2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Acton-Agua Dulce Unified
CDS Code:	19-75309-0131383
LEA Contact Information:	Name: Darrick Rice Position: Principal Phone: (213) 444-9842
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$2,112,617
LCFF Supplemental & Concentration Grants	$477,206
All Other State Funds	$42,063
All Local Funds	$24,000
All federal funds	$82,146
Total Projected Revenue	$2,260,826

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$2,008,812
Total Budgeted Expenditures in the LCAP	$839,297
Total Budgeted Expenditures for High Needs Students in the LCAP	$839,297
Expenditures not in the LCAP	$1,169,515

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$279,123
Actual Expenditures for High Needs Students in Learning Continuity Plan	$263,350

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$362,091
2020-21 Difference in Budgeted and Actual Expenditures	$-15,773

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP are all the main operating costs for direct instruction and operations of the charters two school sites.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	The difference of $15,773 in actual expenditures than budgeted for actions and services to increase or improve services for high need students in 2020-21 did not impact the action and services for high needs students. Over 90% of our population is considered high needs, so all actions and services support all students.

| difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21. | |

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Acton-Agua Dulce Unified

CDS Code: 19-75309-0131383

School Year: 2021-22
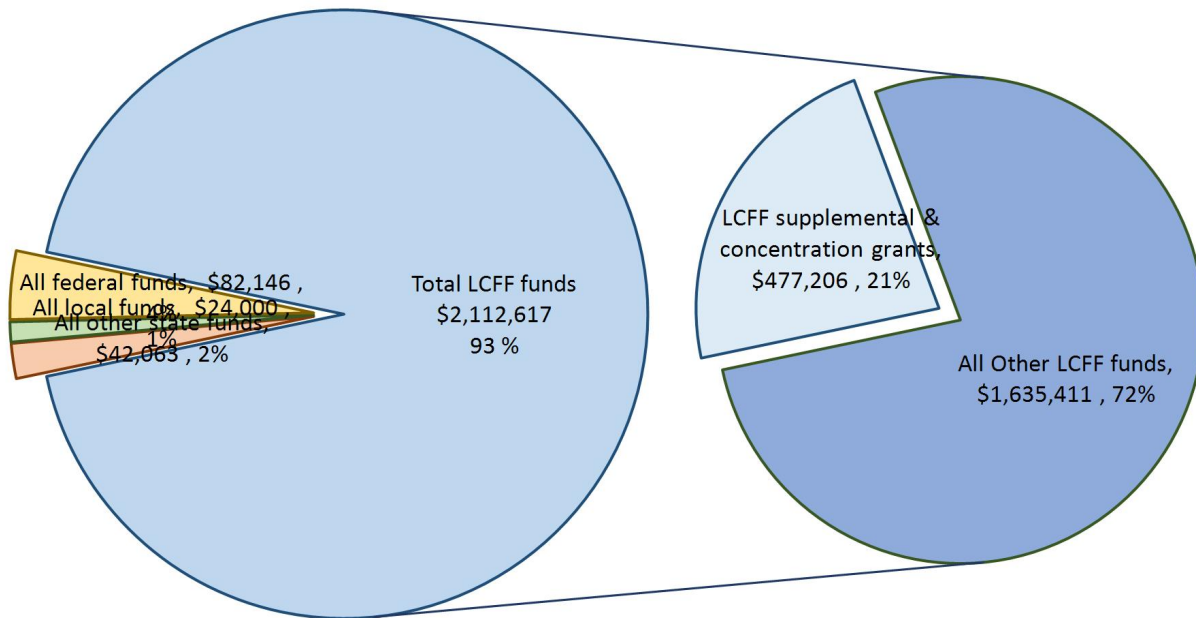
LEA contact information:

Darrick Rice

Principal

(213) 444-9842

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

All federal funds, $82,146 ,
All local funds, $24,000 ,
All other state funds,
$42,063 , 2%

Total LCFF funds
$2,112,617
93 %

LCFF supplemental &
concentration grants,
$477,206 , 21%
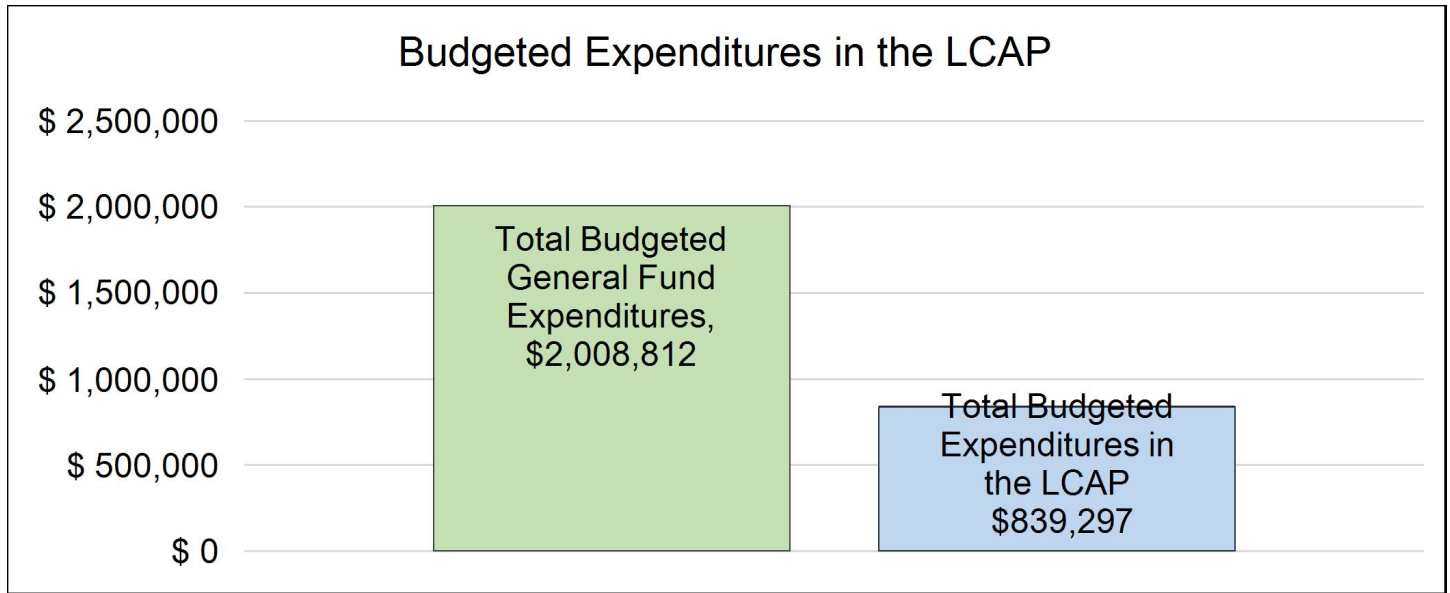
All Other LCFF funds,
$1,635,411 , 72%

This chart shows the total general purpose revenue Acton-Agua Dulce Unified expects to receive in the coming year from all sources.

