

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ambassador Phillip V. Sanchez II Public Charter

CDS Code: 10-62380-0136499

School Year: 2021-22

LEA contact information:

Shellie Hanes

Area Superintendent

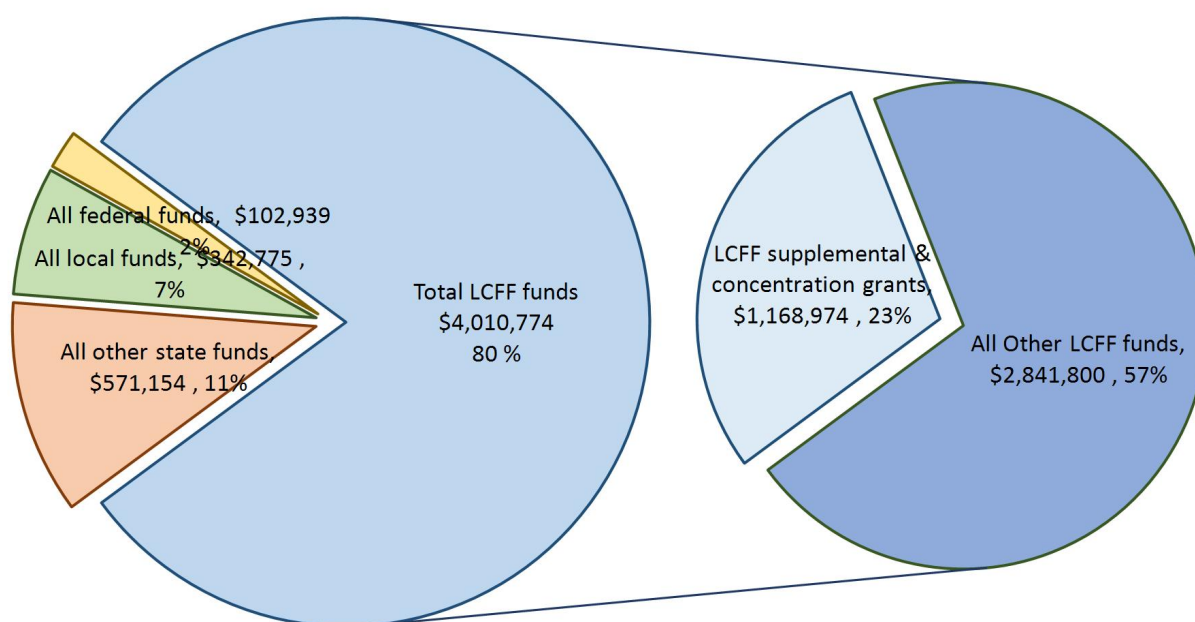
principal@ambsanchezcharter2.org

(559) 497-9331

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



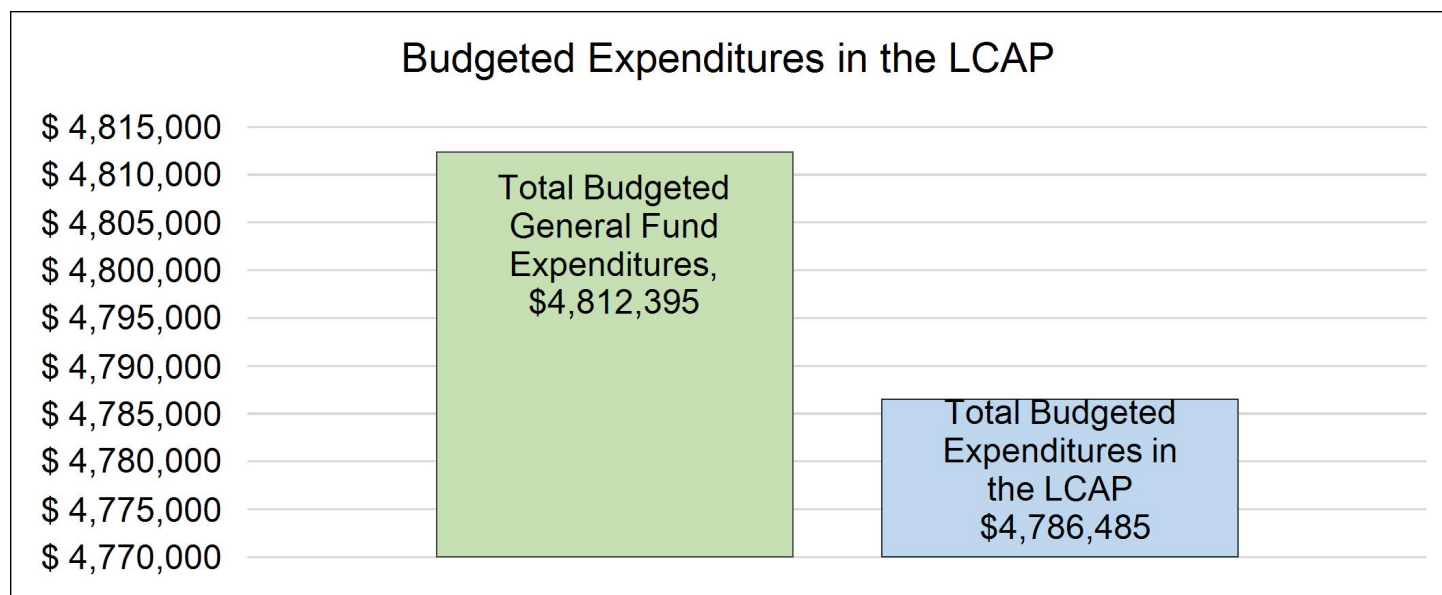
This chart shows the total general purpose revenue Ambassador Phillip V. Sanchez II Public Charter expects to receive in the coming year from all sources.

