loss is most pronounced where student engagement is the lowest. This can be found in the youngest grades (T/K-2), special education, and students living in underserved communities. This informs our efforts as we develop our future plans including for summer 2021 and 2022. It also calls upon the LEA to develop a continued long-range plan for heightened levels of staffing beyond the 2020-2021 school year and look at additional positions such as supplemental/impact support structures to support student needs.

Analysis of Mental Health and Social and Emotional Well-Being

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

THE LEA utilized Maslow's (1943/1999) Hierarchy of Needs as the basis of support for mental health and Social-Emotional well-being. The LEA utilized a five-stage process that addresses this hierarchy of needs through a continuum of services. This includes a process of self-awareness, self-management, social awareness, relationship building, and the capability to engage in responsible decision-making. To support this process, the LEA maintained a full-time school psychologist and other support staff to attend to the mental health and social-emotional well-being of students throughout the school year. All staff received ongoing professional development to empower them to support students and families in these areas as well. Teachers continued to build relationships and focus on student well-being through daily check-ins, advisory coursework, enrichment and wellness coursework, and extracurricular activities beyond core coursework.

Successes:

- Continuous outreach and monitoring of student engagement levels.
- Utilization of technology to support early warning systems of at-risk student behaviors.
- A general focus on student well-being as a precursor to student learning.

Challenges:

- Feelings of isolation among students, faculty, and staff.
- Students did not have school as a safe space to report incidents.
- Finding a modality that students felt comfortable in sharing.

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.

All staff was engaged in active attendance monitoring and outreach. Additional staff was added to facilitate family engagement. This included extensive services to check on students and families, which included emails, phone calls, text messages, messages in the learning management system, community checks, and home visits.

Successes:

- Outreach to the community was diversified and equity-based.
- The outreach system was highly responsive and flexible.
- Students and families had multiple individuals from the school to work with on issues that were barriers to their engagement in school.

Challenges:

- Higher levels of mobility.
- Higher levels of need from the community based upon local impacts to the labor market.
- Keeping track of contact information as families moved.
- Families that were residing in remote locations.

Analysis of School Nutrition

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

During the 2020-2021 school year the LEA did establish a National School Lunch Program (NSLP) and offered food pick-up for lunches and breakfasts.

Successes:

- The implementation of a local NSLP program
- A local food bank to meet the short-term needs of families.
- Additional family outreach support services were in place to help families connect with additional food resources to support longer-term needs.

Challenges:

- The LEA is located in an urban setting but serves 53 zip codes. Therefore, some families were directed to local resources in their community.
- Developing a shelf-stable distribution program.
- Family needs often time exceed the NSLP framework.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Outreach and Support	Community outreach and information supports	\$ 30,000.00	\$ 30,000.00	Y
Pupil and Family Outreach and Support.	Website redesign.	\$8,000.00	\$8,000.00	Y
Mental Health and Social and Emotional Well-Being.	Crisis counseling and intervention supports.	\$15,000.00	\$15,000.00	Y
School Nutrition	Consultant for the implementation of the national school lunch program.	\$10,600.00	\$10,600.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Home learning materials kits for all students	\$10,000.00	\$10,000	Y
N/A	Equity support materials for students and families in need.	\$20,000.00	\$20,000.00	Y

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.

Estimated actual expenditures currently will meet or exceed the budgeted amounts.

Overall Analysis

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

The primary lesson learned from the 2020-2021 school that inform the development of goals and actions in 2021-2024 LCAP:

- Families support having a choice in learning models.
- There are practices from distance learning that should be continued even with a return to on-campus learning.
- Community outreach and supports should continue to be heightened.
- Technology access should continue for all families.
- Positions that focus on facility improvements and student access to technology support student learning.
- Student engagement factors were not a sole result of distance learning, they were a combination of being thrust into distance learning and factors from the pandemic including isolation. Therefore, higher levels of student engagement supports will need to be continued for the next few years.
- Students may benefit from multiple learning modalities as it provides flexibility to their learning styles.
- Students at all grade levels benefit from on-campus learning, but those students in grades T/K-3 benefit the most from a requirement to be on campus.

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

Student learning loss will continue to be assessed through iReady testing systems, use of state testings systems, grade monitoring, reviews of records, and teacher reports.

Areas that will be addressed in the 2021-2024 LCAP:

- Long-term academic interventions and supports are needed for students that were at the highest risk of not engaging online.
- Long-term social and emotional supports will be required for all students.
- Increased positions for special education will be required for the next two years.
- Decreasing the student-to-teacher ratio will need to be an option for many students.
- A full-time certificated teacher on special assignment must be in place of families where English is an additional language.
- Afterschool programs must be restarted to provided students with extended supports.
- Summer school options must be in place for all grade levels.

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.

Estimated actual expenditures currently will meet or exceed the budgeted amounts.

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.