The total revenue projected for Acton-Agua Dulce Unified is $2,260,826, of which $2,112,617 is Local Control Funding Formula (LCFF), $42,063 is other state funds, $24,000 is local funds, and $82,146 is federal funds. Of the $2,112,617 in LCFF Funds, $477,206 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $2,008,812

Total Budgeted Expenditures in the LCAP $839,297

(Chart y-axis: $0, $500,000, $1,000,000, $1,500,000, $2,000,000, $2,500,000)

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

Acton-Agua Dulce Unified plans to spend $2,008,812 for the 2021-22 school year. Of that amount, $839,297 is tied to actions/services in the LCAP and $1,169,515 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
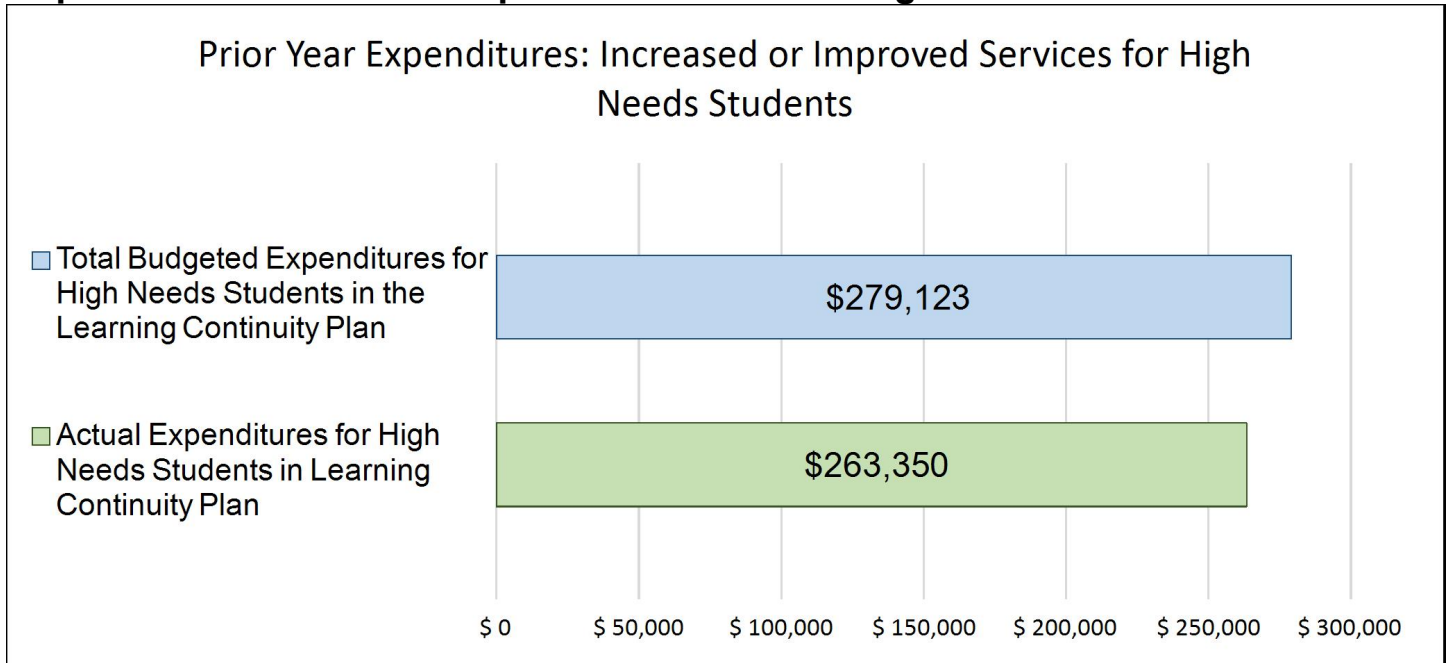
Expenditures not included in the LCAP are all the main operating costs for direct instruction and operations of the charters two school sites.

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

In 2021-22, Acton-Agua Dulce Unified is projecting it will receive $477,206 based on the enrollment of foster youth, English learner, and low-income students. Acton-Agua Dulce Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Acton-Agua Dulce Unified plans to spend $839,297 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$279,123**
- Actual Expenditures for High Needs Students in Learning Continuity Plan: **$263,350**

(Chart x-axis: $0, $50,000, $100,000, $150,000, $200,000, $250,000, $300,000)

This chart compares what Acton-Agua Dulce Unified 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 Acton-Agua Dulce Unified 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, Acton-Agua Dulce Unified's Learning Continuity Plan budgeted $279,123 for planned actions to increase or improve services for high needs students. Acton-Agua Dulce Unified actually spent $263,350 for actions to increase or improve services for high needs students in 2020-21.

The difference of $15,773 in actual expenditures than budgeted for actions and services to increase or improve services for high need students in 2020-21 did not impact the action and services for high needs students. Over 90% of our population is considered high needs, so all actions and services support all students.

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
Acton-Agua Dulce Unified	Darrick Rice Principal	darrick.rice@siatech.org (213) 444-9842

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 support services for targeted student groups including ELL, homeless, Special Education, and foster youth.

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)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ature# of internet-enabled mobile devices available for students to take home **19-20** Increase the percentage of devices available to students who indicated they do not have access upon enrollment to 100% **Baseline** Number available for the 2016-17 school year (to date: 3/22/17) is 28 Currently 93 students indicated they do not have a computer with internet access at home. 28/93 = 30%	Goal met. Counts at end of 2019-2020 (EOY enrollment 299) 5 students needed Internet access (only) 17 students needed a computer and Internet access 120 students did not have a computer issued to them and their technology access was unknown/not recorded in PowerSchool Percentages using EOY enrollment 299 Students who needed Internet access: 5 / 299 = 2% Students who needed computer and Internet access: 17 / 299 = 6% Tech access unknown: 120 / 299 = 40% Students who confirmed had tech access: 157 / 299 = 53%
Metric/Indicator Gallup Poll Survey **19-20**	This goal was met in all areas. Engagement 50% of SIATech, 45% US overall Hope

Expected	Actual
Continue to maintain or increase higher than the national average rates. Engagement, Hope, Safety, Caring Adults, Mentorship **Baseline** Engagement • 45% of SIATech, 49% US overall Hope • 54% of SIATech, 47% US overall Safety • 76% of SIATech, 70% US overall Caring Adults • 65% of SIATech, 66% US overall Mentorship • 56% of SIATech, 56% US overall	52% of SIATech, 41% US overall Safety 80% of SIATech, 64% US overall Caring Adults 73% of SIATech, 64% US overall Mentorship 60% of SIATech, 54% US overall
Metric/Indicator Provide access to transportation based upon need **19-20** Maintain funding for transportation **Baseline** Spent 2016-17 $19,107 as of May 2017	Goal will be maintained. The school spent $8380 on student transportation prior to the shutdown.
Metric/Indicator Number of students referred for housing support **19-20** Refer 100% of homeless students to support **Baseline** 2017-18 data	Goal met. Currently homeless: 8 students Self identified homeless: 12 12 SAS Students have been referred for housing and support services- 100%
Metric/Indicator	Goal maintained.

Expected	Actual
Number of ELL students reclassified **19-20** Maintain & provide language acquisition services to ensure appropriate reclassification to RFEP **Baseline** 2017-18 data	11 EL reclassified as RFEP after prior census day to current census day
Metric/Indicator Increase the number of partnerships with food banks to increase the food services provided to students **19-20** Add one new partnership with an agency that provides food to students. **Baseline** Baseline: Establish food needs of students to determine the partnerships in community for food banks	No new partnerships were established.
Metric/Indicator Increase the number of partnerships with counseling and/or mental health services **19-20** Add one new partnership with an agency that provides counseling and/or mental health services to students. **Baseline** Currently (1 SPED / 504 Counselor)	No new partnerships were established.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide wrap-around services: food, medical, housing, counseling, transportation as needed.	Bus Passes, food Supplemental and Concentration $15,000	Bus Passes, food LCFF Supplemental and Concentration $9,682

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide ELLoquence program for students.	Software provided by SIATech Charter to SAS included in the curriculum & instructional services fee Supplemental and Concentration $0	Software provided by SIATech Charter to SAS included in the curriculum & instructional services fee LCFF Supplemental and Concentration $0
Increase availability of Special Ed teachers and consultants.	Special Ed Outside Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000	Special Ed Outside Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $156,623
Increase access to technology at home to students who do not have access.	Internet services for mobile devices & computer equip 5900: Communications Supplemental and Concentration $12,000	Internet services for mobile devices & computer equip 5900: Communications LCFF Supplemental and Concentration $34,112

Goal Analysis

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

Some unspent funds were utilized for purchasing take home computers, chromebooks, and wifi devices for students to work from home as covid hit. Any other unspent funds budgeted were not redistributed but accumulated in the ending fund balance designated for use in future years after COVID, to mitigate potential revenue losses due to low enrollment when returning.

