

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Assurance Learning Academy

CDS Code: 19 75309 0127100

School Year: 2021-22

LEA contact information:

Michelle Berry

Area Superintendent

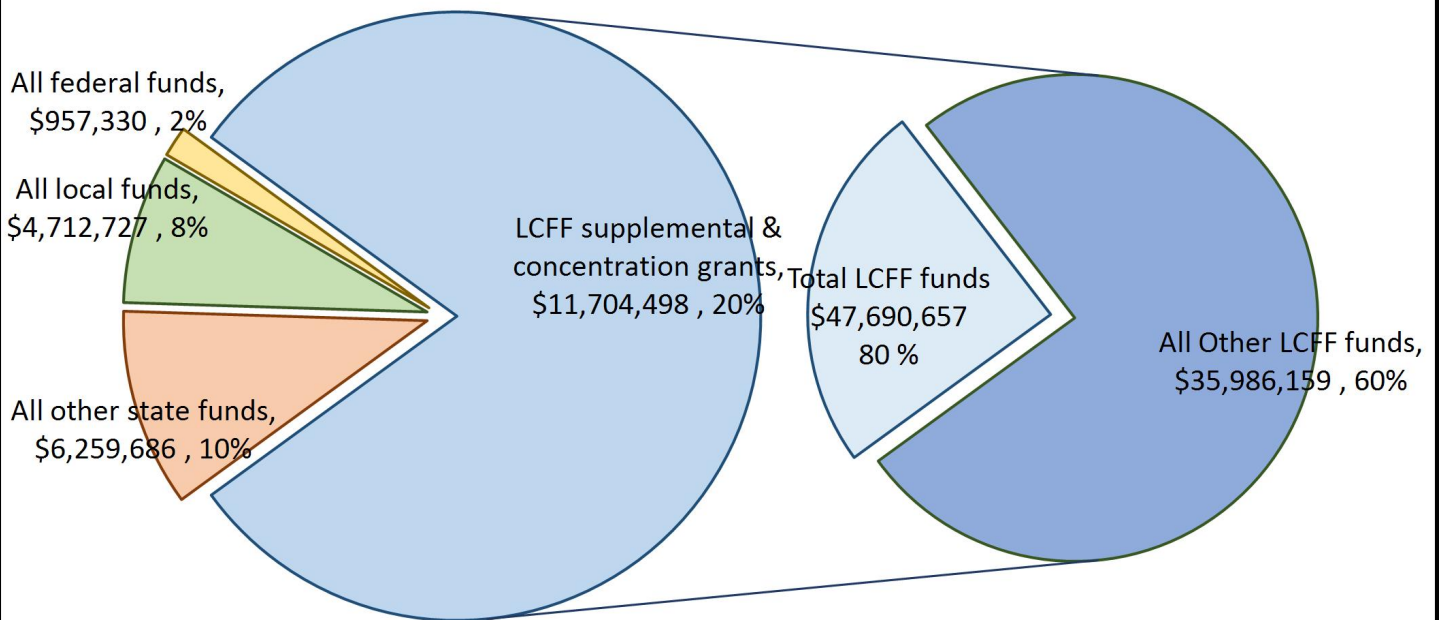
principal@assurancelearning.org

(661) 272-1225

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



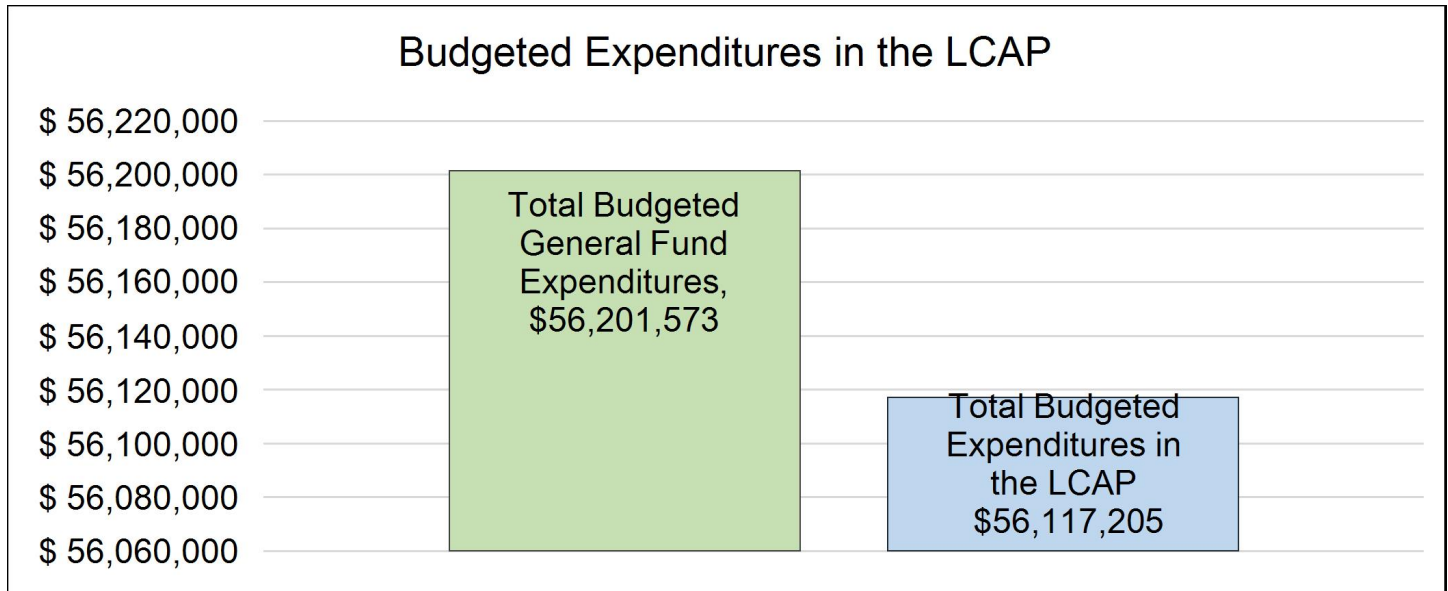
This chart shows the total general purpose revenue Assurance Learning Academy expects to receive in the coming year from all sources.

The total revenue projected for Assurance Learning Academy is \$59,620,400, of which \$47,690,657 is Local Control Funding Formula (LCFF), \$6,259,686 is other state funds, \$4,712,727 is local funds, and

\$957,330 is federal funds. Of the \$47,690,657 in LCFF Funds, \$11,704,498 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

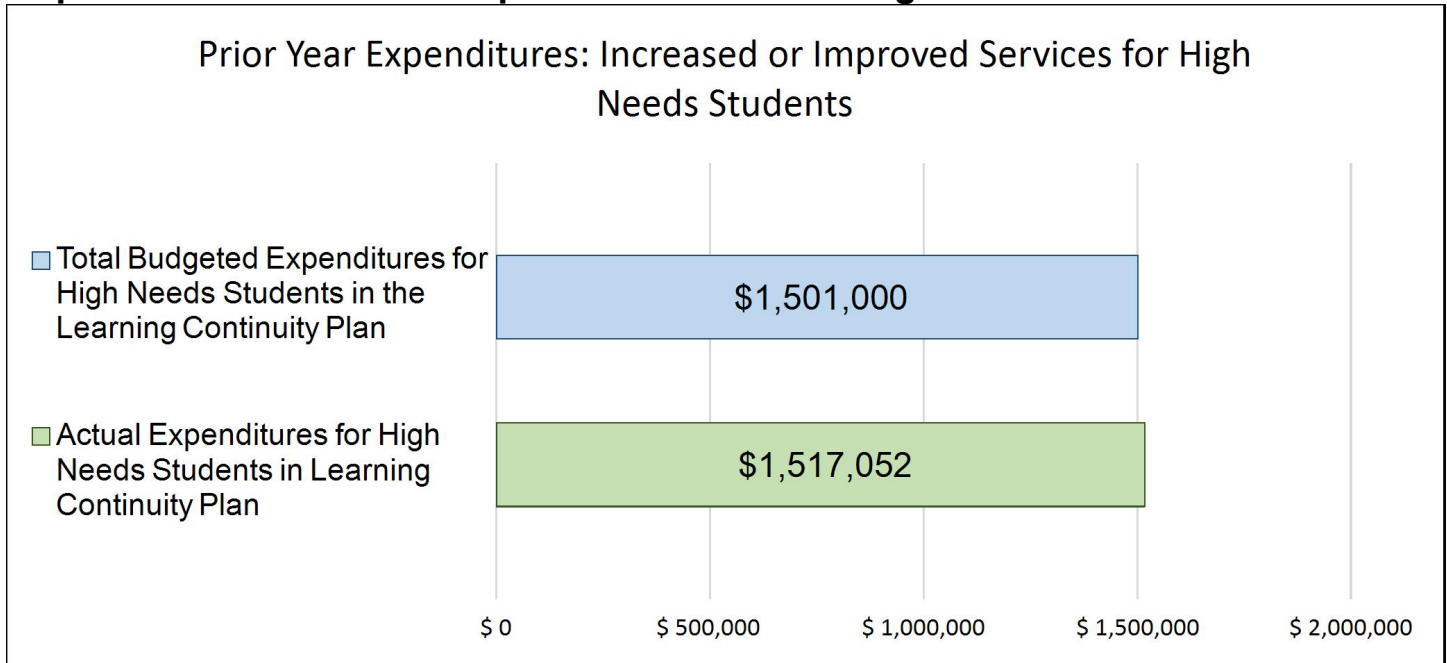
Assurance Learning Academy plans to spend \$56,201,573 for the 2021-22 school year. Of that amount, \$56,117,205 is tied to actions/services in the LCAP and \$84,368 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Assurance Learning Academy is projecting it will receive \$11,704,498 based on the enrollment of foster youth, English learner, and low-income students. Assurance Learning Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Assurance Learning Academy plans to spend \$11,704,498 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Assurance Learning Academy 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 Assurance Learning Academy 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, Assurance Learning Academy's Learning Continuity Plan budgeted \$1,501,000 for planned actions to increase or improve services for high needs students. Assurance Learning Academy actually spent \$1,517,052 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Assurance Learning Academy	Michelle Berry Area Superintendent	principal@assurancelearning.org (661) 272-1225

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

Increase student retention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	Goal Met: Retention was 77.6%.
* Retention rate (Priority 5 – local)	Goal Not Met: Attendance was 71.10%
* Attendance rate (Priority 5)	Goal Not Met: Drop-out (Non-Completer) increased to 13%
* Dropout rate (Priority 5)	Goal Met: Suspension Rate was 0.04%
* Suspension rate (Priority 6)	Goal Met: Expulsion Rate was 0%
* Expulsion rate (Priority 6)	Goal Met: Facilities were in Good Condition
* Facilities Inspection Results (Priority 1)	