Analysis of student outcomes from the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance plan have informed the development of the 2021-2022 through 2021-2024 LCAP in several ways. This includes changes to curriculum, instruction, assessments, social-emotional well-being, interventions and supports, family outreach and community supports, and systems structures. The following is a listing of considerations made in these areas based upon our review of student outcomes.

Curriculum:

- A review of the T/K-3 curriculum should be conducted
- Pacing guides should be checked for vertical alignment across grades
- Curriculum maps are in place but must be reviewed for consistency
- Curriculum updates should be annual cyclical items rather than reform events
- Curriculum should be standardized in every grade level

Instruction:

- Now that SDAIE training and certifications have happened for all teachers, this is our standard and it must be maintained through annual refresher courses
- Professional development plans must include ongoing supports on fundamental teaching strategies
- There were practices from distance learning that can and should be continued with on-campus learning models
- Professional development through credentialed universities is an effective model for instructional development
- Online supplemental for the acquisition of procedural knowledge is useful but does not fully replace the need for primary guidance from the teacher.

Assessments:

- Moving to iReady as the K-12 system for making informed decisions has progressed a data-driven culture
- That informed instruction is best served through the use of ongoing question banks in conjunction with our assessment systems
- That engagement metrics are strong predictors of assessment metrics
- The need for additional training and supports for K-2 on the use of iReady assessment metrics
- Data team implementation supports more rapid response times to assessment data.

Social-Emotional Well Being:

- That there are impacts to students that will need to be addressed over the next several years.
- While programs are important to this area, social-emotional well-being must be part of daily schedules and structures which require ongoing professional development and supports.
- That social-emotional supports to address impacts from the pandemic will need to be heightened for the next several years.

Interventions and Supports

- Summer programs for extended learning opportunities will be required for the next two years.
- Extended school days provide additional opportunities to act as a driver for interventions and supports.
- Both certificated and classified front office supports are required to effectively implement programs.
- Targeted supports for English language arts and mathematics should begin as soon as kindergarten and continue at all grade levels.
- Induction testing for all new students will help determine what programs and services can immediately be offered to them to address any knowledge gaps.

Family Outreach

- The position of Coaching, Outreach, and Supports were effective for both student and family supports.
- The implementation of our full National School Lunch Program provided the necessary nutritional resources that families needed through automatic enrollment in the EBT and P-EBT programs.
- Family outreach was critical during distance learning to support technology access and equity barriers.
- Teachers required additional supports for family outreach.
- Online parent workshops should be expanded for all families as a way of outreach and building community.

Systems Structures

- With multiple sites, the addition of a principal was critical to effectively supporting students, teachers, and families.
- The position for curriculum and assessments provided the required supports to bring about meaningful discussions about student data.
- 1:1 infrastructure with hotspots was effective in supporting online learning.
- The technology and facilities manager position placed a needed focus on those areas as part of the pandemic response which will last for at least one more year.

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss,

including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

Local Control and Accountability Plan

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

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

Plan Summary 2021-24

General Information

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

Urban Discovery Schools (UDS, Urban Discovery Academy Charter) are internationally award-winning free public schools 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-6 attend school at our 840 14th Steet Location (Urban Disocvery Academy, UDA). Students in grades 7-12 attend school at our 1400 Park Bloulevard location (Urban Discovery High Schools, UDHS). As UDS is a public school without neighborhood boundaries, students attend from 53 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, making 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, UDA students participate in extensive enrichment programming and ongoing field excursions 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 Californian School Dashboard:

- Blue: Low suspensions 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

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:

- Chronic Absenteeism sits at 12%
- English Language Arts performance rated by groups was 1 green, 2 orange, and 2 red.
- Mathematic 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.

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 Language Learner Supports;
- Reverse Engineered Learning Outcomes;
- Continued Math and Literacy Development;
- Data Teams;
- Professional Development and Certifications
- Extended Day and Year Learning Opportunities.

For School and Community Culture:

- Implementation of the Social-Emotional Learning Plan T/K12;
- Expansion of Restorative Justice/Student Culture;
- Outdoor Spaces/Facility Considerations;
- Coaching and Outreach Supports;
- Equity Support Services.

For Democratic/Social Engagement:

- Parent Community Workshops;
- Parent Community Forums;
- Associated Student Body;
- Coordinated Community Outreach Campaign.

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

Stakeholder Engagement

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

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

Examples of how parents, teachers, school staff, and board members were involved include the following: • Academic Committee Meetings of October and November 2020, February and April of 2021

- Board Meetings of January 20, March 17, April 21, and May 19, 2021
- Teacher/Staff Full Team Meeting of May 12, 2021
- Teacher/Staff Survey of May 2021
- Coffee with the Principal Parent Sessions - Ongoing
- Town Hall Meetings on February 9, 10, 16, and 18, 2021
- Open Parent Survey on the Pandemic Response – Ongoing Since April 2020
- Parent and Guardian Survey of May 2021
- Student Survey of May 2021

A summary of the feedback provided by specific stakeholder groups.