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

Prior to the COVID shutdown, the school was piloting a one-to-one program for student technology devices. When the shut-down occurred, the school quickly ramped up its efforts to provide students with Chromebooks and internet access. At the end of the school year, the school had identified all students who indicated that they needed devices. The school shipped devices directly to students to ensure that they complied with the stay at home orders. It has been challenging for our students to complete their schoolwork without access to the school sites, but providing devices helped decrease the impact of the COVID shut-down.
The school was also able to transition SEL services from in-person to online to meet the needs of staff and students remotely.

Goal 2

Increase the rigor and opportunities within the instructional program to better prepare students for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Expand U-Path to include more rigorous assignments that include career explorations, financial aid and college choice. Field trips that are embedded in rigorous lessons that apply knowledge to real life situations **19-20** Upath Course enrollment and completion increase based on 2018-2019 numbers Increase in the number of students who attend college or trade school (National Clearinghouse)	Continue goal. No students enrolled in the UPath course. Class of 2018-2019, per National Student Clearinghouse, 33% enroll within 2 years of graduation

Expected	Actual
Baseline Complete U-Path course development Class of 2014-2015, per National Student Clearinghouse, 29% of SIATech graduates enroll within two years of graduation.	
Metric/Indicator Develop Career Pathways courses **19-20** Add two CTE approved courses **Baseline** Current number of courses (2016-2017) 2 CTE approved courses	Goal achieved. Significant upgrades made to 5 courses, all of the ProSkills courses. Two new courses are in development.
Metric/Indicator Industry Advisory Councils **19-20** Hold a minimum of two IAC meetings per year **Baseline** IAC Meeting 2016-2017	Goal achieved. STEAM Pathway Advisory- 10/24/2019 Attended: IEDRC Health Advisory-2/24/2020 IEDRC IT Advisory - 3/6/2020 SDICRC IT Advisory- 10/23/019 IVROP CTE Health Advisory - 10/23/2019 IEDRC AdvMfg Advisory - 5/7/2020
Metric/Indicator Create a professional development program to support career pathways / CTE **19-20** Develop one CTE training course **Baseline** Hire CTE staff and develop courses and training	Goal achieved. With CTE TEACH grant funds, one admin and 3 cte mentors provide professional development to new CTE teachers. Over 20 staff have shown interest in a CTE credential or are being mentored.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Expand U-Path and continued development of curriculum to include more rigorous assignments that include career explorations, financial aid and college choice.	Other Contracted Services for portion of curriculum & instructional services fee to SIATech Supplemental and Concentration $30,000	Other Contracted Services for portion of curriculum & instructional services fee to SIATech LCFF Supplemental and Concentration 61360
Increase field trips and FAFSA workshops that are embedded in rigorous lessons that apply knowledge to real life situations and increase financial literacy.	Other Contracted Services Supplemental and Concentration $6,500	$0
Implement career pathway and career technical courses.	$87,300 CTE Teacher Salaries & Benefits $7,700 Software Supplemental and Concentration $95,000	$0
Provide professional development for staff to include career technical education and industry advisory councils.	Professional Development for teachers Supplemental and Concentration $7,000 Other Contracted Services for portion of curriculum & instructional services fee to SIATech related to PD provided 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $40,000	Professional Development for teachers LCFF Supplemental and Concentration $9,270 Other Contracted Services for portion of curriculum & instructional services fee to SIATech related to PD provided 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 61360

Goal Analysis

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

Some unspent funds were utilized for purchasing take home computers, chromebooks, and wifi devices for students to work from home as covid hit. Any other unspent funds budgeted were not redistributed but accumulated in the ending fund balance designated for use in future years after COVID, to mitigate potential revenue losses due to low enrollment when returning.

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

The school was able to continue to offer CTE courses and the UPath college exploration course to students during the shutdown. It was challenging for students to start college virtually. We will continue to track our college going rates to identify the impact of the shut down and support students who want to attend college.

Goal 3

Develop and implement systematic processes and procedures for collecting, analyzing, and utilizing data across the organization to inform instruction and personalize curriculum delivery models to meet individual student needs and increase learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of students who take SAT or ACT **19-20** 10% **Baseline** Less than 10 students in 2016-2017	No students took the SAT or ACT This goal will be removed from the next LCAP.
Metric/Indicator How many students enroll in college? **19-20** Maintain or increase college enrollment. **Baseline** Class of 2014-2015: Per National Student Clearinghouse, 29% of SIATech graduates enroll within two years after graduation from SIATech	Goal met. 33% enroll within 2 years of graduation 18% enroll immediately in the fall 26% enroll within the first year after graduation 50% return for a second year of college (freshman to sophomore) 4% earn a degree within 6 years
Metric/Indicator How many students participate, concentrate, and complete a career pathway? **19-20**	Goal will be maintained. No students participated in a career pathway, 0 concentrators and 0 completers.

Expected	Actual
Maintain or increase participants, concentrators, and completers **Baseline** As of June 8, 2017, 164 students had participated in a career pathway. 0 concentrators and 0 completers.	
Metric/Indicator How many students complete the UC a-g criteria? **19-20** Maintain or increase number of students who complete UC a-g criteria. **Baseline** 0 students completed UC a-g criteria in 2016-2017.	Goal will be maintained 0 students completed UC a-g criteria
Metric/Indicator How many students enroll and/or complete an a-g course? And type of course. **19-20** Maintain or increase number of students who complete an a-g course **Baseline** Evaluation of data during the summer of 2017	Goal met 360 students enrolled in at least one UC a-g course
Metric/Indicator How might we depict that progress of course completion to time? **19-20** Continue to identify and address content that is demonstrating common difficulties for students. **Baseline** Evaluation of course completion time data, during the summer of 2017, for 2016-17, completed, a-g courses (Random samples/ Identify content showing 'common difficulties' across student groups.	Goal removed.

Expected	Actual
Metric/Indicator Number of CTE credentialed staff **19-20** Maintain or increase number of CTE credentialed staff **Baseline** 0	Goal maintained No new CTE staff hired.
Metric/Indicator Number of ELL students reclassified **19-20** Maintain and provide language acquisition services to ensure appropriate reclassification to RFEP **Baseline** 2017-18 to be baseline year	Maintain goal 11 students reclassified
Metric/Indicator Number of students in career pathways (break down by ELL and all student groups) **19-20** Increase based on 2017-18 analysis **Baseline** Analyze in 2017-18	12 in a career pathway 33 enrollments in CTE courses We do not have enough data to break down by sub-groups. This goal will be maintained.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Individualize instruction based on informed data, increase student use of data to understand their progress and to make decisions. Schoology to Power School syncing to facilitate students' abilities to monitor their own progress and increase use by teachers of data to inform curriculum decisions.	Other Contracted Services for portion of curriculum & instructional services fee to SIATech related to instructional data services provided 5800: Professional/Consulting Services	Other Contracted Services for portion of curriculum & instructional services fee to SIATech related to instructional data services provided 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Supplemental and Concentration $40,000	And Operating Expenditures LCFF Supplemental and Concentration 76700
Increase professional development for staff and students to understand and effectively use data to set and achieve individual goals.	Professional Development Supplemental and Concentration $1,000	
Better systems to identify and serve students who are foster, military, etc. and identify metrics that inform all stakeholders and publish regularly.	$0	

Goal Analysis

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

The school did not have any unspent funds in this area.