Expected	Actual
<p>19-20</p> <p>Retention rate will increase (Priority 5 - local)</p> <p>Attendance rate will be 85% or higher (Priority 5)</p> <p>Dropout rate will decrease (Priority 5)</p> <p>Suspension rate will be low (Priority 6)</p> <p>Expulsion rate will be low (Priority 6)</p> <p>School Facilities rating is exemplary (Priority 1)</p> <p>Baseline</p> <p>2018-19 Baseline LP1-7:</p> <p>Retention: 77.5% Target is 80%</p> <p>Attendance: 78.9%</p> <p>Drop-out: 11.8%</p> <p>Suspension Rate: 0%</p> <p>Expulsion Rate: 0%</p> <p>Facilities: Good Condition</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>School Improvement Plan:</p> <p>In order to meet the federal requirements for CSI, the school stakeholders selected the following evidence-based strategies: provide one-on-one tutoring, positive social incentives for good attendance, and data tracking by team of teacher/counselor and student retention manager.</p>	<p>Classified, SRS, Tutors and others LCFF \$601,889</p> <p>Certificated Counseling LCFF \$246,439</p> <p>Materials, Supplies LCFF \$57,297</p>	<p>Classified, SRS, Tutors and others LCFF \$572,268</p> <p>Certificated Counseling LCFF \$347,090</p> <p>Materials, Supplies LCFF \$1,629</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Student Retention Services personnel will provide intervention.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Establish an integrated intervention/incentive system</p> <p>Provide transportation assistance</p>	Transportation LCFF \$51,962	Transportation LCFF \$25,085
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p> <p>Small group teachers and labs for EL, ELA and mathematics</p>	<p>Professional Services and Development LCFF \$81,473</p> <p>Materials, Hardware and Software LCFF \$10,869</p> <p>Certificated salaries and benefits LCFF \$698,247</p>	<p>Professional Services and Development LCFF \$5,837</p> <p>Materials, Hardware and Software LCFF \$777</p> <p>Certificated salaries and benefits LCFF \$983,427</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p>	<p>Certificated Salaries and Benefits LCFF \$1,820,985</p> <p>Classified and Benefits LCFF \$1,168,599</p> <p>Curriculum Development LCFF \$7,372</p>	<p>Certificated Salaries and Benefits LCFF \$1,696,304</p> <p>Classified and Benefits LCFF \$1,062,026</p> <p>Curriculum Development LCFF \$8,215</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Professional Services and Development LCFF \$404,207</p> <p>Materials, Hardware, Software LCFF \$260,499</p> <p>Facilities LCFF \$688,822</p>	<p>Professional Services and Development LCFF \$507,399</p> <p>Materials, Hardware, Software LCFF \$383,116</p> <p>Facilities LCFF \$961,844</p>

Goal Analysis

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

When the school had to transition to distance learning, input from our stakeholders were gathered periodically to help the school launch and adjust the school's distance learning program to effectively address our students' and families' needs. Parents who participated in the parent meetings and parent engagement surveys stated that their students needed additional support with technology, socio-emotional support, and executive function skills at home. Because of COVID-19, funds were reallocated to support the school's distance learning program. School funds were used to help meet students' technology needs such as hotspots, Chromebooks, software and internet access. We made sure that each of our English Language learners were supported with technology and technology literacy to access their curriculum, teachers and paraeducators. Software to aid in virtual learning were also purchased such as Kami licenses to complete school work in Google classrooms; Learning Ally for electronic versions of textbooks and novels; Rosetta Stone licenses for newcomer English learners; Docusign for parents and education specialists to hold IEP meetings virtually, etc. For our students who are socioeconomically at a disadvantaged and foster youth, we ensured that they had specific Student Retention Support staff working alongside counselors, social workers, teachers and students to keep them engaged in their schooling. Keeping students safe and connected was a primary goal of the school at the start of the pandemic. To support socio-emotional health, the school utilized telehealth for mental support services during the pandemic and it opened up more services to students and their families. School staff were also equipped with supplies such as laptops, technology and office materials to perform their duties remotely and effectively. When school waivers became available for in-person instruction for English learners,

students with disabilities and students in need of intervention, funds were used to ensure a safe learning environment through purchases of COVID-19 safety supplies such as plexiglasses, HVAC filters, hand sanitizers, disinfecting wipes, masks, thermometers, deep cleaning services and face shields. Extended hours for tutoring and appointment times with paraeducators and teachers were also made available to students.

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

There were significant challenges to reengaging students in the school program. One challenge was that our attendance rate was 13.9% percentage points below our 85% goal. We responded by having Student Retention Services do outreach and acquiring of a waiver from the county to allow in-person instruction for English learners, students with disabilities and students in need of intervention. The waiver allowed for this subgroup to have extended instructional time with paraprofessionals, tutors and teachers. One success that we had was that our retention rate increased. This was the result of teachers sustaining a solid working relationship with students and they continued to complete their schoolwork during distance learning. Our locally calculated drop-out rate showed a slight increase as well. Data from our student survey showed that students were having difficulty focusing on their schooling. Our critical “face to face” instruction routines with regular student-to-teacher communication and connection, were severely impacted by COVID-19 with the closing of our sites. However, we were able to adapt quickly to the distance learning model quickly and that helped to keep most of our students engaged. Overall, we held to the values and actions of this goal, even though there were some declines in outcomes.

Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	2019-2020 Data LP1-7
* Credit completion rate (Priority 4 - local)	Goal Met: Credit completion rate: 2.32
* HQT percentage (Priority 1)	Goal Met: HQT percentage: 100%
* English learner reclassification rate (Priority 4)	Goal Met: English learner reclassification rate: 10.0%
* Graduation rate (Priority 5)	Goal Met: Graduation rate: 75.90%
19-20	
Increase number of credits completed (Priority 4 - local)	
100% highly qualified staff (Priority 1)	
Increase English Learner reclassification rate (Priority 4)	
Graduation rate increases (Priority 5)	

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Credit completion rate: 2.30 HQT percentage: 100% English learner reclassification rate: 8.6% Graduation rate:75.90%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>School Improvement Plan:</p> <p>In order to meet the federal requirements for CSI, the school stakeholders selected the following evidence-based strategies: provide one-on-one tutoring, positive social incentives for good attendance, and data tracking by team of teacher/counselor and student retention manager.</p> <p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Read 180 teachers or literacy teachers</p> <p>Increase academic and social/emotional support services through additional counseling staff and social work interns.</p> <p>Increase instructional access through additional staff services, tutors, paraprofessionals, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Read 180 program and materials</p>	<p>Certificated salaries and benefits LCFF \$1,437,571</p> <p>Classified wages and benfits LCFF \$578,289</p> <p>Materials, Hardware, Software - including Read 180 LCFF \$101,385</p> <p>Transportation LCFF \$60,628</p>	<p>Certificated salaries and benefits LCFF \$2,024,707</p> <p>Classified wages and benfits LCFF \$549,829</p> <p>Materials, Hardware, Software - including Read 180 LCFF \$7,248</p> <p>Transportation LCFF \$29,268</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide Parent University workshops to engage and inform parents of school programs and activities</p> <p>Periodic use of data to measure progress of ELLs, foster youth, student with disabilities and students who are low income.</p> <p>Establish academic plans and graduation pathways upon enrollment to map out classes to take and prioritize</p> <p>Increase dual enrollment participation</p> <p>Provide technology such as Chromebooks and hotspots for students who elect to continue to participate in remote learning.</p> <p>Provide technology literacy and assistance to parents and students in navigating Google classrooms, Kami and other online platforms that the school uses.</p> <p>Primarily utilize pod instructional setting and small-group instruction to deliver instruction as opposed to independent studies</p> <p>Employ instructional coaches to improve teacher skills and impact student achievement</p> <p>Utilize SRS and have a system in place to capture disengaged students or students at-risk for dropping</p> <p>Utilize community partners to help connect and provide assistance to students and their families with personal struggles and barriers affecting academic performance such as child care needs, food insecurities, homelessness, mental health problems, unemployment, immigration status, and other needs</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Employ a full-time translator paraprofessional to better reach students and their families regarding essential school communications</p> <p>Provide professional development opportunities for staff to be continuously trained in their subject area, intervention strategies, ELD instruction, crisis intervention, providing socio-emotional support, exercising trauma-informed practices, and</p> <p>Provide transportation assistance.</p>		
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>Lab and small groups teachers for EL, ELA and mathematics</p> <p>EL Lead Teacher and Regional Support</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention programs</p> <p>Offer Rosetta Stone, ELL Foundations, EL Newcomer, and EDGE to English learners</p> <p>Hire ELD teachers, EL paraprofessional, and Translator paraprofessional</p> <p>Tracking RFEP students for growth 4 years after reclassification</p>	<p>Certificated salaries and benefits LCFF \$718,783</p> <p>Classified wages and benefits LCFF \$495,676</p> <p>Professional Services and Development LCFF \$399,221</p> <p>Materials, Hardware, Software LCFF \$50,692</p>	<p>Certificated salaries and benefits LCFF \$1,012,350</p> <p>Classified wages and benefits LCFF \$471,282</p> <p>Professional Services and Development LCFF \$28,600</p> <p>Materials, Hardware, Software LCFF \$3,624</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Revising curriculum to incorporate integrated ELD</p> <p>Providing continuous training for educational staff on integrated and designated ELD</p> <p>Provide Summative ELPAC prep course to prepare ELLs for the Summative ELPAC</p> <p>Offer Parent University workshops that boost parent ELAC participation</p>		
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Local Benchmarks and assessments for ELA, mathematics, science, and social science. NWEA</p>	<p>Certificated Salaries and benefits LCFF \$6,180,319</p> <p>Classified wages and benefits LCFF \$908,908</p> <p>Curriculum Development LCFF \$34,403</p> <p>Professional Services and Development LCFF \$2,357,840</p> <p>Facilities LCFF \$1,205,439</p> <p>Materials, Hardware, Software - including assessments LCFF \$354,569</p>	<p>Certificated Salaries and benefits LCFF \$5,757,160</p> <p>Classified wages and benefits LCFF \$826,018</p> <p>Curriculum Development LCFF \$38,337</p> <p>Professional Services and Development LCFF \$2,959,785</p> <p>Facilities LCFF \$1,683,228</p> <p>Materials, Hardware, Software - including assessments LCFF \$521,465</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

Credit completion this year is 2.32 credits per student per learning period. When the school had to transition to distance learning, input from our stakeholders were gathered periodically to help the school launch and adjust the school's distance learning program to effectively address our students' and families' needs. Assurance Learning Academy wanted to ensure that students continue to make progress in their credit completion despite transition to distance learning. Parents who participated in the parent meetings and parent engagement surveys stated that their students needed additional support with technology, socio-emotional support, and executive function skills at home. Because of COVID-19, funds were reallocated to support the school's distance learning program. School funds were used to help meet students' technology needs such as hotspots, Chromebooks, software and internet access. We made sure that each of our English Language learners were supported with technology and technology literacy to access their curriculum, teachers and paraeducators. Software to aid in virtual learning were also purchased such as Kami licenses to complete schoolwork in Google classrooms; Learning Ally for electronic versions of textbooks and novels; Rosetta Stone licenses for newcomer English learners; Docusign for parents and education specialists to hold IEP meetings virtually, etc. For our students who are socioeconomically at a disadvantaged and foster youth, we ensured that they had specific Student Retention Support staff working alongside counselors, social workers, teachers and students to keep them engaged in their schooling. Keeping students safe and connected was a primary goal of the school at the start of the pandemic. To support socio-emotional health, the school utilized telehealth for mental support services during the pandemic and it opened up more services to students and their families. School staff were also equipped with supplies such as laptops, technology and office materials to perform their duties remotely and effectively. When school waivers became available for in-person instruction for English learners, students with disabilities and students in need of intervention, funds were used to ensure a safe learning environment through purchases of COVID-19 safety supplies such as plexiglasses, HVAC filters, hand sanitizers, disinfecting wipes, masks, thermometers, deep cleaning services and face shields. Extended hours for tutoring and appointment times with paraeducators and teachers were also made available to students.