Parents/Guardians:

- On-campus learning opportunities
- Extended learning opportunities to address any learning loss during pandemic response
- Focus on social-emotional supports
- Keeping staffing for 2021-2022 school year
- Afterschool programs for 2021-2022
- Additional interventions and supports for emergent bilingual students
- Having options for online or blended learning for families that had concerns regarding returning to on-campus learning.

Board Members:

- High-quality curriculum and instruction
- Attracting the best teachers
- Improving student test scores

- Maintaining world-class facilities for learning
- Expanded professional development with a college partnership
- Creating a highly competitive work environment
- Expanding community outreach

Teacher/Staff:

- Competitive pay and compensation structures
- Curricular materials
- Emergent bilingual supports
- Maintain supports such as Coaching and Outreach
- Planning time
- Additional supports for extended learning opportunities (summer programs) to ensure vacation and time for planning for next school year
- Data team meetings

Leadership Team:

- Multiple testing systems to be used
- Curricular materials
- Professional development supports
- Emergent bilingual supports
- Design thinking advanced training
- Expansion of digital system capability
- Data team meetings

Students:

- On-campus learning
- Social-emotional supports
- Outdoor activities
- Advisory period
- College counseling
- Fieldtrips (when safe)

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 town hall meetings with parents, at staff meetings, at high school student assemblies, with the School Advisory Committee, with the instructional leadership team,

and with the board of trustees. On June 16, 2021, we held our hearing of the LCAP goals with subsequent revisions based upon input received from the hearing session. On June 23, 2021, 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 stakeholder input.

The process of engaging varied stakeholders 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 those students that are the most in need.

Specific areas that were influenced in this LCAP were:

- New curriculum for ELA and Math to support teacher and student success.
- Quality faculty and staff recruitment and retention.
- On-campus learning environments.
- Expansion of nutrition services.
- There is a continued need to improve supports for English Learners.
- 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)
- STEAM and Design courses.
- Specially Design Academic in English and English Language Development training and supports.
- Data teams to implement instructional changes in the classroom.
- Instructional coaching for teachers.
- Further engagement of families through dialogue/communication about restorative behavior approach and additional workshops
- Focus on high school advisory programming and TK12 parent conferences
- Focus on presentations of student learning via exhibitions
- Expanding community outreach.
- Maintaining additional supports and guidance for students that were achieved during distance learning such as Coaching, Outreach, and

Supports.

- New testing systems.
- Professional development and certification for faculty and staff.

Goals and Actions

Goals

Goal #	Description
Goal 1	<p>Improved Academics: Effective practice and use of instructional time to advance student development and academic achievement.</p> <p>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.</p>

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, 2, and 3 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:

- Ensure our students have outstanding, committed, engaging, and credentialed teachers who are responsive to individual student needs.
- Ensure students have relevant and engaging standards-based curriculum which is mission-aligned and which connects learning to experiences and across disciplines.
- Increase academic performance in English Language Arts.
- 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 May 2021, 3 teachers on internship credentials A.1.2. As of May 2021, 2 teachers on limited assignment teachers.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A.1.1. 100% appropriately credentialed. A.1.2. Reduce to 1 full credential teachers on limited assignment permit.
A.2. Local Metric: Ensure 100% core & special education teachers assess CCSS and NGSS.	A.2. 100% of core & special education teachers assess CCSS and/or NGSS.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A.2. 100% of core & special education teachers will regularly assess CCSS and/or NGSS.

<p>A.3. Local Metric: 100% of teachers will assess ELD standards.</p>	<p>A.3.1. May 2021: 100% of teachers have been trained on ELD standards and received SDAIE Training. A.3.2. May 2021: 100% of teachers have submitted SDAIE sample lesson plans that align to ELD standards.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>A.3.1. 100% of teachers have been trained on ELD standards and received SDAIE Training. A.3.2. 100% of teachers will have submitted SDAIE sample lesson plans that align to ELD standards for review each semester.</p>
<p>B.1. Local Metric: All students will have access to standards-aligned instructional materials.</p>	<p>B.1. 100% of students have access to sufficient standards-aligned instructional materials in core classes.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>B.1. 100% of teachers report students have access to standards-aligned sufficient instructional materials in all courses annual teacher survey.</p>

<p>B.2. Local Metric: Every student will have regular technology access.</p>	<p>B.2.1. May 2021: 1:1 technology ratio for students. B.2.2. May 2021: 1:1 technology ratio for staff.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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.</p>
<p>B.3. Local Metric: Every student will participate in at least three interdisciplinary school-wide design challenges with assessments.</p>	<p>B.3. May 2021: 100% of students participated in at least two interdisciplinary design challenges.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>B.3. Teachers report 100% of students participating in at least three interdisciplinary design challenges with assessments.</p>