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

The school increased spending on its data systems to better track student engagement and progress during the COVID shut-down. School sites were provided with weekly reports of students engagement and leadership used these reports to allocate resources.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of PPE equipment, such as masks, desk dividers, scanning thermometers, face shields, gloves, hand sanitizer, signage to ensure safety of all students & staff	$1,500	$4,179	Yes

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

The school plans to re-open for in-person instruction by May 15, 2021. PPE costs exceeded original estimates due to the purchase of air purifiers and additional maske and cleaning supplies to ensure the safety of all staff and students.

Analysis of In-Person Instructional Offerings

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

The school did not offer in-person instruction until May of the 2020-2021 school year due to the COVID threat. Our students are all low-income and many of them are living in households that have multiple residents. This close proximity to family members, many of whom work in high-risk industries, made it difficult to resume in-person instruction. The school felt that it was safer to wait until staff are vaccinated and students feel comfortable returning to school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Chromebooks to all students & MiFis for internet connectivity to ensure equitable access for all students during distance learning through device pick up or direct shipping to students	$50,000	$50,000	Yes
Enhance the distance learning experience for students through the purchase or doc cams and other technology devices for Teachers, along with use of Google Meet and Adobe Connect to ensure face to face virtual interaction with students	$2,500	$2,500	Yes
Staff professional development training in the areas of social/emotional student health, diversity, enhancing virtual learning/teaching, equity & inclusion, and effective communication, intranet software	$25,000	$25,000	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.

There were no substantive differences between planned and actual expenditures.

Analysis of the Distance Learning Program

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

Continuity of Instruction
Because SIATech's curriculum was already housed in an online learning management system (LMS), and SIATech already was implementing functional and effective virtual, online learning and independent study models, SIATech was and is able to provide curricular and instructional continuity for all students via online interaction. This was a success that resulted in the school's ability to continue services to its existing students and enroll new students throughout the shutdown.

Access to Devices and Connectivity

When the shut-down occurred, the school began identifying students who needed computers and internet access at home. By the end of the 2019-2020 school year, most students who indicated that they needed devices had them. In the 2020-2021 school year, students who enrolled in the school were provided with chromebooks and internet access upon enrollment to ensure that they could access the curriculum.

Pupil Participation and Progress,

The school has seen a 58% decline in attendance at its classroom based Job Corps sites. These school sites are residential and when students had to leave, many of them dropped out of the program. The school's Independent Study sites also saw a decline in attendance of 24%. As the school sites return to in-person instruction, staff are reaching out to students who are disengaged to re-enroll them.

Distance Learning Professional Development

Professional development for engaging students in a distance-learning environment is ongoing for staff. Site and central office staff have been trained in the use and implementation of the Google Meet platform, which the school has adopted. Throughout the school year, professional development has been provided on technology tools, online teaching strategies and SEL practices. The school holds weekly professional development sessions on a variety of topics.

Staff Roles and Responsibilities

Staff roles and responsibilities have not changed significantly. Teachers, administrators and instructional support staff transitioned their roles to a virtual platform and continued to carry out their duties.

Support for Pupils with Unique Needs

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans are provided with additional support by their school site Case Managers and 504 Coordinators when appropriate.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
continued use of Renaissance STAR reading & math assessments, with the addition of a reading intervention program to be defined & implemented during the 2020-21 school year available to any struggling students to alleviate learning loss gaps & promote reading proficiency	$30,000	$30,000	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.

There were no substantive differences between planned and actual expenditures.

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.

Student assessment data shows that there was no measurable learning loss from April 2020 as compared to March 2021 in Math. In reading, the percent of students who reached their expected growth score decreased by 1%. The school's student engagement as measured by student attendance data, decreased by 18%.. As the school sites return to in-person instruction, staff are reaching out to students who are disengaged to re-enroll them.

Analysis of Mental Health and Social and Emotional Well-Being

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

The school implemented a robust support system for staff and students' emotional health and well-being in the 2020-2021 school year. Services had to be delivered virtually, which was a challenge. Many students do not feel comfortable talking to people that they do not know in an online setting. A new course was offered to students to help them express themselves creatively and discuss current issues and how they are impacted. Students who attended the classes reported that they enjoyed it and that it gave them an outlet in which to express themselves, but only 25 students took advantage of this opportunity. For the next school year, the course with be offered synchronously and asynchronously to make it more available to students on demand.

Staff were provided with professional development that focused on self-care. The ARTIC survey that was administered in August indicated that this was an area of need for staff. A clinical psychologist was available to staff every Friday for three hours to offer training in trauma-informed practices and a safe place to express themselves. Staff indicated that this service was very valuable to them and the school plans to continue this practice in the next school year.

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.

During this school year, the school focused on developing a strategic plan that was built in response to stakeholder input and feedback. This Strategic Plan has been developed in collaboration with multiple stakeholders from across SIATech starting in school year 2019-20 and continuing through 2020-21. This input has been gathered by using a variety of methods and has been instrumental in the development of this plan.
Successes:
- Student surveys conducted, as part of SIATech's Equity Audit.
- Student focus groups conducted, as part of SIATech's Equity Audit.
- Staff focus groups were conducted, to develop SIATech's Mission and Commitments.
- Interviews with SIATech Board of Directors, conducted as part of SIATech's Equity Audit.
- Interviews with SIATech Board of Directors, conducted to develop SIATech's Mission and Commitments.
- Staff surveys, conducted as part of SIATech's Equity Audit.
- System-wide needs assessment, conducted as part of SIATech's trauma-informed system implementation that included, staff interviews, site visits and the Organizational Readiness for Change staff survey.
- SIATech's Executive Leadership Team Situational Analysis.

Despite the challenges of working virtually, this year the school was able to engage with multiple stakeholders more than in previous years. Participation rates for parents continue to be an issue, but by conducting multiple focus groups and surveys throughout the

school year more parents participated.

Analysis of School Nutrition

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

The school provides students with information regarding local food distribution centers and community resources on the SIATech COVID-19 response web-page and upon individual request. Teachers check in with students regularly to see if they need assistance with accessing food and other resources.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Trauma-informed professional development for staff through interactive, informative meetings, access to literature, and focus on equity and socio-emotional student well being.	$150,000	$150,000	Yes
Mental Health and Social and Emotional Well-Being	Implementation of Hoonuit student SEL surveys to help guide the school to better support students & continue to gage overall student satisfaction with the school	$20,123	$20,123	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.

There were no substantive differences. The school remained on budget.

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.

SIATech was already a blended learning environment prior to the shut-down, so the transition to a fully online environment was fairly seamless. The challenge was getting students from the Job Corps program to engage when it was difficult to locate them to get them the technology that they needed to access the program. Many students dropped out of the program when they lost the support that Job Corps provides.