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

There were significant challenges in increasing our students' credit completion rate. Despite these challenges, one success that we had was increasing our reclassification rate from 8.6% to 10% for our English learners. This was the result of teachers sustaining a solid working relationship with students and they continued to complete their schoolwork. Parents of our English learners indicated on our school surveys that they did not feel that distance learning was adequately supporting their English learners. We responded by acquiring a waiver from the county to provide onsite instructional support to English learners as well as students with disabilities and in need of intervention. Our critical "face-to-face" instruction routines with regular student-to-teacher communication and connection,

were severely impacted by COVID-19 with the closing of our sites. Data from our student survey showed that students were having difficulty focusing on their schooling and parents indicated a need for technology for themselves and their students as well as on executive function skills. We responded by implementing Parent University workshops, providing training for parents and students on how to navigate the school's many different resources and technological platforms as well as workshops addressing executive function skills and mental health. Professional developments were also made available for school staff on trauma-informed practices as well as how to effectively engage and instruct students during distance learning. Despite the challenges, we were able to adapt quickly to the distance learning model quickly and that helped to keep most of our students engaged. Overall, we held to the values and actions of this goal as the school has met or exceeded all of the metrics indicated for this goal.

Goal 3

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Online course completion (Priority 7 – local) * Online course enrollment (Priority 7 – local) * Online course availability (Priority 7 – local)	2019-2020 Data LP1-7 Goal Met: Online course completion rate will increase: 62.07% Goal Not Met: Online course enrollment will increase:390 Goal Met: Online course available: 100%
19-20 Online course completion rate will increase (Priority 7 - local) Online course enrollment will increase (Priority 7 - local) Online course available (Priority 7 - local)	
Baseline 2018-19 Baseline LP1-7: Online course completion rate will increase: 59.92% Online course enrollment will increase: 474 Online course available: 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for Online program</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Online program and materials, including computers and mobile devices</p> <p>Provide transportation assistance</p>	<p>Certificated and Benefits LCFF \$1,040,528</p> <p>Classified and Benefits LCFF \$118,018</p> <p>Materials - incentives LCFF \$106,955</p> <p>Materials, Hardware, Software LCFF \$173,802</p> <p>Transportation LCFF \$51,962</p>	<p>Certificated and Benefits LCFF \$1,465,503</p> <p>Classified and Benefits LCFF \$112,210</p> <p>Materials - incentives LCFF \$3,041</p> <p>Materials, Hardware, Software LCFF \$12,425</p> <p>Transportation LCFF \$25,085</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Classified and Benefits LCFF \$141,622</p> <p>Professional Services and Development LCFF \$228,125</p> <p>Materials, Hardware, Software LCFF \$115,868</p>	<p>Classified and Benefits LCFF \$134,652</p> <p>Professional Services and Development LCFF \$16,343</p> <p>Materials, Hardware, Software LCFF \$8,283</p>
<p>Provide an effective educational program:</p>	<p>Certificated and Benefits LCFF \$2,483,165</p>	<p>Certificated and Benefits LCFF \$2,313,146</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The foundation of an effective educational program is Highly Qualified Teaching staff.	Classified and Benefits LCFF \$1,261,338	Classified and Benefits LCFF \$1,146,307
Support staff is required to maintain an effective educational program.	Curriculum Development LCFF \$78,635	Curriculum Development LCFF \$87,626
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	Facilities LCFF \$413,292	Facilities LCFF \$577,105
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Materials, Hardware, Software LCFF \$260,499	Materials, Hardware, Software LCFF \$383,116
Safe and secure facilities are required to maintain an effective educational program.	Professional Services and Development LCFF \$3,233,619	Professional Services and Development LCFF \$4,059,146
Educational materials are required to maintain an effective program.		

Goal Analysis

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

When the school had to transition to distance learning, input from our stakeholders were gathered periodically to help the school launch and adjust the school's distance learning program to effectively address our students' and families' needs. The abrupt transition to distance learning naturally catered to the metrics and actions of this goal. Parents who participated in the parent meetings and parent engagement surveys stated that their students needed additional support with technology, socio-emotional support, and executive function skills at home. Because of COVID-19, funds were reallocated to support the school's distance learning program. School funds were used to help meet students' technology needs such as hotspots, Chromebooks, software and internet access. We made sure that each of our English Language learners were supported with technology and technology literacy to access their curriculum, teachers and paraeducators. Software to aid in virtual learning were also purchased such as Kami licenses to complete schoolwork in Google classrooms; Learning Ally for electronic versions of textbooks and novels; Rosetta Stone licenses for newcomer English learners; Docusign for parents and education specialists to hold IEP meetings virtually, etc. For our students who are socioeconomically at a disadvantaged and foster youth, we ensured that they had specific Student Retention Support staff working

alongside counselors, social workers, teachers and students to keep them engaged in their schooling. Keeping students safe and connected was a primary goal of the school at the start of the pandemic. To support socio-emotional health, the school utilized telehealth for mental support services during the pandemic and it opened up more services to students and their families. School staff were also equipped with supplies such as laptops, technology and office materials to perform their duties remotely and effectively. When school waivers became available for in-person instruction for English learners, students with disabilities and students in need of intervention, funds were used to ensure a safe learning environment through purchases of COVID-19 safety supplies such as plexiglasses, HVAC filters, hand sanitizers, disinfecting wipes, masks, thermometers, deep cleaning services and face shields. Extended hours for tutoring and appointment times with paraeducators and teachers were also made available to students.

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

There were significant challenges in improving student computer literacy and basic computer skills through completing an online course and using online resources embedded in curricula. One challenge that we had was that our online course enrollment decreased from 474 to 390 enrolled students. We responded by revamping and promoting our dual enrollment program, increasing our Career Technical Education classes and pathways and providing Google training for staff, parents and students through online professional developments and Parent University workshops. During distance learning, there was also a natural increased utilization of Google classrooms, Kami, other online platforms. In turn, this further promoted student computer literacy and basic computer skills. One success that we had was that our online course completion rate increased from 59.92% to 62.07%. This was the result of teachers sustaining a solid working relationship with students and they continued to complete their schoolwork through distance learning.

Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * CTE and Basic CTE course enrollment (Priority 7 – local) * Individual Learning Plans (Priority 7 – local) * Implementing state academic standards. (Priority 2) 19-20 Increase the number of students enrolling in Career Tech Ed or Basic CTE courses (Priority 7 - local) Individual Learning Plans have CTE (Priority 7 - local) Implementing state academic standards (Priority 2)	2019-2020 Data LP1-7 Goal Met: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: Pro skills 1642 and CTE 477 Goal Met: Individual Learning Plans have CTE: 90% Goal Met: Implementing state academic standards: 3.36

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: 2154 Individual Learning Plans have CTE: 90% Implementing state academic standards: 3.36	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for CTE program Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system CTE program and materials Provide transportation assistance	Certificated and Benefits LCFF \$1,300,659 Classified and Benefits LCFF \$383,557 Materials - incentives LCFF \$171,891 Materials, Hardware, Software LCFF \$144,835 Transportation LCFF \$108,257	Certificated and Benefits LCFF \$1,831,877 Classified and Benefits LCFF \$364,681 Materials - incentives LCFF \$4,888 Materials, Hardware, Software LCFF \$10,354 Transportation LCFF \$52,261
Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support	Classified and Benefits LCFF \$342,277 Professional Services and Development LCFF \$149,367	Classified and Benefits LCFF \$325,432 Professional Services and Development LCFF \$10,701

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Materials, Hardware, Software LCFF \$108,626</p>	<p>Materials, Hardware, Software LCFF \$7,765</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required for an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional services and programs for students. Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program for CTE program</p> <p>Educational materials are required to maintain an effective program.</p> <p>Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials.</p> <p>No Cost.</p>	<p>Certificated and Benefits LCFF \$2,414,187</p> <p>Classified and Benefits LCFF \$927,457</p> <p>Curriculum Development LCFF \$49,148</p> <p>Professional Services and Development LCFF \$2,021,011</p> <p>Facilities LCFF \$2,009,064</p> <p>Materials, Hardware, Software LCFF \$361,805</p>	<p>Certificated and Benefits LCFF \$2,248,891</p> <p>Classified and Benefits LCFF \$842,875</p> <p>Curriculum Development LCFF \$54,768</p> <p>Professional Services and Development LCFF \$2,536,965</p> <p>Facilities LCFF \$2,805,379</p> <p>Materials, Hardware, Software LCFF \$532,107</p>

Goal Analysis

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

When the school had to transition to distance learning, input from our stakeholders were gathered periodically to help the school launch and adjust the school's distance learning program to effectively address our students' and families' needs. Parents who participated in the parent meetings and parent engagement surveys stated that their students needed additional support with technology, socio-emotional support, and executive function skills at home. Because of COVID-19, funds were reallocated to support the school's distance learning program. School funds were used to help meet students' technology needs such as hotspots, Chromebooks, software and internet access. We made sure that each of our English Language learners were supported with technology and technology literacy to access their curriculum, teachers and paraeducators. Software to aid in virtual learning were also purchased such as Kami licenses to complete school work in Google classrooms; Learning Ally for electronic versions of textbooks and novels; Rosetta Stone licenses for newcomer English learners; Docusign for parents and education specialists to hold IEP meetings virtually, etc. For our students who are socioeconomically at a disadvantaged and foster youth, we ensured that they had specific Student Retention Support staff working alongside counselors, social workers, teachers and students to keep them engaged in their schooling. Keeping students safe and connected was a primary goal of the school at the start of the pandemic. To support socio-emotional health, the school utilized telehealth for mental support services during the pandemic and it opened up more services to students and their families. School staff were also equipped with supplies such as laptops, technology and office materials to perform their duties remotely and effectively. When school waivers became available for in-person instruction for English learners, students with disabilities and students in need of intervention, funds were used to ensure a safe learning environment through purchases of COVID-19 safety supplies such as plexiglasses, HVAC filters, hand sanitizers, disinfecting wipes, masks, thermometers, deep cleaning services and face shields. Extended hours for tutoring and appointment times with paraeducators and teachers were also made available to students.

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

There were significant challenges to reengaging students in the school program. However, one success that we had was the increased in the number of students enrolling in Career Technical Education (CTE) courses or basic CTE courses. For 2019-2020 school year, 1642 students enrolled in Professional Skills and 477 enrolled in a CTE course. This was the result of supervising teachers, registrars and counselors ensuring that students are placed in appropriate courses for their grade level and long-term academic goals. We established periodic academic planning times upon enrollment and throughout the school year. This naturally increased students' access to the school's counselors and social workers. Our critical "face-to-face" instruction routines with regular student-to-teacher communication and connection, were severely impacted by COVID-19 with the closing of our sites. Data from our student survey showed that students were having difficulty focusing on their schooling and parents indicated a need for technology for themselves and their students as well as on executive function skills. We responded by implementing Parent University workshops, providing training for parents and students on how to navigate the school's many different resources and technological platforms as well as workshops addressing executive function skills and mental health. Despite the challenges, we were able to adapt quickly to

the distance learning model quickly and that helped to keep most of our students engaged. Overall, we held to the values and actions of this goal as the school has met or exceeded all of the metrics indicated for this goal.