<p>B. 4. Local Metric: Every student will have access to enrichment courses aligned to LEAs mission.</p>	<p>B.4.2. May 2021: 100% of K8 grades are offered: visual arts and STEAM. B.4.2. May 2021: 100% of 9-12 graders are offered: design, design thinking methods, and adviosry.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>B.4.2. 100% of K-5 grades are offered: STEAM/Arts/Design, PE, Experiential Outdoor Learning. B.4.2. 100% of 6-8 graders are offered: STEAM/Design, Experiential Outdoor Learning athletics/PE, and advisory. B.4.3. 100% of 9-12 graders are offered: Design, Experiential Outdoor Learning, college and career-ready development supports, design thinking methods, and advisory.</p>
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<p>B.5. State Metric: % of EL students either: Reclassifying Improving a level on the CELDT/ELPAC maintaining early advanced or advanced on CELDT/ ELPAC Improve 2% each year until reaching 75%.</p>	<p>B.5. Overall Rate: 25.33%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>B.5. Increase overall rate by 2% until 75%.</p>
<p>C.1. State Metric: CAASSP English Language Arts</p>	<p>C.1. 2018 SBAC from 2019 Dashboard status:</p> <ul style="list-style-type: none"> • All Students: Orange • English Learners: Red • Foster Youth: N/A • Soci. Dis.: Orange • Stud. w/ Disabilities: Red • African American: NA • Hispanic: Orange 	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>C.1. Data measured in growth points towards level 3:</p> <ul style="list-style-type: none"> • All: = Green • EL: +18 or = Green • Foster Youth: = Green • Soc. Dis.: +18 or = Green; • w/ Disabilities: +18 or = Green; • Afr. Amer.: = Green; • Hispanic: +18 or = Green; • White: = Green.

C.2. Local Metric i-Ready English Language Arts Scores	C.2. Being Established	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	C.2.1. >80% Tier 1 C.2.2. <15% Tier 2 C.2.3. <5% Tier 3
D.1. State Metric: CASSP Mathematics	D.1. 2018 SBAC from 2019 Dashboard status: • All Students: Orange • English Learners: Red • Foster Youth: N/A • Soci. Dis.: Red • Stud. w/ Disabilities: Red • African American: N/A • Hispanic: Orange	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	D.1. Data measured in growth points towards level 3: • All: = Green • EL: +18 or = Green • Foster Youth: = Green • Soc. Dis.: +18 or = Green; • w/ Disabilities: +18 or = Green; • Afr. Amer.: = Green; • Hispanic: +18 or = Green; • White: = Green.
D.2. Local Metric: i-Ready Mathematics Scores	D.2. Being Established	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	D.2.1. >80% Tier 1 D.2.2. <15% Tier 2 D.2.3. <5% Tier 3

D.1. State Metric: CAST	D.1. 2021 Test Scores Pending Release	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>D.1. Data measured in growth points towards level 3:</p> <ul style="list-style-type: none"> • All: = Green • EL: = Green • Foster Youth: = Green • Soc. Dis.: +18 or = Green; • w/ Disabilities: +18 or = Green; • Afr. Amer.: = Green; • Hispanic: = Green; • White: = Green.
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Teacher Induction	<p>Continue to offer teacher induction supports with mentor teachers. This program is offered in partnership with UC San Diego Extensions.</p> <p>Source: LCFF Base Budget Reference: 1100 Teacher Salaries, 5863 Professional Development</p>	\$15,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #2	Increase employer contribution to employee benefit plan	<p>Increase employer contribution to the employee benefit plan to support the retention of qualified faculty/staff.</p> <p>Source: LCFF Base Budget Reference: 3000 Employee Benefits</p>	\$50,000.00	No
Action #3	Competitive Salaries Schedule	<p>Ensure that the LEA has a competitive salary schedule to attract and retain quality faculty/staff.</p> <p>Source: LCFF Base Budget Reference: 1100 Teacher Salaries, 1300 Admin Salaries</p>	\$75,000.00	No
Action #4	Enrichment and Experiential Learning	<p>Enrichment courses, including Arts, PE, STEAM, Design, Design Thinking Methods, and Advisory; and will be designed to support interdisciplinary design challenges three times a year. These courses will support social-emotional learning for subgroups (Goal #2), and will reinforce concepts and skills across math/science/ history/English through engaging and relevant interdisciplinary projects, providing relevant interdisciplinary projects, providing multiple access points for low-income students and English learners.</p> <p>Source: LCFF Base and Supplemental Budreference: 1100 Teacher Salaries, 3000 Employee Benefits, 5815 Instructional Consultants</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #5	SDAIE and ELD Training for Faculty/Staff	<p>Ongoing SDAIE and ELD Training for Faculty/Staff.</p> <p>Source: LCFF Supplemental and Title I</p> <p>Budget References: 5815 Instructional Consultants</p>	\$3,000.00	Yes
Action #6	Instructional Supplies	<p>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.</p> <p>Source:LCFF Supplemental</p> <p>Budget Reference: 4325 Instructional Supplies</p>	\$40,043.00	Yes
Action #7	Curriculum Development	<p>Material supplies to identify and implement new curriculum for vertical alignment.</p> <p>Source: LCFF Base</p> <p>Budget Reference: 4100 Textbooks, 4200 Other Books, 4325 Instructional Materials</p>	\$15,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #8	Technology Supports and Supplies	<p>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.</p> <p>Source: LCFF Base and Supplemental Budget Reference: 4420 Computer Hardware, 5820 Noninstructional Consultants</p>	\$43,000.00	Yes
Action #9	Professional Development	<p>Provide professional development on curriculum alignment, instruction, design thinking learning, literacy, math, and differentiation. Refine vertical alignment of learner outcomes and standards.</p> <p>Source: LCFF Base and Title II Budget Reference: 1100 Teacher Salaries, 1300 Certificated Admin, 5815 Instructional Consultants, 5863 Professional Development</p>	\$58,050.00	No