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

Pupil learning loss continues to be assessed and addressed through measuring graduation rate, student test performance in reading and math, and student enrollment and attendance. Each metric is disaggregated to measure progress for pupils with unique needs

and to ensure that all student groups are performing equally. The LCAP includes plans to implement an MTSS that addresses learning gaps and ensures that students receive services to help them overcome barriers.

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.

There were no significant 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.

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.

The LCAP is focused on providing support for student groups that have been identified as achieving below average. SIATech provides each student with an individualized learning plan. These plans allow staff to work with students and their families to ensure that students are achieving their goals and making progress towards graduation and beyond. An analysis of the data showed that, while all students receive a plan, some students need additional support that the school is not currently providing. Through the development of a comprehensive MTSS system, the school plans to identify students who need support and ensure that they are provided with interventions that help them overcome barriers. In the previous LCAP, the focus was on college and career readiness for all students. The new plan incorporates some of those elements, but the focus is on the students who need additional support and how to ensure that they are identified early and their needs are met.

SIATech has provided career technical education (CTE) in its programs across all school sites. A review of the data shows that many students who are not part of the federal Job Corps program are not taking advantage of the CTE course offerings. Over the next three years, the school plans to increase student engagement in CTE to ensure that students are exposed to a wide variety of career options that they may choose to pursue after they graduate. This will continue the work that was started in the 2019-2020 LCAP plan. The social-emotional well being of our students is a top priority. One of the hallmarks of the school is its caring staff. Our students tell us that they are the reason they continue to come to school in the face of adversity. The school is in the process of developing comprehensive programs around our staff and students' emotional wellness to ensure that specific needs are identified quickly and that supports are in place to provide necessary services. For students, this means access to qualified counselors, courses that target mindfulness and self-care, and access to their own SEL survey results so they can learn to express their needs. Staff will continue to receive access to professional development and resources that address a variety of trauma informed topics as well as support for their own self-care. This work was started with the CSI plan and will continue in the CSI plan and in the LCAP to ensure that these goals continue for the next three years.

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,

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

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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

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

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

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

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

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	251,500.00	409,107.00
	0.00	0.00
LCFF Supplemental and Concentration	0.00	409,107.00
Supplemental and Concentration	251,500.00	0.00

* 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	251,500.00	409,107.00
	154,500.00	80,312.00
5800: Professional/Consulting Services And Operating Expenditures	85,000.00	294,683.00
5900: Communications	12,000.00	34,112.00

* 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	251,500.00	409,107.00
		0.00	0.00
	LCFF Supplemental and Concentration	0.00	80,312.00
	Supplemental and Concentration	154,500.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	294,683.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	85,000.00	0.00
5900: Communications	LCFF Supplemental and Concentration	0.00	34,112.00
5900: Communications	Supplemental and Concentration	12,000.00	0.00

* 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	32,000.00	200,417.00
Goal 2	178,500.00	131,990.00
Goal 3	41,000.00	76,700.00

* 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	$1,500.00	$4,179.00
Distance Learning Program	$77,500.00	$77,500.00
Pupil Learning Loss	$30,000.00	$30,000.00
Additional Actions and Plan Requirements	$170,123.00	$170,123.00
All Expenditures in Learning Continuity and Attendance Plan	$279,123.00	$281,802.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,500.00	$4,179.00
Distance Learning Program	$77,500.00	$77,500.00
Pupil Learning Loss	$30,000.00	$30,000.00
Additional Actions and Plan Requirements	$170,123.00	$170,123.00
All Expenditures in Learning Continuity and Attendance Plan	$279,123.00	$281,802.00

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
Acton-Agua Dulce Unified	Darrick Rice Principal	darrick.rice@siatech.org (213) 444-9842

Plan Summary [2021-22]

General Information

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

The School for Integrated Academics and Technologies (SIATech) Academy South is a public charter high school focused on dropout recovery. The school serves 16-24 year old students who have dropped out of school in the past and have chosen to recommit to their high school education. SIATech Academy South offers students a blended instructional model at two campuses. The school engages students through relationship-focused, high-tech, and rigorous learning experiences that include college and career pathway courses and activities. SIATech Academy South school sites are located in high need communities. Over 89% of the students are low-income and seeking to end the cycle of poverty through academic and personal growth.

Reflections: Successes

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

SIATech Academy South continues to meet all local indicators on the CA dashboard. Infrastructure is in place to ensure that students have access to credentialed teachers who utilize standards-based curriculum in a safe school environment. The school also continues to have a suspension rate below 1%.

Reflections: Identified Need

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

The school's graduation rate, based on the one-year cohort measure, was 26.7% in the 2018-2019 school year. While this showed an increase of 11.7% there is still work to be done to ensure that the minimum requirement of a 70% graduation rate is achieved. Through the implementation of a Multi-tiered System of Support, the school's goal is to identify students who need additional support and to ensure that they are provided with timely interventions that promote their success. As the system is developed, close attention will be paid to the achievement of subgroups to close any identified gaps in graduation rate.

LCAP Highlights

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

The LCAP is focused on providing support for student groups that have been identified as achieving below average. SIATech Academy South provides each student with an individualized learning plan. These plans allow staff to work with students and their families to ensure that students are achieving their goals and making progress towards graduation and beyond. An analysis of the data showed that, while all students receive a plan, some students need additional support that the school is not currently providing. Through the development of a comprehensive MTSS system, the school plans to identify students who need support and ensure that they are provided with interventions that help them overcome barriers.

SIATech Academy South has provided career technical education (CTE) in its programs across all school sites. A review of the data shows that many students are not taking advantage of the CTE course offerings. Over the next three years, the school plans to increase student engagement in CTE to ensure that students are exposed to a wide variety of career options that they may choose to pursue after they graduate.

The social-emotional well being of our students is a top priority. One of the hallmarks of the school is its caring staff. Our students tell us that staff are the reason they continue to come to school in the face of adversity. The school is in the process of developing comprehensive programs around our staff and students' emotional wellness to ensure that specific needs are identified quickly and that supports are in place to provide necessary services. For students, this means access to qualified counselors, course content that targets mindfulness and self-care, and access to their own SEL survey results so they can learn to express their needs. Staff will continue to receive access to professional development and resources that address a variety of trauma informed topics as well as support for their own self-care.

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.

SIATech Academy South

Support for Identified Schools

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

SIATech Academy South has been identified as a CSI school based on our graduation rate. The school's graduation rate increased from 14.9 % in 2018 to 26.7% in 2019. This growth occurred after the initial implementation of Trauma Informed Practices that began in the 2018-2019 SY. The school has also maintained a low suspension rate at 0% for 2019 and includes this measure in the evaluation of school climate. SAS has also adopted Achieve 3000 to assist with improving Literacy and numeracy with a focus on reading and math intervention. Achieve 3000 will also be used to improve our ELL students reading and math engagement and create a focus on achieving on the CAASSP. The school leadership team meets regularly to review student achievement data related to the Schoolwide Improvement Plan that include the CSI plan elements. Based on the results of the schoolwide analysis, the school is implementing an MTSS model to ensure that student academic and social emotional needs are identified and that interventions are implemented and monitored for effectiveness. Each school site has developed its own plan, based on stakeholder feedback, to best meet the needs of the students.