Goal 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Stakeholder participation data (Priority 3) * Survey Results (Priority 6) * Evidence of Communication (Priority 3) 19-20 Stakeholder involvement will increase (Priority 3) Survey data will reveal high results (Priority 6) School communication will support engagement (Priority 3)	2019-2020 Data LP1-7 Goal Met: Stakeholder involvement will increase: There were 3,198 Conferences/Orientations Goal Met: Survey data will reveal high results: 98% Feel Safe, 90% Feel Connected Goal Met: School communication will support engagement: ELAC/PAC participants

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Stakeholder involvement will increase: 280 Survey data will reveal high results: 96% Feel Safe, 98% Feel Connected School communication will support engagement: ELAC/PAC 73 participants	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish partnerships and engage in outreach to community through community liaison and staff outreach. Development of a calendar of events. Communicate scheduled events. Open House and Award nights. Collect stakeholder input as measured by an annual survey. Develop baseline completion data. Communications of program	Classified wages and benefits LCFF \$204,040 Materials LCFF \$43,417 Contracted Services - Communications LCFF \$197,671	Classified wages and benefits LCFF \$185,432 Materials LCFF \$63,853 Contracted Services - Communications LCFF \$230,018
Communication outreach and translation services in primary language by staff. Transportation for those in need.	Classified wages and benefits LCFF \$182,926 Transportation LCFF \$298,790	Classified wages and benefits LCFF \$173,924 Transportation LCFF \$144,240

Goal Analysis

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

When the school had to transition to distance learning, input from our stakeholders were gathered periodically to help the school launch and adjust the school's distance learning program to effectively address our students' and families' needs. Parents who participated in the parent meetings and parent engagement surveys stated that their students needed additional support with technology, socio-emotional support, and executive function skills at home. Because of COVID-19, funds were reallocated to support the school's distance learning program. School funds were used to help meet students' technology needs such as hotspots, Chromebooks, software and internet access. We made sure that each of our English Language learners were supported with technology and technology literacy to access their curriculum, teachers and paraeducators. Software to aid in virtual learning were also purchased such as Kami licenses to complete school work in Google classrooms; Learning Ally for electronic versions of textbooks and novels; Rosetta Stone licenses for newcomer English learners; Docusign for parents and education specialists to hold IEP meetings virtually, etc. For our students who are socioeconomically at a disadvantaged and foster youth, we ensured that they had specific Student Retention Support staff working alongside counselors, social workers, teachers and students to keep them engaged in their schooling. Keeping students safe and connected was a primary goal of the school at the start of the pandemic. To support socio-emotional health, the school utilized telehealth for mental support services during the pandemic and it opened up more services to students and their families. School staff were also equipped with supplies such as laptops, technology and office materials to perform their duties remotely and effectively. When school waivers became available for in-person instruction for English learners, students with disabilities and students in need of intervention, funds were used to ensure a safe learning environment through purchases of COVID-19 safety supplies such as plexiglasses, HVAC filters, hand sanitizers, disinfecting wipes, masks, thermometers, deep cleaning services and face shields. Extended hours for tutoring and appointment times with paraeducators and teachers were also made available to students.

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

We had significant challenges in increasing our stakeholder involvement. Many of our students belong to working families with limited free time during school hours and speak a native language other than English. The closure of our learning centers as well as the prohibition against public gathering due to the COVID-19 pandemic also affected stakeholder engagement. Nevertheless, Assurance Learning Academy were still able to increase stakeholder involvement. All in all, the school was able to hold 3,198 conferences and parent orientations. We were also able to launch our Parent University that holds parent workshops during and after school hours, teaching parents regarding mental health, academic support and resources, community partner resources, COVID-19, vaccinations, various school news and updates, and technology literacy. To uphold equity and access, the school also hired a bilingual paraprofessional to ensure that school information is provided in English and Spanish. Overall, were able to hold to the values and actions of this goal.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE), because our data shows that most of our students learn better with face-to-face engagement.	\$240,000.00	\$243,140.00	No
School supplies and materials to support student coursework.	\$60,000.00	\$60,338.00	Yes

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

Guidance from our county officials and input from our stakeholders were valuable in helping the school determine needs to ensure safe in-person instruction. In addition to PPE materials to protect both staff and students, all planned actions were designed to provide students with equipment to engage in modified appointment times with their teachers and other school staff. Students were also provided with equipment to successfully engage in their virtual appointments such as Chromebooks and hotspots. When the county offered waivers for schools to offer onsite instruction for students with disabilities, English learners and students in need of intervention, Assurance Learning Academy quickly applied. Parents of students in these student subgroups indicated on the school surveys that their students are struggling with distance learning. These students were able to schedule an appointment with their teacher or other school staff as needed. We monitored the state and county phases and when the phases were allowed, students were able to schedule in-person weekly appointments. Since in-person one-on-one instruction and tutoring were available during distance learning depending on the state and county phases, protective materials and upgraded cleaning supplies were purchased. Other student supplies were also purchased for in-person instruction. These supplies included paper resources for credit packets and other materials for students to complete their coursework on-campus and off-campus. Care packages were put together to send home for students who are socio-economically at a disadvantaged, foster youth, parenting teens and homeless students when students come for their in-person appointments. Students and staff maintained a cohort and adhered to safety protocols and social distancing set forth by local and state public health guidelines. School staff were asked to cover staggered shifts throughout the school week. Paraprofessionals and tutors were utilized to support students on-campus as online.

Analysis of In-Person Instructional Offerings

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

Upon closure due to COVID-19, the school administration immediately began preparing for in-person instruction. These preparations included purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). The site was set-up to allow for social distancing and the county and state guidelines for reopening were strictly followed. In addition, when the school opened, the school was cleaned regularly throughout the day to ensure the safety of all stakeholders. Upon reopening, unduplicated youth were the schools' primary focus for in-person instruction. Many unduplicated youth and students with IEPs took advantage of coming onsite for in-person instruction. As the phases changed within Los Angeles County, the site would open or close to all students. Unduplicated youth and students with IEPs continued to be supported with in-person instruction as well as on-campus instruction. The number of staff members working onsite also changed depending on the county phase. Supplies were purchased to support the students who were coming onsite for instruction. Those supplies included printing materials for credit packets and support materials, textbooks, and writing supplies. Students who were more successful at completing their coursework with a physical, paper credit packet instead of an online version could come onsite to pick up their class supplies. The school recognizes most students perform better, attend school more regularly, and complete more coursework when the students attend in-person instruction. When educators became eligible for COVID-19 vaccines, the school immediately took steps to utilize community partners to ensure that school staff who would like to be vaccinated have access to the vaccines through school resources. As vaccines become available for students ages 16 and above, the school continued to utilize partners from the community to ensure that students and their families who would like to be vaccinated prior to attending onsite instruction have what they need to do so. Likewise, COVID-19 testing resources from the school's community partners were continuously provided to students and their families through various school communication platforms.

Overall, the successes we experienced were in preparing to reopen by purchasing the necessary cleaning and protective materials and by being able to open to offer in-person instruction consistently to the unduplicated youth. The challenges the school faced were being shifted in and out of the different County phases and the implications those shifts had on in-person attendance. The students who attend in-person, perform better with in-person instruction and all students were not able to always access this during the COVID-19 pandemic.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To ensure that our students have equal access we purchased computers and hot spots for to be able to connect to Google Classroom and communicate with their teachers. This increased the capacity for students to access the curriculum.	\$700,000.00	\$702,428.00	Yes
Students needed additional academic support so the tutoring program was increased and improved to be able through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online	\$2000.00	\$7,605.00	Yes
Student outreach was improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	\$2000.00	\$2,000.00	Yes
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	\$75,000.00	\$75,000.00	Yes
Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms.	\$16,000.00	\$7,416.00	Yes

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

Our Learning Continuity Plan was implemented with the primary objective of meeting the needs of our student groups, during the pandemic crisis. We were able to spend funds that were principally directed at providing additional personnel support and training, which would impact students' ability to complete their coursework, like tutors, or connect with the student retention service provider who helps get them reengaged with school.

All students were provided access to coursework through a digital model during distance learning. This was possible by providing each student with a computer and a hotspot if the internet was not available in the student's home. All newly enrolled students were

provided a computer upon enrollment. Since all students and staff had computer and internet access, students were able to communicate with their teacher or tutor to complete their required coursework.

Professional development was provided in several areas, which included trauma-informed practices, instructional strategies during distance learning, coaching, resiliency, socioemotional learning, equity and the use of online tools such as electronic textbooks, Kami, Whiteboard and Google classrooms. By providing professional development in trauma-informed practices, the staff were better equipped for handling a student's social-emotional needs. In addition, the staff was able to determine resources either onsite or in the community when needed, while processing their own trauma. Since all coursework and instruction was moved to a digital platform the staff and tutors were trained on few means of instructional delivery and ways for completing digital work. Kami and Google classrooms were the main tools used by students for completing their coursework digitally. Kami allows for students, teachers, and tutors to work collaboratively. Students can digitally fill-in their packets, while the teacher and tutor can provide the student with feedback. Kami has been a very successful tool for students to complete their credit packets online. Using Google Meets and Hang-Outs students were able to attend video-conferences and appointments with their teachers. Tutors and paraprofessionals were able to collaborate with students especially with their math homework using Whiteboard and the virtual tutor referral system of the school. Virtual tutoring allows students to contact a tutor until 8 at night during weeknights via the virtual tutoring online text/email messaging system.

Unduplicated youth have been provided with additional hours to connect with their teachers. Teachers, tutors and paraprofessionals have expanded their hours of instruction for English Language Learners and students with IEPs. These additional hours have allotted these subgroups of students with the resources needed to complete their coursework. All unduplicated youth were supported in their academic pursuits, in addition to any resources they may need outside of school. We worked diligently to ensure all students received the necessary resources and supports to be successful inside and outside of school. In addition, our team conducted home visits to either provide materials or assess student wellness. To ensure continued access to mental health resources, the school utilized Telehealth and the switch allowed more students and families to have access to mental health services during the pandemic.

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.

We recognized that to provide an adequate distance learning program, the school would need to provide each student with a computer and hotspot when needed. Also, all newly enrolled students are provided a computer and hotspot if a computer and the internet are not available in their home. Assurance Learning Academy finds this an area of success in being able to mobilize, deliver, and purchase enough computers and hotspots to support all students in their learning. Prior to distance learning, students completed their work through credit packets in small-group setting, pod setting, one-on-one instruction or by themselves at home. Upon moving to distance learning, credit packets were converted to editable credits that could be completed using Kami or another platform while the student-teacher engaged in online instruction. Electronic versions of textbooks were also provided to students and staff. Students

and teachers were able to collaborate during the instructional process to ensure rigorous coursework and credits were completed. Completed student work is shared with their teacher and operations staff member through Google Docs and Google Classrooms. Instead of students having onsite appointments with their teachers, students had online appointments. Students were provided the same services as they would receive onsite. We learned from implementing a distance learning program how effective a collaborative effort can be to meeting students' academic and social emotional needs. We believe that the teamwork between the teacher, tutor, student retention services and counselors, helped increase our student engagement. Despite these successes, the transition to distance learning was not a smooth process. The abrupt transition forced students and their families to wrangle with computer and technology literacy as quickly as possible. Teachers were also hurried to become proficient very quickly with many technological platforms to effectively implement distance learning. Teachers were not only asked to learn to teach virtually while dealing with child care or sickness in the family, but they also had to provide several hours of technology support and even mental health support to their students and their families. School surveys revealed that teachers felt that the pandemic and distance learning had them working twice as hard and twice as long, for half of the student output that they used to get before the pandemic.