Action #	Title	Description	Total Funds Contributing	
Action #10	Instructional Supports	<p>Refine evaluation system and implement instructional coaching to support teachers to develop instructional strategies.</p> <p>Source: LCFF Base Budget References: 1100 Teacher Salaries, 1300 Certificated Admin</p>	\$31,000.00	No
Action #11	Academic Data Teams	<p>Implementation of academic data teams and release time for data analysis.</p> <p>Source: LCFF Supplemental Budget Reference: 1103 Substatute Teachers</p>	\$10,000.00	Yes
Action #12	Extended Supports	<p>Provided two part-time teachers on special assignments and one ELD teacher on special assignments to support English Learners, Foster Youth, and Low-Income Students for supplemental instruction and supports.</p> <p>Source: LCFF Supplemental and Title I Budget Reference: 1100 Teacher Salary, 3000 Benefits</p>	\$75,000.00	Yes
Action #13	Secondary School Supplemental Math	<p>Purchase annual licences for ALEKs online math support for grades 6-12.</p> <p>Source: LCFF Base Budget Reference: 4320 Education Software</p>	\$7,747.00	No

Action #	Title	Description	Total Funds Contributing	
Action #14	Informed Instruction and Decision Making	<p>Purchase i-Ready K-12 testing systems as one of the 13 verified data sources certified by the state and a testing coordinator to support data teams to implement informed instruction and decision-making.</p> <p>Source: LCFF Supplemental Budget Reference: 1100 Teacher Salaries, 3000 Benefits, 4320 Education Software</p>	\$36,999.00	Yes
Action #15	Curriculum Planning and Access	<p>The purchase of the learning management system Canvas for improved curriculum planning and student access.</p> <p>Source: LCFF Base Budget Reference: 4320 Educational Software</p>	\$6,438.00	No
Action #16	Literacy Supports	<p>Review and provide effective learning subscriptions to support English Learners.</p> <p>Source: LCFF Supplemental Budget Reference: 4320 Educational Software</p>	\$3,347.00	Yes
Action #17	Credit Recovery	<p>Offer extended services for credit recovery.</p> <p>Source: Federal ESSR Budget Reference: 1100 Teacher Salaries</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #18	Development Officer	Continuation of Development Officer to support WASC, academic discussion, teacher credentialing, and equity support services. Source: LCFF Base Budget Reference: 1300 Administrative Salaries, 3000 Employee Benefits	\$54,000.00	Yes
Action #19	Extended Day Learning Opportunities	Implement extended day learning opportunities to include academic supports, tutoring, and academic concentration coursework for students labeled high needs. Budget Source: Other State Funds Budget Reference: 1200 Pupil Supports	\$39,000.00	Yes
Action #20	ELD Teacher on Special Assignment	An ELD teacher on special assignment to support emergent bilingual students (English Learners), families, testing and community connections.	\$68,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[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]

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 3 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 2020: 95% of students graduated.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A.1. >95% high school graduation rate.
A.2. State Metric: % of students completing UC "a-g" requirements.	A.2. June 2021: % of graduates completed UC a-g requirements.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A.2. > 90% of graduates completed UC a-g requirements.
A.3. Local Metric: % of students completing dual enrollment	A.3. June 2021: % of students that have had 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 12th-grade year.