SIATech Academy South offers a blended Independent Study program that serves students aged 16-24 who have dropped out of high school and are returning in order to complete their diploma requirements. The school engages its stakeholders through meetings, surveys and workshops. The majority of the stakeholders involved are students and staff with some parental involvement. Each year, the school holds open houses at all of its sites in the spring where the current goals and actions are shared and feedback is solicited. This feedback is used to guide the CSI plan. Additional surveys have been added to address specific components of the plan. During the 2020-2021 school year, an equity audit was conducted that included all stakeholders. The audit included a survey that was provided to parents in multiple languages.The report from the audit included recommendations that informed the CSI plan. SIAtech Academy South begin growing and developing our parent and community engagement through the creation and implementation of or community stakeholder groups such as the Parent Advisory Committee-PAC, or English Language Advisory Committee-ELAC and our School SIte Council-SSC which increase our community involvement and support for stakeholder group equity and inclusion. Each of the community engagement groups hold quarterly meetings beginning in September and concluding in May.

SIATech Academy South stakeholder groups include staff, students, parents, board members, and community members. The school also works in partnership with several WIOA agencies and includes partner staff in its decision making processes. As part of the CSI plan, the school has adopted Hoonuit as its data management program. This program provides all staff with real-time access to student achievement data. All data collected from stakeholder groups is used to inform the CSI plan. In the 2021-2022 SY, survey data will be entered into Hoonuit to allow for better disaggregation of data and to measure the impact of the strategies implemented.

SIATech Academy South conducted an extensive school-level needs assessment during the 2019-2020 SY that consisted of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale, The Organizational Readiness for Change (ORIC), and a comprehensive needs

assessment by Dr. Amy Lansing, a clinical psychologist from UCSD. Dr. Lansing met with 90% of staff in person or virtually throughout the year to conduct the assessment.

The school has completed Phase 1 (increasing Trauma Awareness) and Phase 2 (moving towards Trauma Sensitivity) and is ready to begin Phase 3 of the TIS rollout in the 2021-2022 school year based on the assessments conducted and the data collected in the previous year.

Narrative therapy was identified as an evidence-based intervention for students who are struggling with expressing their feelings and feeling connected to school. The 2019-2020 Gallup Poll results show that students do not not feel connected to other students at the school. A survey conducted in the spring as part of the LCP process found that students were not connected to other students at their school site. Evidence-based professional development provided to all staff included initial foundational trainings that addressed (a) trauma's impact on the brain; (b) how trauma, adversity and loss impact student engagement and academic functioning; (c) the core cognitive domains impacted by developmental traumas; (d) trauma informed strategies that promote engagement, benefit all students, and enhance relationships and build trust; (e) introduction of Positive Behavioral Interventions and Supports concepts and (f) staff self-care and self-compassion (basic self-care, mindfulness self-compassion, contributors to, and indicators of burn-out, vicarious trauma). These workshops were delivered in a whole group setting during two virtual conferences and on a weekly basis to staff who sought more evidenced-based strategy training. The weekly sessions were added after the transition to an online environment to support staff in their transition to a virtual environment and continued throughout the school year.

Core training around specific evidence-based strategies will continue in 2021-22, virtually and in-person, once students may return to learn at school sites. Additional TIS trainings will focus on the other most urgent needs identified by School Site staff: (a) Development of Coping Skills, Resiliency, Anxiety Reduction and Help-Seeking behaviors; (b) Use of Motivational Interviewing and rapport building techniques to improve student engagement (includes a deeper understanding of communication styles and common "traps and triggers"); and (c) Understanding Grief and Loss. Professional Development includes demonstration of techniques, coaching and observation in an interactive format as well as more standard all staff presentations.

During the 2020-2021 school year, staff were also provided with Professional Development around self-care and trauma informed practices. All teachers were required to read "Fostering Resilient Learners: Strategies for Creating a Trauma- Sensitive Classroom" and to participate in PD that allowed them to share their thoughts and insights. Specific PD opportunities in these areas included the following: ASCD conference, Webinar Wednesdays, live/recorded webinars, Thriving Youniversity workshops, and SDCOE conferences/workshops. The school also purchased a subscription to Insight Timer for staff and students, giving everyone access to on demand mindfulness activities, meditations, yoga and self-help courses.

Dr. Lansing's report identified the need for a Diversity, Equity and Inclusion (DEI) team, workgroup or taskforce to be created that fosters an Inclusive Workplace Model. The DEI team was assembled and Dr. Kimberlee Armstrong was contracted to lead this work. The school conducted a comprehensive equity audit to determine issues that need to be addressed.

One prominent inequity that was identified was the need for counseling staff at each school site. For this school year, the school has been able to leverage grant funds to support 1 credentialed counselor position as well as 2 Student Support Specialists. These staff members reach out to students on a weekly basis to check on their well-being and help connect them to resources.

Contributing members to the equity audit expressed a need for an inclusive curriculum that is culturally responsive and connects classroom and personal experiences; and a lack of teacher presence or voice in curriculum writing and decision making. To these ends, the curriculum team is increasing engagement with student and staff stakeholders, syncing visions and creating more opportunities for student and staff feedback, participation and co-creation. In addition, the curriculum team has retained services of developers to focus on the heavily used

American Government course, to integrate diversity, inclusion and agency concepts, addressing common sources of trauma common in student population.

Monitoring and Evaluating Effectiveness

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

SIATech Academy South follows an annual continuous improvement cycle that includes the bi-monthly evaluation of student achievement data, goal setting, planning and monitoring of progress. SAS has developed Professional Learning Communities-PLCs to review data points and to appropriately group students into categories to develop pathways for achievement and growth based on student scoring bands. Each student based upon their STAR assessment data is then placed into Achieve 3000 for either Literacy Support, Math Support, or both. Students are also monitored and evaluated through their Individual Learning Plan-ILP. Through the ILP students are then based on their assessment data and overall goal setting are placed in their chosen pathway for success ranging from CTE and college and career readiness for their optimal success. The school has developed a strategic plan that includes goals that are measured by achievement on the CA Dashboard. The CSI goals fit within the school's plan and inform multiple aspects to ensure that trauma informed practices are being implemented systemwide. SAS has also developed the School-wide action Plan Champions which consist of four on site teams (College & Career Readiness Champions, Data Driven Champions, Reading Intervention Champions, and S Staffing Model Champions) to review school wide data and to develop with the PLC's strategic plans to foster growth in each of the champion groups by monitoring and evaluating the implementation of practices specifically developed basto foter improvement based upon community and stakeholder input.

In addition to the school-wide continuous improvement cycle, the school has a three-year Trauma Informed Systems implementation plan and a committee meets regularly to update the plan, analyze data and determine next steps.

In August, the school conducted the second Attitudes Related to Trauma-Informed Care (ARTIC) survey and the results showed that overall staff attitudes that are supportive of Trauma Informed Care increased from the 45th percentile to the 59th percentile. The most growth was shown in subscale 2: Staff Responses to Problem Behavior and Symptoms which increased from the 52nd percentile to the 70th percentile. Higher scores in this area indicate staff attitudes that support responses to problem behavior based on relationship-building, flexibility, and kindness. It is the school's goal to reach the 75th percentile or higher when the assessment is given in August 2021. This is the "Thrive" range of the scale.

In the 2021-2022 school year, the SEL inventory will be used to measure student's SEL levels. Data from this survey will be available in Hoonuit and the results will be used to target support to specific school sites.

Students will also take the Gallup student poll in 2020-2021 and the school will use the results to measure Engagement, Hope, Belonging and Social Emotional Learning. Historically, SIATech students have scored higher than the national average in this poll in most areas. This year it will be critical to compare results to previous years to identify deficits in areas that may require additional TIS support.

The school will also review the graduation rate and suspension rates at the end of the year to measure the impact of the changes.

Stakeholder Engagement

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

This Strategic Plan has been developed in collaboration with multiple stakeholders from across SIATech starting in school year 2019-20 and continuing through 2020-21. This input has been gathered by using a variety of methods and has been instrumental in the development of this plan.