As the pandemic and distance learning extended for more than a year, it also had a mental health toll on our students, their families and the school staff. Screen fatigue became a challenge. Many students reported a lack of focus and motivation. Parents and teachers indicated that credit recovery is their most pressing concern for their students for the new school year. Parents of students with disabilities, English language learners (ELLs) and foster youth also indicated on the early school surveys that did not feel that their students were adequately supported during distance learning. The school responded by applying for a county waiver that allowed ELLs, students with disabilities and students in need of intervention to attend onsite instruction. Home visits were reduced and standardized tests and some special education services became a challenge to implement remotely. Despite these challenges, the school rose to the challenge and provided the same services as much as possible to the best of its abilities to our students, their families and the staff through creative and resourceful ways.

To address student's lack of motivation and concern for credit recovery for the new school year, we will continue monitoring and supporting mental health and social-emotional well-being as a priority. We will employ additional social work interns and counselors to meet the dynamic social/emotional needs upon students' return to in-person instruction. Likewise, health and safety considerations will continue as our primary mindset when putting together our school re-opening plan. We will launch a slow ramp-up as we continue to offer the option of distance learning and onsite learning for our students moving into next year.

Our Learning Continuity Plan implementation produced some mixed results, as outcomes data shows. On one hand, students demonstrated academic growth through their NWEA reading and math scores; but on the other hand, our credit completion outcomes remained significantly less during the pandemic, than prior to the campus being closed. Despite decrease in credit completion rates, majority of our students were engaged and actively participating in their schoolwork.

Our successes are also plentiful. Students demonstrated better computer literacy skills. Career Technical Education courses and dual enrollment courses were also better promoted. We also found success in engaging our families. Surprisingly, there was higher parent turn-out rates for school events that were held virtually including parent-teacher conferences, Parent University workshops, parent advisory meetings and IEP meetings. Likewise, despite closures, school staff was still able to participate in a variety of professional

developments remotely including professional developments in trauma-informed practices, instructional strategies, technology, coaching, socio-emotional health, equity and resilience. Broader range of mental health services also became available to students and their families when the school switched to telehealth.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics	\$276,000.00	\$276,000.00	Yes
Diagnostic Testing for students through NWEA	\$30,000.00	\$43,125.00	Yes

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

Guidance from our teachers, counseling staff, and input from our stakeholders were valuable in helping to identify barriers that would increase learning loss. All planned actions were met to provide students equipment to engage students, access their abilities, and to provide acceleration and remediation opportunities. To assist in mitigating the amount of learning loss by all pupils, virtual tutors were available for academic support. We utilize the NWEA diagnostic assessment in reading and math. This assessment is used to determine course placement and measure growth. Students are assessed upon enrollment and at regular intervals thereafter. During distance learning, all students showed growth in their reading and math.

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.

The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 2.35 before the pandemic and campus closures, and our current credit completion rate, which is 1.47. This is a decrease of .88 credits for all-student group, which describes a 37.4% decline. For our English Language learners, the decrease is 36.5%. It is 31.5% decrease for students who are socio-economically at a disadvantaged and 20.2% decrease for our foster youth students. Students with disabilities have a 39.2% decrease. These are critical metrics for us to improve on throughout the school year because ensuring that students graduate in a timely manner is central to our mission.

The next area of concern is to provide targeted assistance to our English Language learners. The reclassification rate was 10% which is below the state average of 14%. We will need to have actions that address the specific requirements for re-designation like grades in ELD, NWEA reading scores and performance on the ELPAC. With the success we have seen with our tutoring and intervention programs, we know they can help make a difference in the academic lives of our English Learners.

An additional area of concern is to help students complete their core subject course in ELA, ELD and mathematics more quickly. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. They have flexibility in when they start their course work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester 34.2% had finished by LP7. This percentage will likely double to 68% by the end of the year.

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.

Assurance Learning Academy participated in several professional development opportunities to further the staff's training in trauma-informed practices, resiliency and socio-emotional learning. These trainings focus on the foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets. There was also an increase in the offering of Mental Health First Aid Training for staff members. These professional developments and trainings allowed the staff to monitor and provide supports to students with greater depth during their weekly appointments. If further supports were needed, the school counselors, school psychologists, social workers, social work interns, student retention specialists, community liaisons, community partners, and/or site administration were utilized to assist the student and family find the needed resources in the community.

Students and families were surveyed multiple times throughout distance learning. The results from the surveys were used to determine and diagnose potential needs for students and families. Supports that were determined off survey results and teacher feedback were providing food for families, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning. We have a strong connection to the community and considers this an area of strength.

For students who currently receive mental health services designated in their IEP, the school psychologists continued to provide all services virtually. The school psychologist monitored student progress and well-being and will take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis. Furthermore, the school switched to Telehealth in a partnership with Los Angeles County of Education when the schools closed, and it opened up a broader range of mental health services to parents and families. Elective courses to address socioemotional health of the students during the pandemic and distance learning were also provided. For the new school year, Assurance Learning Academy intends to make mental health and social and emotional well-being of our students and their families. Parents, teachers and students indicated in our school surveys that there is a lack of focus and motivation among the students during distance learning.

A challenge for us was diagnosing the needs for students who were disengaged from the program. Using the student resource supports by making home visits helped for some students but not all.

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.

Assurance Learning Academy used a variety of methods to solicit input from all the stakeholder groups. Stakeholder groups included parents, teaching staff, support staff, administrators, students, school counselors. We held several different types of meetings to engage our stakeholders: e.g. back-to-school night, open house, parent-teacher conferences, staff meetings, surveys, parent

university workshops, etc. In these meetings, we shared progress with LCAP goals, discuss actions that were implemented to achieve the goals, and share evidence that showed progress toward meeting positive outcome targets. We also distributed surveys in English and Spanish to solicit feedback to determine needs and/or barriers to success. We utilized social media platforms to reach most of our stakeholders including L4LConnect/ParentSquare, Instagram, OneCall, Panorama Survey, Google Forms and school website.

The following aspects of the LCAP will be continued because of stakeholder support via verbal and written feedback:

- All goals and actions will be continued and monitored. Stakeholders were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students and actions intended to provide services to English Learners, foster youth, low-income students, and students with exceptional needs.
- There will be a continued focus on Goal #1: Increase Academic Performance.
- We will allocate more resources to address SEL components to gain college and career readiness.

We will continue to collaborate with stakeholders throughout the school year to explore and monitor the progress of implemented actions. Students who were disengaged were supported through a 3-tiered intervention process. Tier-1 consisted of a preventative meeting between the teacher, student, and parent/guardian. Within these meetings, the team determined what was keeping the student from completing the work and what support the school could provide to the family. Tier-2 consisted of an Attendance Intervention Meeting between the teacher, student, parent/guardian, and the Student Retention Support (SRS). This type of meeting discusses the same items as in tier-1 but adds the support of the SRS. The SRS has additional resources that can support the student. For example, the SRS can make additional phone calls home and can drop off work at the student's home. Tier-3 consists of the SRS doing a home visit. These visits are typically made for students who are unresponsive to phone calls and other forms of communication home. The SRS will visit the home to ensure the student and family are doing well, remind the student about attending school, and provide any supports the student and family need to be successful. We consider these tiered meetings a success and a challenge as the retention of students has increased.

Though there were less face-to-face time with our stakeholders, the school enjoyed great success in terms of participation rate during virtual school stakeholder events. Students and families were able to attend school meetings at the comfort of their home during school hours or when events are held after work hours. To further extend our reach to the community, the school also hired a full-time bilingual paraprofessional who serves as translator/interpreter during meetings as well as translate the school's communication materials. A few challenges the school ran into involved parent/caregiver challenges in accessing the technology used by the school for communication. Many hours were spent by the school staff walking students and parents through Docusign, Google classrooms, ParentSquare, utilizing Zoom, accessing the internet, the school's technological resources and troubleshooting technological issues.

Analysis of School Nutrition

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

We believe well-nourished students promote a positive learning environment. Before the COVID-19 pandemic and school closures, students were able to acquire breakfasts and lunch from the school. During remote learning, students were able to drive by to pick up food at the site and were able to pick up food from the school's several community partners. In addition, a student resource page was developed to house all the locations throughout the community where free meal pickups were available. The community liaisons, social workers, social work interns and school counselors worked to diligently find all the resources available to students and families during the pandemic and distance learning. Moreover, care packages were sent home to students if a teacher, counselor and other school staff identifies a need. We had nutritional food and drinks readily available to students during school hours when students return to onsite instruction when the school was able to acquire a waiver from the county for English learners, students with disabilities and students in need of intervention to receive instruction on site. To-go meals and packages were also provided to students who come on site to take their standardizes tests.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Retention Support personnel to help with reengagement	\$100,000.00	\$100,000.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We are aligning our efforts across the school to increase student participation and progress towards graduation. Each week of a learning period, the Student Retention Support (SRS) worked diligently to engage different sets of students to re-engage them back in the school program. Working with supervising teachers, counselors, social workers and/or the administrators, the SRS (1) conduct preventative meetings and parent meetings, (2) develops a behavior contract/program plan with students and their parents/guardians to get them back on track with school, and (3) conduct home visits hard-to-reach disengaged students.

We had several professional development opportunities to further the staff's knowledge in trauma-informed practices. The training ensures that all staff build relationships that are compassionate, mindful, done so with equity and inclusion, and are set with a growth mindset. The trainings have provided the staff with different ways to approach students and families as they deal with the challenges of distance learning and coping with the COVID-19 pandemic.

Throughout distance learning, students were provided with several opportunities for obtaining food. Students could come on-campus to pick up food or go to one of the community locations provided on the student resource page. Food bags and care packages were also put together at different times throughout the year for families to pick-up and some were delivered to students' homes.

The Helping Our Parenting Teens (HOPE) Program gathered supplies for parenting students. Those supplies included food, diapers, places to receive healthcare, and general assistance for caring for their child. The school had online support groups and the community liaison worked with community organizations to gather any necessary supplies the school or students needed to care for their child.

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.

We were able to have limited in-person instruction throughout the distance learning time in accordance with state and county guidelines. The school learned from implementing a distance learning program how effective a collaborative effort can be to meeting a students' academic and social-emotional needs. We know that the teamwork between the teachers, tutors, school counselors, social workers and student retention supports, helped increase the amount of student engagement and improve retention from last year to this year. We will keep these strategic actions, supports, and services in the LCAP moving forward. The school will include improving retention and attendance as a critical action for student success in the LCAP.

The Learning Continuity Plan implementation produced some mixed results, as outcomes data shows. On one hand, students demonstrated academic growth through their NWEA reading and math RIT scores; but on the other hand, the credit completion outcomes remained significantly less during the pandemic than before the campus being closed.

Health and safety considerations are the primary foci when putting together our school re-opening plan.