A.4. State Metric: High School Dropout Rates	A.4. May 2021: 5%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A.4. 0% Dropout rate
B.1. State Metric: Pupil Suspension Rate	B.1. State Dashboard 2019: 1.4%	[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 2019: 93.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	C.1. Maintain high student attendance of > 95%.
C.2. State Metric: Chronic Absentee Rate	C.2. June 2019: 12.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	C.2. < 4.5 %
C.3. Local Metric: Parent Conferences	C.3. March 2020: 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.A new survey administered for 2021, the baseline is being established.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	D.1.1. Students reporting they feel safe in school: > 90%. D1.2. Parents reporting their kids feel safe in school: > 90%
D.2. Local Metric: School facilities in good repair	D.2.1. May 2021: 840 14th Steet Condition: In good repair D.2.2. May 2021: 1400 Park Boulevard: In good repair	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	D.2.1. 840 14th Steet 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, Federal Funds Budget Reference: 1200 Pupil Support, 2100 Instructional Aide, 3000 Employee Benefits, 5869 SpEd Contractors	\$289,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #2	Restorative Practices	<p>Continue professional development and supports associated with the implementation of restorative practices.</p> <p>Source: LCFF Base Budget Reference: 1300 Certificated Admin, 4200 Books and Other Reference, 5863 Professional Development</p>	\$24,000.00	Yes
Action #3	Mckinney-Vento Education Services	<p>Support services and workshops for the facilitation of Mickinny-Vento.</p> <p>Source: LCFF Supplemental Budget Reference: 1100 Teacher Salaries, 2400 Office Salaries, 5863 Professional Development, 5877 Student Activities</p>	\$10,000.00	Yes
Action #4	Secondary School Supports	<p>Sustain secondary administrative support team for extended supports and outreach.</p> <p>Source: LCFF Base Budget Reference: 1100 Teacher Salaries, 1300 Certificated Admin, 2400 Office Salaries, 3000 Employee Benefits</p>	\$100,000.00	No
Action #5	World Class Learning Environments	<p>Continue to ensure all facilities are outfitted and repaired to meet schools' mission and learner outcomes. Add furniture, fixtures equipment as needed.</p> <p>Source: LCFF Base Budget References: 4410 Furniture, 5615 Repairs and Maintenance</p>	\$163,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #6	Advisory Program	<p>Continue to develop an advisory program for grades 6-12 with supplemental parent conferences.</p> <p>Source: LCFF Supplemental Budget Reference: 1100 Teacher Salaries, 3000 Benefits</p>	\$30,000.00	Yes
Action #7	School Nutrition and Supports	<p>Supports and direction for the National School Lunch Program and extended nutrition programs.</p> <p>Source: LCFF Supplemental Budget Codes: 1300 Office Salaries, 3000 Benefits</p>	\$40,000.00	Yes
Action #8	Social-Emotional Learning Program	<p>Continued development of the social-emotional learning program.</p> <p>Source: LCFF Base Budget Reference: 1100 Teacher Salaries, 3000 Benefits, 4200 Books and Other Reference Material</p>	\$45,000.00	No
Action #9	Facilities Improvements	<p>Restoration and improvement of facilities.</p> <p>Source: LCFF Base Budget Reference: 5615 Repairs and Maintenance</p>	\$50,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #10	Primary School Outdoor Spaces	Maintain outdoor space for T/K-5. Source: LCFF Base Budget References: 5615 Repairs and Maintenance, 5610 Leases	\$123,000.00	No
Action #11	Emotional Supports	Partial positions of teachers on special assignments that provide additional emotional and social supports for students. Source: LCFF Base Budget References: 1100 Teacher Salaries 3000 Employee Benefits	\$30,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[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]

Goal #	Description
Goal 3	Democratic/Social Engagement: Increase democratic social engagement to construct a learning community inclusive of all. 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.

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 1 and 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 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 monthly parent workshops.	A.1.1. May 2021: TK-5 held 7 A.1.2. May 2021: 6-12 held 5	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A.1.1. TK-5 8 Per Year A.1.2. 6-12: 8 Per Year
A.2. Local Metric: # of parents attending workshops.	A.2.1. May 2021: T/K-5 = Approximately 90 Participants A.2.2. May 2021: 6-12 = Approximately 30 Participants	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A.2.1. T/K-5: > 200 Participants A.2.2. 6-12: > 200 Participants
B.1. Local Metric: 100% of home school communications are available in English and Spanish.	B.1. May 2021: 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.