- Student surveys conducted, as part of SIATech's Equity Audit.
- Student focus groups conducted, as part of SIATech's Equity Audit.
- Staff focus groups were conducted, to develop SIATech's Mission and Commitments.
- Interviews with SIATech Board of Directors, conducted as part of SIATech's Equity Audit.
- Interviews with SIATech Board of Directors, conducted to develop SIATech's Mission and Commitments.
- Staff surveys, conducted as part of SIATech's Equity Audit.
- System-wide needs assessment, conducted as part of SIATech's trauma-informed system implementation that included, staff interviews, site visits and the Organizational Readiness for Change staff survey.
- SIATech's Executive Leadership Team Situational Analysis.
- SIATech Academy South has created parent and community engagement teams with the development of School Site Council-SSC, English Language Advisory Committee-ELAC, and Parent Advisory Committee-PAC Each group meets 4 times a year with designated dates with elected boards that includes staff and stakeholders.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback regarding PAC meeting have stated the following:
Ask for more partnerships that provide more community outreach with parents and students
Provide additional pathways for students to achieve their high school diploma after aging out of the 16-24 age range
Make more of a visual presence in the community to promote the high school and its pathways for success.
Provide the school with a full time in person SPED teacher.
Provide the school with a full-time in person Math teacher.
Redevelop a site to serve the former CCIS students and stakeholders that have transferred to PCIS.

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

The school will designate funds to develop more reading and math intervention programs for the students to access and continue to provide technology to students that feature mobile internet capability.

Goals and Actions

Goal

Goal #	Description
1	The school will provide high-quality instruction that is based on equity-focused, student-centered learning through a culturally relevant curriculum and instructional framework that results in higher rates of graduation and academic achievement for all students. This goal is aligned with state priorities 1, 2, 4, 5 and 7.

An explanation of why the LEA has developed this goal.

During the 2020-2021 SY, the school conducted multiple audits of its systems to develop a strategic plan. These audits utilized a variety of stakeholder feedback gathering instruments including surveys, focus groups, and meetings. As a result of this year-long process, one of the school's priorities is to develop a Multi-tiered System of Support (MTSS) to ensure that students are being provided with interventions that support their learning goals. Student achievement data shows that students with special needs and English language learners are achieving below average and will need more support than their peers in some areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	From the 2018-2019 Dashboard Overall: 26.7% Hispanic: 24.3% Socioeconomically Disadvantaged: 27.9%				72% for all subgroups
Students enrolled for the entire school year cohort Reading Growth	Overall: Met expected growth 54% African American: 50% Hispanic: 59%				70% of students in all subgroups who are enrolled for a full calendar year will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Renaissance STAR Assessment	Socioeconomically Disadvantaged: 50%				meet expected growth.
Students enrolled for the entire school year cohort Math Growth Renaissance STAR Assessment	Overall: Met expected growth 55% African American: 43% Hispanic: 58% Socioeconomically Disadvantaged: 54%				80% of students in all subgroups who are enrolled for a full calendar year will meet expected growth.
MTSS Implementation	Students not assigned to Tiers				100% of students assigned to MTSS Tiers at enrollment.
MTSS Implementation	% of Tier 2 students receiving interventions				30% of Tier 2 students receiving interventions
MTSS Implementation	% of Tier 3 students receiving interventions				30% of Tier 3 students receiving interventions
Staff trained on MTSS implementation	0 staff trained on MTSS implementation				80% of instructional staff trained on MTSS implementation
Implement an Instructional framework	Develop a framework				All teachers trained and utilizing the Instructional methods outlined in the framework.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Development	The school will work with a consultant to develop and implement a Multi-Tiered System of Support (MTSS) that provides equitable access	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to high-quality standards and research-based, culturally, and linguistically relevant instruction to all SIATech students.		
2	MTSS Evaluation	School staff will use Hoonuit to identify the factors and cutpoints to determine when students need interventions in academics, health and well-being, and engagement. Once the measurements have been determined, students will be identified as Tier 1, 2, or 3. When students are identified as needing interventions, the interventions will be implemented and the student success will be measured by tier and sub-group. All stakeholders will be provided with information about the MTSS.	$9,765.00	Yes
3	MTSS SWD	Students With Disabilities will be provided with services according to the MTSS system. Outcome data will be measured by student population and students with special needs will show achievement levels on par with the general student population.	$103,860.00	No
4	MTSS English Language Learners	Students who are identified as English Language learners will be identified as part of the MTSS and provided with additional support. Outcome data will be measured by student population and students who are English Language learners will show achievement levels on par with the general student population.	$7,000.00	Yes
5	Reading Student Support	Students identified as needing interventions in the area of reading will be provided with additional support to increase their reading scores. This may include access to Achieve 3000 software, specific coursework, workshops, tutoring, and direct instruction.	$67,427.00	Yes
6	Reading Professional Development	Staff will be trained in specific strategies to support students who need reading interventions.	$33,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Math Student Supports	Students identified as needing support in the area of Math will be provided with additional support to increase their reading scores. This may include access to software, specific coursework, workshops, tutoring, and direct instruction.	$66,427.00	Yes
8	Math Professional development	Staff will be trained in specific strategies to support Tier 2 and 3 students who need Math interventions.	$33,650.00	Yes
9	Curriculum Development	The curriculum development department will develop academic supports for reading and math across the curriculum.	$75,330.00	Yes
10	Curriculum Development	The curriculum development department will develop culturally relevant content that includes social justice, diversity and social-emotional themes across the curriculum.	$8,370.00	Yes
11	Instructional Framework	The school will develop an instructional framework to guide teachers in appropriate instructional methods and in how to differentiate instruction. The framework will include professional development and resources.	$13,950.00	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
2	Develop and execute a plan for improvement of the school's CTE program for all students. The plan will include a service-delivery model tailored to SIATech's educational program and student population with a focus on integration into SIATech courses based on student interest so that SIATech graduates are well-prepared to pursue career-path options. This goal is aligned with state priorities 2, 7 and 8.

An explanation of why the LEA has developed this goal.

Student exit data shows that students who are enrolled in a CTE pathway are more likely to graduate. SIATech Academy South's model includes college and career readiness; however, data shows that students in the Independent Study program are not participating in CTE activities as much as their peers who attend classroom based programs on the federal Job Corps centers. In order to ensure equity across all school sites and programs, the focus of this goal will be on ensuring that all students receive CTE instruction as part of their individualized education plan. A program roadmap to accomplish Goal #2 was developed with extensive input from SIATech students, staff, leadership and the Board of Directors gathered in Q3 of 21-22.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students enrolled in CTE courses	2018-2019 30 CTE course enrollments by 23 unique students				An increase in the number of students enrolled in CTE courses each year
Number of SIATech CTE courses completed	0 CTE course completions				An increase in the number of CTE courses completed each year
Number of Certifications obtained	0 certificates earned				An increase in student certifications each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Program Improvements	The school will develop a plan to increase the number of students who enroll in and complete a SIATech CTE course. CTE teachers will work with the curriculum team to bring career relevance to academic courses and keep CTE courses updated. Student Support Specialists and CTE counselors will connect students to work-based learning and early college credit. Staff will implement an ILP/Advisory system consisting of quarterly one-on-one advisory meetings that include career exploration, career pathway selection, postsecondary planning, and other college and/or career activities.	$326,581.00	Yes
2	Certifications	The school will identify and provide opportunities for students to obtain additional certifications connected to career pathways. This will result in more students obtaining certifications.	$2,000.00	Yes
3	Exploratory Course Development	The school will provide an exploratory CTE course for all students to complete when they enter the program. Students who complete this course will be better prepared to choose post-secondary options.	$0.00	Yes
4	EL Supports	The school will implement the California Career Zone in Spanish for EL students. Students who speak Spanish will have increased access to this tool.	$0.00	Yes
5	Integrated curriculum	The curriculum department will develop integrated CTE lessons as part of the core curriculum. All students will benefit from a more engaging curriculum that supports their post-secondary goals.	$36,287.00	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
3	Develop and implement policies and practices to ensure SIATech serves as a trauma-informed system with teachers and leaders highly-skilled at meeting the social and emotional needs of all SIATech students. This goal is aligned with state priorities 1, 3, and 6.