Distance learning was and still is a viable option for the students moving into next year. We have learned best practices for supporting students in a distance learning model and improvements to the model are ongoing. Maintaining a rigorous, supportive program for all students is of great importance. To capitalize upon the computer literacy skills that our students and staff have gained during distance learning, we are including the promotion of our dual enrollment program into our LCAP actions.

Engaging pupils and families were a success for us. At the end of 2019-2020, our data began to trend for the positive, and we know this is due to the teamwork between the teachers, tutors, school counselors, student retention supports, and support staff.

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

We will continue to analyze our monthly data to monitor credit completion, retention, attendance, and college/career participation. Our team utilizes NWEA and READ 180 benchmarks to gauge student progress.

Foster youth showed a significant decline in the number of credits that were completed during the 2020-2021 school year. This group declined by 20.2% from the 2019-2020 school year. One reason could be this subgroup has a low number of students compared to the all-student group. Regardless, this population needs additional supports moving into the 2021-2022 school year. The school counselor, social workers, social work interns, and student retention support will be utilized to ensure the foster youth students are being adequately supported for success.

Credit completion for students who are socioeconomically at a disadvantaged declined by 31.5% for the 2020-2021 school year. The all-student group had an overall decline of 37.4%. Our student population is primarily low-income. The tiered supports for retaining students would be of greatest use for this subgroup.

Students with disabilities had the greatest decline in their credit completion at 39.5%. This subgroup would benefit from extended instructional time with their teachers, tutors, and/or paraprofessionals. With additional supports, this subgroup would be able to complete their courses more quickly.

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

The Learning Continuity Plan was implemented with the primary objective of meeting the needs of each student group during the pandemic crisis. Because of COVID-19, we were not able to implement face-face supports and/or trainings to the same degree before the COVID-19 pandemic. However, the unspent school funds became available for helping provide students with their technology needs such as special programming, hotspots, computers, software licenses, electronic textbooks, and internet access. Extended instructional hours were also made available for students in need of additional support while working remotely. In addition, students received weekly deliveries of consumables needed to engage in learning and demonstrate their proficiency in their schoolwork. Likewise, we also made sure that each of our English Language learners were supported with technology to access their curriculum and teacher. For our students who are socioeconomically at a disadvantaged and foster youth students, we ensured that they had specific Student Retention Support staff working alongside teachers and students to keep them engaged in their schooling. We also ensured that these student groups regularly communicate with their supervising teachers, school counselors, and/or social work interns to ensure that their academic, physical and socio-emotional needs are also being met. Overall, our actions and services did allow for increase student engagement and progress.

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.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus our program was to improve the performance of our disengaged students. We identified early on which students were not completing their schoolwork and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized a 64% increase in students completing schoolwork. In general terms, that is over 1458 students were reengaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors, paraprofessionals, student retention supports, and counselors.

LCAP Goal #1 is to increase academic progress and LCAP Goal #2 is to increase students' skills for college and career-readiness. The development of both goals was informed by data from the LCP. Learning continued via our distance learning model, implemented with strategic supports such as tutors, student retention services and trauma informed trained teachers. Student grades for English language arts were monitored and averaged at 88.79%. English language development grades averaged 89.25% for our English language learners. The average grades for math courses during the first semester for all students was 88.02%, with our English language learners performing at 87.08%. Foster youth students performed at an 85%, and our students who are socioeconomically at a disadvantaged averaged 85.56%. Our students with disabilities were able to perform at 84.89% in mathematics. Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 6.0 in math. This is significant, because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 4.0. Our English language learners realized a growth in mathematics by 4.0 and in reading scores by 5.0. We think that this is due to the dedication of our teachers and tutors towards meeting the essential academic needs of our students. They have high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances. The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 2.35, before the pandemic and campus closures, and our current credit completion rate, which is 1.47. This is a gap of -0.88 credits for the all student group, which basically describes a -37.4% decline. For our English language learners, the decrease is -36.5%. It is -31.5% for our low-income students and -20.2% for our foster youth students. Students with disabilities have -39.5% decline. These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission.

The next area of concern is to provide targeted assistance to our English language learners. The reclassification rate is 10%, below the state average of 14%. We will need to have actions that address the specific requirements for redesignation like grades in ELD, NWEA reading scores and performance on the ELPAC. With the success we have seen without tutoring program and small-group intervention programs, we know they can help make a difference in the academic lives of our English Learners. An additional area of

concern is to help students complete their core subject course in ELA, ELD and mathematics more quickly. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. They have flexibility in when they start their course work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 34.82% had finished by LP7. This percentage will likely double to 69.64%, by the end of the year. For students enrolled in ELD courses, only 15.38% were completed. The significance to us is that the data may be pointing to another gap where EL students are completing courses at a slower pace than other groups. We are likely to add this to the actions with in our LCAP. English Language Arts courses were 30.55% done and the remaining will finish by June.

LCAP Goal #3 is to increase student retention and was informed by data from the LCP. Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 64.07%. Our current attendance rate is 69.81%. This is a gap of 15.19% that we can close by additional tiered actions. LCAP Goal #3 now has new actions to support attendance and retention.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	42,108,796.00	45,238,317.00
LCFF	42,108,796.00	45,238,317.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	42,108,796.00	45,238,317.00
	42,108,796.00	45,238,317.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	42,108,796.00	45,238,317.00
	LCFF	42,108,796.00	45,238,317.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	6,098,660.00	6,555,017.00
Goal 2	14,883,723.00	15,912,901.00
Goal 3	9,707,428.00	10,343,988.00
Goal 4	10,492,141.00	11,628,944.00
Goal 5	926,844.00	797,467.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$300,000.00	\$303,478.00
Distance Learning Program	\$795,000.00	\$794,449.00
Pupil Learning Loss	\$306,000.00	\$319,125.00
Additional Actions and Plan Requirements	\$100,000.00	\$100,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,501,000.00	\$1,517,052.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$240,000.00	\$243,140.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$240,000.00	\$243,140.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$60,000.00	\$60,338.00
Distance Learning Program	\$795,000.00	\$794,449.00
Pupil Learning Loss	\$306,000.00	\$319,125.00
Additional Actions and Plan Requirements	\$100,000.00	\$100,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,261,000.00	\$1,273,912.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Assurance Learning Academy	Michelle Berry Area Superintendent	principal@assurancelearning.org (661) 272-1225

Plan Summary [2021-22]

General Information

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

Assurance Learning Academy is a Dashboard Alternative Status School with an independent study program. Our current enrollment is 3939, and we serve 20% English Learners, 64.6% students who are socioeconomically at a disadvantaged, 2.1% foster youth, and 22.9% students with disabilities. We are a charter school that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Some students need the flexibility of an independent study model to meet family obligations, such as work or childcare needs. Many of our students reflect a diverse community with often low-income and English as a second language as a barrier to academic success. Some students may have been unsuccessful in the traditional school setting and simply seek an alternative choice in curriculum programs. The school offers alternative choices through site-based learning, independent study, small-group instruction, one-on-one instruction and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

Our goal is to successfully prepare students for work or college-readiness through our integrated personalized program of job readiness coursework and Workforce Innovation partnerships. Through partnerships with WIOA, students who face unique economic challenges, including out-of-school attendance and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system, will have improved tools to identify and access training options and other employment services best suited to their needs. Business and community partners through the WIOA program will be more closely connected to the system, with better resources available to find and train skilled workers they need to grow their companies. Each aspect of the program will be shaped by the following question: is it helping ready-to-work-Americans move into ready-to-be-filled jobs?

The school provides a diverse, student-centered learning environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, building student resiliency, socioemotional learning and choices in curriculum programs. Our personalized learning model is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized learning is dedicated to developing

personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. The school offers this personalized learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent, resilient and lifelong learners. We are a year-round credit recovery program and we have 13 Learning Periods (LP) as our method of structuring the academic year.

Reflections: Successes

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

We used a three-year data set, from 2018-2021, starting with the Dashboard student group results and local data, in order to determine areas of success. We experienced success on our Dashboard indicators, prior to the pandemic, and in analyzing student group data, then and now, we realize that there are a few areas to highlight. In 2019, we had a graduation rate was green and was 74.2%. We had an 77.8% graduation rate last year, which is above the minimum. Our academic indicator for English Language Arts was yellow and mathematics was yellow. This is fine for a Dashboard Alternative Status School, with an independent study program. Our suspension rate was blue and remains low. Our retention rate and success rate continue to be high at 94.9%, which is important, because we are credit recovery program and keeping students in school is our primary mission.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are a three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus our program was to improve the performance of our disengaged students. We identified early on, which students were not completing their schoolwork and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized an 64% increase in students completing schoolwork. In general terms, that is over 1458 students were reengaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors, and counselors.

Learning continued, via our distance learning model, implemented with strategic supports such as tutors, student retention services and trauma informed trained teachers. Student grades for English Language arts were monitored and averaged 88.79%. English Language development grades averaged 89.25% for our English Language learners. The average grades for math courses this first semester for all students was 88.02%, with our English Language learners performing at 87.08%. The foster youth students performed at an 85%, and our low income students averaged 85.56%. Our special education students were able to perform at 84.89% in mathematics.

Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 6.0 in math. This is significant, because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 4.0. Our English Language learners realized a growth in mathematic by 4.0 and in reading scores by 5.0. We think that this is due to the dedication of our teachers and tutors towards meeting the essential academic needs of our students. They have high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances.

Our school survey data shows that 78% of our students felt safe during the pandemic. This is very important to us, because student sense of safety impacts their learning and socioemotional well-being. Although this is about a 10% decrease from previous years, we are glad that it is not drastically lower. Teachers reported that 85% have a team member that they can count on, which demonstrates that they are connected to a meaningful buddy from work, during this crisis. We have worked to ensure that there is a team spirit that connects everyone.

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.

Dashboard results from 2019 and local metrics provided us a three-year data set, which we used to inform our student group analysis. In 2019, our distance from standard for ELA and Math was 69 and 175 points respectively, for our all student group. Even though the all group was in the yellow, the Students with Disabilities group was each over 120 points below standard in ELA. Hispanic and socioeconomically disadvantaged students were about 70 points below the standard in ELA. The English Learner Progress Indicator was 40.6%, which is medium growth. The College and Career Indicator was in the red at was 2.2%, and we strive for higher.

The NWEA data shows that we continue to see that our English learners, special education and foster youth students are scoring below the “All Group” in English Language Arts and mathematics. This was a significant gap and we made actions in the LCAP to address it and help close the distance in performance. We saw the same achievement gap during the pandemic, in key areas, such as ELA, mathematics, and credit completion, using the data we tracked for the Learning Continuity Plan. We used this analysis to develop LCAP goals and actions, based on areas of identified need.

The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 2.35, before the pandemic and campus closures, and our current credit completion rate, which is 1.47. This is a gap of -0.88 credits for the all student group, which basically describes a -37.4% decline. For our English Language learners, the decrease is -36.5%. It is -31.5% for our low income and -20.2% for our foster youth students. Special education students have -39.5% These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission.

The next area of concern is to provide targeted assistance to our English Language learners. The reclassification rate page 8, far below the state average of 14%. We will need to have actions that address the specific requirements for reclassification like grades in ELD, NWEA scores and performance on the ELPAC. With the success we have seen without tutoring program, we know they can help make a difference in the academic lives of our English Learners.