<p>B.2. Local Metric: 100% of report cards are available in English and Spanish.</p>	<p>B.2.1. May 2021: T/K-5 have a guide in Spanish B.2.2. May 2021: 6-12 do not have any elements in Spanish but offer translation services</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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</p>
<p>C.1. Local Metric: 100% of teachers will be certified in Design Thinking Methodology.</p>	<p>C.1. Teachers have been trained on Design Thinking Methodology but have not received certification.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>C.1. L100% of teachers will be certified in Design Thinking Methodology.</p>

<p>C.2. Local Metric: > 90% of teachers will participate in cross-curricular design challenges with assessments in ELA and Mathematics.</p>	<p>C.2.1. > 80% of teachers participate in cross-curricular design challenges C.2.2. <30% of teachers have ELA and Mathematic assessments aligned with their design challenges.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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</p>
<p>D.1. Local Metric: A formal Associated Student Body system is implemented that conforms to FCMAT standards.</p>	<p>D.1. May 2021: ASB is informally administrated.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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.</p>

<p>E.2. Local Metric: School Advisory Council.</p>	<p>E.1.1. March 2020: School Advisory Council representation and meetings occurring E.1.2. March 2020: School Advisory Council bylaws annually reviewed</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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</p>
<p>E.2. Local Metric: English Learner Advisory Committee.</p>	<p>E.4. Establishing ELAC.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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</p>
<p>E.3. Local Metric: Parent Survey.</p>		<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	
<p>E.4. Local Metric: Student Survey.</p>		<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	

E.5. Local Metric: Staff Survey.		[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Community Outreach Media Services	<p>Consultants for community outreach and media services to more effectively engage with the school community.</p> <p>Source: LCFF Base Budget Reference: 5820 Non-Instructional Consultants</p>	\$100,000.00	No
Action #2	Parent/Guardian Workshops	<p>Schedule and hold parent/family workshops. Partner with appropriate experts to facilitate workshops.</p> <p>Source: LCFF Base Budget Reference: 1100 Teacher Salaries, 1300 Certificated Admin, 5820 Non-instructional Consultants</p>	\$20,000.00	Yes
Action #3	Community Surveys	<p>Implementation of the National School Climate Survey for community feedback.</p> <p>Source: LCFF Base and Supplemental Budget Reference: 4650 Educational Software</p>	\$6,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	Translations Services	<p>Translation services for weekly communications and report cards through consultants and part of a staff position.</p> <p>Source: IPI Grant Budget References: 1200 Office Salaries, 3000 Benefits, 5820 Non-Instructional Consultants</p>	\$12,500.00	Yes
Action #5	Design Thinking	<p>Provide design thinking training and pre-certification programs to faculty/staff.</p> <p>Source: LCFF Base Budget Reference: 1100 Teacher Salaries, 1300 Certificated Admin, 3000 Benefits, 5820 Non-instructional Consultants</p>	\$10,000.00	Yes
Action #6	Associated Student Body	<p>Provide annual FCMAT training to formalize ASB for staff and provide an ASB teacher/sponsor.</p> <p>Source: LCFF Base Budget Reference: 1100 Teacher Salaries, 3000 Benefits, 5863 Professional Development</p>	\$12,000.00	No
Action #7	English Language Advisory Committee	<p>Partial funding of the EL teacher on special assignment to be the steward and the LEA representative of the ELAC.</p> <p>Source: LCFF Supplemental Budget Reference: 1100 Teacher Salaries, 3000 Benefits</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #8	School Advisory Committee	<p>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.</p> <p>Source: LCFF Supplemental Budget Resource: 1100 Teacher Salaries, 1300 Certificated Administration, 3000 Benefits, 5863 Non-Instructional Consultants</p>	\$12,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[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]

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
10%	\$461,765.00

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.

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-incomes 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, field trips, 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

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Induction	All Students	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00

1	2	Increase employer contribution to employee benefit plan	All Students	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
1	3	Competitive Salaries Schedule	All Students	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
1	4	Enrichment and Experiential Learning	All Students	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
1	5	SDAIE and ELD Training for Faculty/Staff		\$2,000.00	\$0.00	\$0.00	\$1,000.00	\$3,000.00
1	6	Instructional Supplies		\$40,043.00	\$0.00	\$0.00	\$0.00	\$40,043.00
1	7	Curriculum Development	All Students	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
1	8	Technology Supports and Supplies		\$27,000.00	\$0.00	\$0.00	\$16,000.00	\$43,000.00
1	9	Professional Development	All Students	\$48,050.00	\$0.00	\$0.00	\$10,000.00	\$58,050.00
1	10	Instructional Supports	All Students	\$31,000.00	\$0.00	\$0.00	\$0.00	\$31,000.00

1	11	Academic Data Teams		\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	12	Extended Supports		\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
1	13	Secondary School Supplemental Math	All Students	\$0.00	\$7,747.00	\$0.00	\$0.00	\$7,747.00
1	14	Informed Instruction and Decision Making		\$36,999.00	\$0.00	\$0.00	\$0.00	\$36,999.00
1	15	Curriculum Planning and Access	All Students	\$6,438.00	\$0.00	\$0.00	\$0.00	\$6,438.00
1	16	Literacy Supports		\$3,347.00	\$0.00	\$0.00	\$0.00	\$3,347.00
1	17	Credit Recovery		\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00
1	18	Development Officer		\$54,000.00	\$0.00	\$0.00	\$0.00	\$54,000.00
1	19	Extended Day Learning Opportunities		\$0.00	\$39,000.00	\$0.00	\$0.00	\$39,000.00
1	20	ELD Teacher on Special Assignment		\$68,000.00	\$0.00	\$0.00	\$0.00	\$68,000.00