An explanation of why the LEA has developed this goal.

SIATech Academy South serves students who have previously dropped out of high school. Many of these students have experienced more than four adverse childhood experiences according to their ACE scores. In the 2018-2019 school year, the school conducted a needs analysis and found that the implementation of trauma informed practices was needed in order to meet the needs of our students and staff. During the past two school years, the school has focused on analyzing the needs of the staff and students and on professional development and support for staff. This year, supports will be implemented that directly meet students' needs. The impact of these supports will be measured by an SEL survey that students take when they enter the school and in the fall and spring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Survey Participation	0 students participated in the survey				90% Student participation in the SEL survey
SEL Survey All students	Based on 2021-2022 results				TBD Based on 2021-2022 results
SEL Survey SWDs	Based on 2021-2022 results				TBD Based on 2021-2022 results
Student Gallup Poll	Based on 2019-2020 Data				All students will perform higher than

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Engagement SAS 50% Nationwide 45% Hope SAS 52% Nationwide 41% Entrepreneurial Aspiration SAS 41% Overall 23% Career / Financial Literacy SAS 69% Overall 61%				the national average in each section of the Student Gallup Poll.
ARTIC Scores	Subscale 1 60% Subscale 2 70% Subscale 3 61% Subscale 4 43% Subscale 5 48% Subscale 6 59% Subscale 7 48%				Achieve 75% in all subscales
Suspension rate	0%				Maintain less than 1%

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Survey	The school will ensure that all students take the SEL survey upon entry and in the Fall and Spring. All students will have access to the survey through the Real earning for Real Life course. Students will benefit from learning about their own SEL strengths and needs.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	SEL Survey PD	Staff will receive training on how to use the SEL student survey data to identify individual student's needs and to assign interventions. They will also be able to teach students how to interpret their own scores and track their progress.	$15,000.00	Yes
3	SEL Curriculum	The school will identify and implement curriculum enhancements, programs, workshops and other supports that meet the SEL needs of students.	$5,000.00	Yes
4	SEL Student Services	Staff will identify students who need additional SEL supports, including but not limited to, mental health services, self-care and wellness and ensure that these interventions are available and that students know how to access them.	$8,000.00	Yes
5	SEL Professional Development	Staff will receive ongoing professional development in a variety of SEL strategies based on the needs identified in the SEL survey, ARTIC tool and student Gallup Poll.	$15,000.00	Yes

Goal Analysis [2021-22]

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

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

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
30.61%	477206

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.

Over 90% of the students are low-income, so any actions that benefit the entire school also benefit this population. The school disaggregates student achievement data by subgroup. Funding is focused on providing support to sub-groups that are performing below the schoolwide average in graduation rate, reading, math and SEL scores.

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

Since SIATech Academy South has a student population that is over 89% Unduplicated Free & Reduced Price Meal Eligible/English Learner/Foster/Homeless pupil, all funds go toward increasing or improving services for all students charter-wide. With this, LCFF Supplemental/Concentration funds are utilized specifically for the goals described in this LCAP plan to increase and/or improve services for all students and to meet state priorities.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$418,629.00	$363,868.00	$21,800.00	$35,000.00	$839,297.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$584,582.00	$254,715.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	MTSS Development	$10,000.00				$10,000.00
1	2	English Learners Foster Youth Low Income	MTSS Evaluation	$9,765.00				$9,765.00
1	3	All Students with Disabilities	MTSS SWD	$82,060.00		$21,800.00		$103,860.00
1	4	English Learners	MTSS English Language Learners	$7,000.00				$7,000.00
1	5	English Learners Low Income	Reading Student Support	$66,427.00	$1,000.00			$67,427.00
1	6	English Learners Low Income	Reading Professional Development	$33,650.00				$33,650.00
1	7	English Learners Low Income	Math Student Supports	$66,427.00				$66,427.00
1	8	English Learners Low Income	Math Professional development	$33,650.00				$33,650.00
1	9	English Learners Low Income	Curriculum Development	$75,330.00				$75,330.00
1	10	English Learners Low Income	Curriculum Development	$8,370.00				$8,370.00
1	11	English Learners Low Income	Instructional Framework	$13,950.00				$13,950.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	CTE Program Improvements		$326,581.00			$326,581.00
2	2	English Learners Low Income	Certifications	$2,000.00				$2,000.00
2	3	English Learners Low Income	Exploratory Course Development					$0.00
2	4	English Learners	EL Supports					$0.00
2	5	English Learners Low Income	Integrated curriculum		$36,287.00			$36,287.00
3	1	English Learners Foster Youth Low Income	SEL Survey	$2,000.00				$2,000.00
3	2	English Learners Foster Youth Low Income	SEL Survey PD				$15,000.00	$15,000.00
3	3	English Learners Foster Youth Low Income	SEL Curriculum				$5,000.00	$5,000.00
3	4	English Learners Foster Youth Low Income	SEL Student Services	$8,000.00				$8,000.00
3	5	English Learners Foster Youth Low Income	SEL Professional Development				$15,000.00	$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$336,569.00	$735,437.00
LEA-wide Total:	$329,569.00	$728,437.00
Limited Total:	$7,000.00	$7,000.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	MTSS Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
1	**2**	MTSS Evaluation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,765.00	$9,765.00
1	**4**	MTSS English Language Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,000.00	$7,000.00
1	**5**	Reading Student Support	LEA-wide	English Learners Low Income	All Schools	$66,427.00	$67,427.00
1	**6**	Reading Professional Development	LEA-wide	English Learners Low Income	All Schools	$33,650.00	$33,650.00
1	**7**	Math Student Supports	LEA-wide	English Learners Low Income	All Schools	$66,427.00	$66,427.00
1	**8**	Math Professional development	LEA-wide	English Learners Low Income	All Schools	$33,650.00	$33,650.00
1	**9**	Curriculum Development	LEA-wide	English Learners Low Income	All Schools	$75,330.00	$75,330.00
1	**10**	Curriculum Development	LEA-wide	English Learners Low Income	All Schools	$8,370.00	$8,370.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	11	Instructional Framework	LEA-wide	English Learners Low Income	All Schools	$13,950.00	$13,950.00
2	1	CTE Program Improvements	LEA-wide	English Learners Foster Youth Low Income	All Schools		$326,581.00
2	2	Certifications	LEA-wide	English Learners Low Income	All Schools	$2,000.00	$2,000.00
2	3	Exploratory Course Development	LEA-wide	English Learners Low Income	All Schools		$0.00
2	4	EL Supports	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00
2	5	Integrated curriculum	LEA-wide	English Learners Low Income	All Schools		$36,287.00
3	1	SEL Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
3	2	SEL Survey PD	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,000.00
3	3	SEL Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00
3	4	SEL Student Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
3	5	SEL Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,000.00

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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.