An additional area of concern is to help students complete their core subject course in ELA, ELD and mathematics more quickly. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. They have flexibility in when they start their course work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 34.82% had finished by LP7. This percentage will likely double to 69.64%, by the end of the year. For students enrolled in ELD courses, only 15.38% were completed. The significance to us is

that the data may be pointing to another gap where EL students are completing courses at a slower pace than other groups. We are likely to add this to the actions with in our LCAP. English Language Arts courses were 30.55% done and the remaining will finish by June.

Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 64.07%. Our current attendance rate is 69.81%. This is a gap of 15.19% that we can close by additional tiered actions.

Our school survey data shows that only 39% of our students felt connected during the pandemic. Without face to face interaction, students will feel disconnected. It is very important to us to ensure that we are doing everything possible to provide students with time and attention to support them during this difficult time. Teachers reported that 53% are concerned about their physical well-being and 47% are concerned about their social-emotional wellbeing during the pandemic. Results from the parent survey show that 76% feel that it was easy to contact their student's teacher. We strive to engage families in multiple and meaningful ways and we hope that increasing the two way communication will keep families connect to their school.

LCAP Highlights

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

The Local Control Accountability Plan (LCAP) provides funds for helping high needs students with socio-emotional support, academic interventions, counseling and student engagement activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps ensuring that students become competent graduates. The following LCAP Goals support our low income, English Language learners and foster youth:

Goal #1: Increase Academic Progress

Goal #2: Students Will Gain Skills for College and Career Readiness

Goal #3: Increase Student Retention

Goal #4: Increase Stakeholder Engagement

Goal #5: Increase Resiliency

Our first goal is a focus goal directed at helping our unduplicated student improve their performance, especially our English Learners. Our second goal is a broad goal supporting student interest in a career tech or a higher education. The third goal is a maintenance of progress goal that meets the mission of our school program to retain students and help them graduate. Our fourth goal is aimed at improving stakeholder engagement, especially for our unduplicated students and their families. Finally, our last LCAP goal involves increasing student resiliency as we believe that socioemotional wellbeing goes hand-in-hand with academic progress.

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.

Assurance Learning Academy is not identified as a CSI school.

Support for Identified Schools

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

Assurance Learning Academy is not identified as a CSI school.

Monitoring and Evaluating Effectiveness

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

Assurance Learning Academy is not identified as a CSI school.

Stakeholder Engagement

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

Assurance Learning Academy used a variety of methods to solicit input from all the stakeholder groups. Stakeholder groups included parents, teaching staff, support staff, administrators, students, school counselors. We held several different types of meetings to engage our stakeholders: e.g. back-to-school night, open house, parent-teacher conferences, staff meetings, surveys, parent university workshops, etc. In these meetings, we shared progress with LCAP goals, discuss actions that were implemented to achieve the goals, and share evidence that showed progress toward meeting positive outcome targets. We also distributed surveys in English and Spanish to solicit feedback to determine needs and/or barriers to success. We utilized social media platforms to reach most of our stakeholders including L4LConnect/ParentSquare, Instagram, OneCall, Panorama Survey, Google Forms and school website.

The following aspects of the LCAP will be continued because of stakeholder support via verbal and written feedback:

- All goals and actions will be continued and monitored. Stakeholders were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students and actions intended to provide services to English Learners, foster youth, low-income students, and students with exceptional needs.
- There will be a continued focus on Goal #1: Increase Academic Performance.
- We will allocate more resources to address resiliency, socioemotional health and components to gain college and career readiness.

We will continue to collaborate with stakeholders throughout the school year to explore and monitor the progress of implemented actions.

We had our public hearing on May 4, 2021, and our school board approved the Local Control and Accountability Plan.

SPECIAL EDUCATION SELPA SUPPORT:

We have a good partnership with our SELPA administration and the following collaborative activities have had a positive impact:

- The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes
- The El Dorado Charter SELPA provide program and technical support by the Program Specialist and/or other SELPA team members
- Dropout (and Graduation) data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA.
- Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested.

A summary of the feedback provided by specific stakeholder groups.

The following aspects of the LCAP will be continued because of stakeholder support via verbal and written feedback:

- All goals and actions will be continued and monitored. Stakeholders were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students and actions intended to provide services to English learners, foster youth, students who are socioeconomically at a disadvantaged, and students with exceptional needs.
- There will be a continued focus on increasing academic performance, retention and credit completion
- Stakeholders would like to see an increase in dual enrollment courses
- We will allocate more resources to address college and career readiness.
- Increased resiliency and socioemotional learning support and strategies for motivation.
- We will continue to put focus on building our stakeholder engagement.

We will continue to collaborate with stakeholders throughout the school year to explore and monitor the progress of implemented actions.

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

As a result of stakeholder input, Assurance Learning Academy will implement goals that align to our mission/vision and community needs. Specifically, Goal 2 (Students will gain skills for college or career-readiness) and Goal 3 (Increase student retention) directly correlate to the needs and concerns raised by our stakeholders. Students, parents, and staff all communicated the importance of increasing credit recovery and course completion rates as well as students gaining and demonstrating college and/or career skills as evidenced by engagement in college-level courses, participation in CTE coursework, and the ability to navigate various technologies and platforms.

In addition, our students, parents, and staff all communicate the need to eliminate barriers to students' retention in our program. Specifically, they asked for increased resources to meet students' socioemotional needs, additional 1:1 extended academic supports, and transportation needs.

Goals and Actions

Goal

Goal #	Description
1	Increase Academic Progress: This is a focus goal for increasing academic progress for all students, especially our English Language learners, low-income and foster youth, who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, EL reclassification, credit completion and graduation rates.

An explanation of why the LEA has developed this goal.

As a result of our analysis on key state and local data, we determined the need for a focus goal on academic performance for all our unduplicated students. This new goal specifically addresses low key metrics such as the English Learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the “All Student Group,” and the unduplicated students. Our students also take the NWEA MAP assessment, and we measure academic growth from year to year in this way. This year, performance gaps among student groups were also revealed, using that assessment. We understand the gaps that need to be closed for our students, and this focus goal was carefully designed to support their academic needs with targeted interventions and tutoring. We sought the consultation of our stakeholders, and involved them the LCAP process, which we believe promotes positive engagement, buy-in and trust. We know that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are highly qualified– Priority 1	100%				Teachers are highly qualified– 100%
Teachers are appropriately assigned – Priority 1	100%				Teachers are appropriately assigned – 100%
Reading – Lexile Growth – local metric	1075				Reading score increases each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics RIT Growth – local metric	221				Mathematics score increases each year
Average Credit Completion – local metric	1.47				Average Credit Completion increases to 4.0
English Learner Reclassify - Priority 4	3%				English Learner reclassification rate increases each year
EL Annual Progress on ELPAC – Priority 4	Postponed				EL Annual Progress on ELPAC increases each year
DASS 1 Year Graduation Cohort Rate - Priority 5	TBD End of Year				DASS 1 Year Graduation Cohort Rate – increases each year
Course Completion rate	Math 34% ELA 30% ELD 15%				Course Completion rate increases

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learners support staff, interventions, and materials.	Our English Language learners will be served by an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD	\$1,325,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Small Group Instruction, and supplementary materials for the ELD program as needed.		
2	All interventions for reading, mathematics and other subjects to increase academic progress.	State and local assessments in ELA and Math indicate that some of our lowest performing students are the unduplicated student groups. To address this need Interventions will be provided for our unduplicated students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read180 and Math180 will accelerate their academic abilities. These actions have been effective at increasing students' mathematics and reading assessments.	\$1,047,750.00	Yes
3	Tutoring support for students needing to complete required credits.	Some of our lowest graduation rates are among the unduplicated student groups. To address this need Tutoring support for our unduplicated students who are credit deficient will help increase the rate at which they finish their courses. Local tutors and virtual tutors are actively engaged in reaching out to our unduplicated students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student performance. These actions will increase graduation rates for our unduplicated student groups.	\$911,880.00	Yes
4	Counseling students towards graduation.	Some of our lowest graduation rates are among the unduplicated student groups. To address this need Counseling unduplicated students toward high expectations is essential for promoting their efforts towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We will continue providing counselors, who help address obstacles that unduplicated students might have. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our unduplicated student groups.	\$1,016,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Student activities that increase learning efforts such as awards, celebrations, field trips, and enrichment.	The unduplicated students served by the school have additional obstacles that often interfere with attendance and lower their academic motivation as indicated by attendance rates and work completion rates. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited celebrations, field trips and enrichment experiences. We have witnessed how these actions inspire students to continue to be productive and strive to accelerate their learning. These actions will have a positive impact on attendance rates and work completion rates as well as graduation rates.	\$578,580.00	Yes
6	Teachers and staff are qualified and appropriately assigned.	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements. Students will have access to classified staff who support the school program.	\$26,279,364.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English learners and foster youth students

An explanation of why the LEA has developed this goal.

This goal was developed with the special needs and interests of our unique student population in mind. Most of our students choose our independent study program to change their story and increase their viability after graduation. We support their interests in pursuing a career through our CTE course work and partnerships. Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the a-g requirements. Year after year, we expect these metrics to show improvement for all of our student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards–aligned materials – Priority 1	100%				Standards –aligned materials 100% access
Implement state academic standards and EL access – Priority 2	3.69 out of 5.0				Implement state academic standards and EL access increase
Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: TBD TBD TBD				Statewide Assessments: * English Language Arts - score Orange or better * Mathematics – score Orange * Science – score higher each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participants in career-ready courses – Priority 8 local metric	Career Technical – 155 Professional Skills - 548				Number of students in career-ready courses – increase enrollment each year
Percentage of CTE course and pathway completers – Priority 4	39.9% & TBD End of Year				Percentage CTE course and pathway completers – increase .5 each year
Access to broad range of courses – Priority 7	100%				Access to broad range of courses – All students have access to courses
Complete A-G courses (CSU) – Priority 4	TBD End of Year				Complete A-G courses – CSU – increase 1% each year
Dual Enrollment	22				Dual Enrollment – increases each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career, Career Technology Education and college-readiness for unduplicated students.	Some of our lowest college and career readiness rates are among the unduplicated student groups. To address this need, our unduplicated students need to be prepared to pursue a career or attend a college. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. Support personnel, partnerships and materials are essential to tailor and implement the curriculum for	\$455,876.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. We have witnessed many of our students be successful in these programs. These actions will have a positive impact on our college and career readiness rates for our unduplicated student population.		
2	Professional development addressing unduplicated students	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, professional development for our teachers and staff is essential to the progress our unduplicated students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs. There has been a positive impact on our At-Promise students with additional staff training, such as trauma informed practices. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population.	\$84,025.00	Yes
3	Technology for upgrading student programs.	Ensuring that our unduplicated students receive and benefit from effective technology platforms and programs is an ongoing effort in helping them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. We have seen this action be effective with our students during the last year.	\$859,730.00	Yes
4	Support for standards-based curriculum in all areas.	All unduplicated students will have enhanced access to standards aligned curriculum. Regional personnel will help develop a high quality, customized curriculum, provide coaching to support implementation with the unique needs of our student groups, and monitor the implementation. We monitor using the CDE rubric each year.	\$4,317,270.00	Yes
5	Educational materials for an effective program.	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted	\$12,832,134.00	No

Action #	Title	Description	Total Funds	Contributing
		texts and update supplemental materials regularly, so that they meet our students' academic needs.		
6	Safe and secure facilities for an effective learning environment.	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	\$5,301,209.00	No
7	Dual enrollment for students	Have an internal staff person monitor with teachers the students who are assigned to dual enrollment courses and help support their efforts. Costs for college courses, books, materials, field trips and extra hours for support personnel are just a few of the possible expenditures for this action. This could also include professional development for helping our At-Promise youth be successful in these challenging courses...	\$13,744.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>Increase Student Retention:</p> <p>This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either rematriculate or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.</p>

An explanation of why the LEA has developed this goal.