2	1	Supplemental Support Services	Special Education	\$0.00	\$209,000.00	\$0.00	\$80,000.00	\$289,000.00
2	2	Restorative Practices		\$24,000.00	\$0.00	\$0.00	\$0.00	\$24,000.00
2	3	Mckinney-Vento Education Services		\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	4	Secondary School Supports	Secondary Students	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	5	World Class Learning Environments	All Students	\$163,000.00	\$0.00	\$0.00	\$0.00	\$163,000.00
2	6	Advisory Program		\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
2	7	School Nutrition and Supports		\$0.00	\$40,000.00	\$0.00	\$0.00	\$40,000.00
2	8	Social-Emotional Learning Program	All Students	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00
2	9	Facilities Improvements	Secondary Students	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00

2	10	Primary School Outdoor Spaces	Primary Students	\$123,000.00	\$0.00	\$0.00	\$0.00	\$123,000.00
2	11	Emotional Supports	All Students	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
3	1	Community Outreach Media Services	All Students	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
3	2	Parent/Guardian Workshops	All Students	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
3	3	Community Surveys		\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00
3	4	Translations Services		\$2,500.00	\$10,000.00	\$0.00	\$0.00	\$12,500.00
3	5	Design Thinking	All Students	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	6	Associated Student Body	Secondary Students	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00
3	7	English Language Advisory Committee		\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	8	School Advisory Committee		\$10,000.00	\$0.00	\$0.00	\$2,000.00	\$12,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,402,377.00	\$315,747.00	\$0.00	\$109,000.00	\$1,827,124.00

Total Personnel	Total Non-Personnel
\$1,068,000.00	\$759,124.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Enrichment and Experiential Learning	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$100,000.00	\$100,000.00
1	5	SDAIE and ELD Training for Faculty/Staff	LEA-wide	English Learners	All Schools	\$2,000.00	\$3,000.00
1	6	Instructional Supplies	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$40,043.00	\$40,043.00
1	8	Technology Supports and Supplies	LEA-wide	Low Income	All Schools	\$27,000.00	\$43,000.00

1	11	Academic Data Teams	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$10,000.00	\$10,000.00
1	12	Extended Supports	LEA-wide	English Learners, Foster Youth, and Low Income	All Schools	\$75,000.00	\$75,000.00
1	14	Informed Instruction and Decision Making	LEA-wide	English Learners, Low Income	All Schools	\$36,999.00	\$36,999.00
1	16	Literacy Supports	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$3,347.00	\$3,347.00
1	17	Credit Recovery	Limited	English Learners, Foster Youth, Low Income	Secondary School Grades 9-12	\$0.00	\$10,000.00
1	18	Development Officer	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$54,000.00	\$54,000.00
1	19	Extended Day Learning Opportunities	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$0.00	\$39,000.00
1	20	ELD Teacher on Special Assignment	LEA-wide	English Learners	All Schools	\$68,000.00	\$68,000.00
2	1	Supplemental Support Services	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$0.00	\$289,000.00

2	2	Restorative Practices	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$24,000.00	\$24,000.00
2	3	Mckinney-Vento Education Services	LEA-wide	Foster Youth	All Schools	\$10,000.00	\$10,000.00
2	6	Advisory Program	Schoolwide	English Learners, Foster Youth, Low Income	Secondary School	\$30,000.00	\$30,000.00
2	7	School Nutrition and Supports	LEA-wide	Foster Youth, Low Income	All Schools	\$0.00	\$40,000.00
2	11	Emotional Supports	LEA-wide	Low Income	All Schools	\$30,000.00	\$30,000.00
3	2	Parent/Guardian Workshops	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$20,000.00	\$20,000.00
3	3	Community Surveys	LEA-wide	English Learners, Foster Youth, and Low Income	All Schools	\$6,000.00	\$6,000.00
3	4	Translations Services	LEA-wide	English Learners	All Schools	\$2,500.00	\$12,500.00
3	5	Design Thinking	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$10,000.00	\$10,000.00
3	7	English Language Advisory Committee	LEA-wide	English Learners	All Schools	\$10,000.00	\$10,000.00

3	8	School Advisory Committee	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$10,000.00	\$12,000.00
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Totals by Type	Total LCFF Funds	Total Funds
Total:	\$568,889.00	\$975,889.00
LEA-wide Total:	\$538,889.00	\$935,889.00
Limited Total:	\$0.00	\$10,000.00
Schoolwide Total:	\$30,000.00	\$30,000.00

Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Goal Analysis:

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

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

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

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions

above. The 2023–24 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 2022–23 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 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	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 2020–21 .

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.

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 2020–23 LCAP from the 2017–20 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.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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).
- **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.