We measure our core program through the high rate of retention, graduation and rematriculating back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma informed practices and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide a collaborative educational environment for the success of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success Rate – local metric	94.9%				Success Rate – maintain 80% or higher
School Facilities rating – Priority 1	Good Condition				School Facilities rating – in “Good Condition.”
Retention rate – local metric	90.1%				Retention rate – 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate – Priority 5	69.81%				Attendance rate – 85% or higher
Non-completer rate(dropout) – local metric	4.8%				Non-completer rate (dropout) – less than 10%
Suspension rate – Priority 6	0%				Suspension rate – low rate - green
Expulsion rate – Priority 6	0%				Expulsion rate – low rate - blue

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Retention Support personnel and incentive programs	The unduplicated student population has some of the lowest attendance rates. Ensuring that our unduplicated students are attending and remaining in school is foundational to our program. Our students are typically behind in credits and have been out of school for about a semester or more. We have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, because our data shows that we have been successful with the majority of our students each year. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$330,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Social-emotional support services and materials.	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, trauma-informed practices have helped address many of the socio-emotional needs of our unduplicated students. Programs such as socioemotional learning, Helping Our Parenting-Teens Excel (HOPE) program, counseling, support personal, social workers, professional development, special program such as yoga, have a positive impact on our students. We will continue to provide and build on these actions and services. We have witnessed that our At-Promise students benefit from these foundational supports. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population.	\$152,943.00	Yes
3	Transportation for unduplicated students.	Our unduplicated students are frequently without access to transportation to school or other related programs. This obstacle is mitigated by providing a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$106,984.00	Yes
4	Access to nutrition for unduplicated students.	Food services are not normally a part of an independent study program but meeting human basic needs helps students focus on academic achievement. Students in the unduplicated student groups have been greatly impacted by the pandemic and the associated economic recession that limits their access to quality nutrition. Nutrition is an essential function for school, and we provide our unduplicated students access to food. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. This action has been effective in helping our students stay academically focused. These actions will increase attendance rates and retention rates for our unduplicated student population.	\$126,532.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	<p>Increase Stakeholder Engagement:</p> <p>This is a maintenance goal for increasing stakeholder engagement. We believe in parent participation with their student's academic progress, and we believe in parents should be encouraged to participate in meaningful ways to promote positive school outcomes.</p>

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our stakeholders, we made this goal a maintenance of progress goal. There was a downturn in the school data for this goal, stemming from the pandemic, however, we expect it to resume full strength in a few years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent conferences, events, celebrations – local metric	3851				Parent conferences, events, celebrations increase
Parent Advisory/ ELPAC – participation all year local metric	15				Parent Advisory/ ELPAC – have participation
Efforts to seek parent input – Priority 3 school survey	76% easy to contact teacher				Efforts to seek parent input – increase on survey
Students feel safe – Priority 6	78% Feel Safe				Students feel safe – over 91% feel safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students feel connected – Priority 6	39% Feel Connected				Students feel connected – over 88% feel connected
Teachers feel safe– Priority 6	50% Concerned				Teachers feel safe– over 92% feel safe
Teachers feel connected– Priority 6	85% Teammate can connect with				Teachers feel connected– over 92% feel connected

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community/Parent Liaison and meaningful school activities.	The parents of unduplicated students are some of the least involved stakeholders. Parent and stakeholder engagement are an essential component to effective schooling for our unduplicated students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. These actions will increase involvement of the parents of unduplicated students in our surveys, parent meetings and parent organizations.	\$237,490.00	Yes
2	Translation services and contracted services for outreach.	Many of our unduplicated students speak a language other than English at home. Our unduplicated students require effective communication and outreach about the educational programs and opportunities at the site. Translations in student's primary languages	\$5,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		is critical for two-way communication efforts. Additionally, outreach and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. These actions will increase course completion rates and graduation rates for our unduplicated student population.		
3	Materials, transportation and personnel to support stakeholder events	The unduplicated student population has some of the lowest attendance rates. School activities and events are important to our unduplicated students and their families, so that they feel connected to the school's purpose and have increased engagement. Expenses for these include, but are not limited to communications, outreach, materials, and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$32,419.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Increase Resiliency: This is a broad goal for increasing student resiliency. We believe that student's socio-emotional well-being is critical to their happiness and academic progress.

An explanation of why the LEA has developed this goal.

We know that students were negatively impacted during the pandemic and that they will need additional support to improve their resiliency. We believe in students should be encouraged to participate in meaningful programs that promote positive outcomes, such as resiliency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in socioemotional learning programs and other activities that increase resiliency.	0				Increase participation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase resiliency	Students will engage in socioemotional learning courses or other activities designed to improve their resiliency.	\$101,600.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
32.52%%	\$11,704,498

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.

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for attendance issues and academic supports for completing credits, which will lead towards successful graduation and life-long learning for our students. The details of the required justification for how the LEA is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions and Services section of this plan. The contributing action titles are:

Goal 1 Action 1: English Learners support staff, interventions, and materials.
 Goal 1 Action 2: All academic interventions and program materials.
 Goal 1 Action 3: Tutoring and supports for students.
 Goal 1 Action 4: Counseling students towards graduation and materials.
 Goal 1 Action 5: Student activities that increase learning efforts.

Goal 2 Action 1: Career and college-readiness for unduplicated students.
 Goal 2 Action 2: Professional development addressing unduplicated students.
 Goal 2 Action 3: Technology for upgrading student programs.

Goal 3 Action 1: Student Retention Support personnel and incentive programs.
 Goal 3 Action 2: Social-emotional, trauma support services and materials.

Goal 3 Action 3: Transportation for unduplicated students.
Goal 3 Action 4: Access to nutrition for unduplicated students.

Goal 4 Action 1: Community/Parent Liaison and meaningful school activities.
Goal 4 Action 1: Translation services and contracted services for outreach.
Goal 4 Action 1: Stakeholder events, personnel, and materials for engagement.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated students. We also considered the design of actions, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population, in order to help our program meet the unique needs of our unduplicated student groups. In the goals section of this plan, each action marked, “yes,” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close the equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5CCR 15496 into the description of each specific action language, because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan, so they can better understand the rationale behind each unique schoolwide goal. Many of these actions and services are being performed on a schoolwide basis, in order to increase overall efficiency and effectiveness.

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

The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school’s proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by planning to expend all supplemental and concentration funds allocated, on services for the unduplicated student population, as outline in the actions and services described in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$56,117,205.00				\$56,117,205.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$32,418,270.00	\$23,698,935.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	English Learners support staff, interventions, and materials.	\$1,325,550.00				\$1,325,550.00
1	2	English Learners Foster Youth Low Income	All interventions for reading, mathematics and other subjects to increase academic progress.	\$1,047,750.00				\$1,047,750.00
1	3	English Learners Foster Youth Low Income	Tutoring support for students needing to complete required credits.	\$911,880.00				\$911,880.00
1	4	English Learners Foster Youth Low Income	Counseling students towards graduation.	\$1,016,000.00				\$1,016,000.00
1	5	English Learners Foster Youth Low Income	Student activities that increase learning efforts such as awards, celebrations, field trips, and enrichment.	\$578,580.00				\$578,580.00
1	6	All	Teachers and staff are qualified and appropriately assigned.	\$26,279,364.00				\$26,279,364.00
2	1	English Learners Foster Youth Low Income	Career, Career Technology Education and college-readiness for unduplicated students.	\$455,876.00				\$455,876.00
2	2	English Learners Foster Youth Low Income	Professional development addressing unduplicated students	\$84,025.00				\$84,025.00
2	3	English Learners Foster Youth Low Income	Technology for upgrading student programs.	\$859,730.00				\$859,730.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Support for standards-based curriculum in all areas.	\$4,317,270.00				\$4,317,270.00
2	5	All	Educational materials for an effective program.	\$12,832,134.00				\$12,832,134.00
2	6	All	Safe and secure facilities for an effective learning environment.	\$5,301,209.00				\$5,301,209.00
2	7	English Learners Foster Youth Low Income	Dual enrollment for students	\$13,744.00				\$13,744.00
3	1	English Learners Foster Youth Low Income	Student Retention Support personnel and incentive programs	\$330,600.00				\$330,600.00
3	2	English Learners Foster Youth Low Income	Social-emotional support services and materials.	\$152,943.00				\$152,943.00
3	3	English Learners Foster Youth Low Income	Transportation for unduplicated students.	\$106,984.00				\$106,984.00
3	4	English Learners Foster Youth Low Income	Access to nutrition for unduplicated students.	\$126,532.00				\$126,532.00
4	1	English Learners Foster Youth Low Income	Community/Parent Liaison and meaningful school activities.	\$237,490.00				\$237,490.00
4	2	English Learners Foster Youth Low Income	Translation services and contracted services for outreach.	\$5,525.00				\$5,525.00
4	3	English Learners Foster Youth Low Income	Materials, transportation and personnel to support stakeholder events	\$32,419.00				\$32,419.00
5	1	English Learners Foster Youth Low Income	Increase resiliency	\$101,600.00				\$101,600.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$11,704,498.00	\$11,704,498.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$1,325,550.00	\$1,325,550.00
Schoolwide Total:	\$10,378,948.00	\$10,378,948.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	English Learners support staff, interventions, and materials.	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,325,550.00	\$1,325,550.00
1	2	All interventions for reading, mathematics and other subjects to increase academic progress.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,047,750.00	\$1,047,750.00
1	3	Tutoring support for students needing to complete required credits.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$911,880.00	\$911,880.00
1	4	Counseling students towards graduation.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,016,000.00	\$1,016,000.00
1	5	Student activities that increase learning efforts such as awards, celebrations, field trips, and enrichment.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$578,580.00	\$578,580.00
2	1	Career, Career Technology Education and college-readiness for	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$455,876.00	\$455,876.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		unduplicated students.					
2	2	Professional development addressing unduplicated students	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$84,025.00	\$84,025.00
2	3	Technology for upgrading student programs.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$859,730.00	\$859,730.00
2	4	Support for standards-based curriculum in all areas.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,317,270.00	\$4,317,270.00
2	7	Dual enrollment for students	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$13,744.00	\$13,744.00
3	1	Student Retention Support personnel and incentive programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$330,600.00	\$330,600.00
3	2	Social-emotional support services and materials.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$152,943.00	\$152,943.00
3	3	Transportation for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$106,984.00	\$106,984.00
3	4	Access to nutrition for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income		\$126,532.00	\$126,532.00
4	1	Community/Parent Liaison and meaningful school activities.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$237,490.00	\$237,490.00
4	2	Translation services and contracted services for outreach.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,525.00	\$5,525.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Materials, transportation and personnel to support stakeholder events	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$32,419.00	\$32,419.00
5	1	Increase resiliency	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$101,600.00	\$101,600.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.