The total revenue projected for Ambassador Phillip V. Sanchez II Public Charter is \$5,027,642, of which \$4,010,774 is Local Control Funding Formula (LCFF), \$571,154 is other state funds, \$342,775 is local

funds, and \$102,939 is federal funds. Of the \$4,010,774 in LCFF Funds, \$1,168,974 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ambassador Phillip V. Sanchez II Public Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ambassador Phillip V. Sanchez II Public Charter plans to spend \$4,812,395 for the 2021-22 school year. Of that amount, \$4,786,485 is tied to actions/services in the LCAP and \$25,910 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our independent study program implements a personalized learning experience for all students, including English learners, low income, Foster Youth, and Special Education students that is carefully designed to address their unique academic and socio-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware and software. Not included in the LCAP are the following:

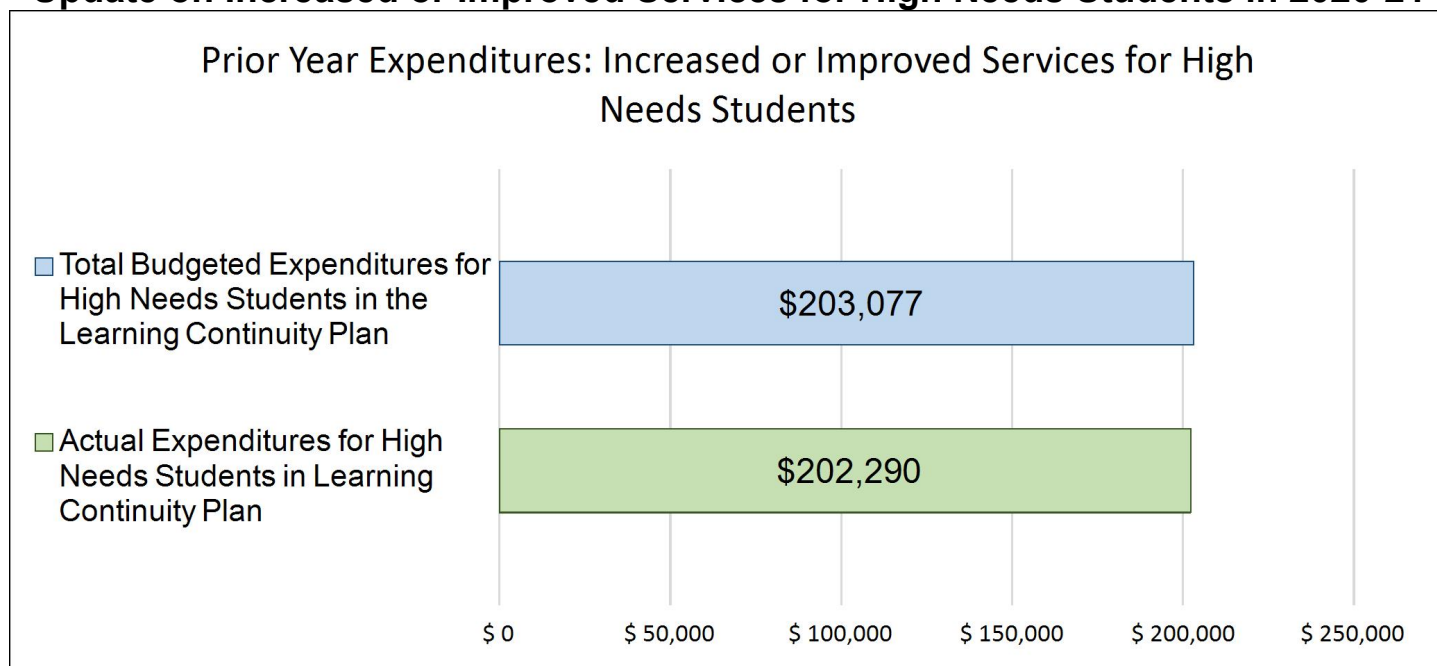
- * audit fees
- * legal expenses

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

In 2021-22, Ambassador Phillip V. Sanchez II Public Charter is projecting it will receive \$1,168,974 based on the enrollment of foster youth, English learner, and low-income students. Ambassador Phillip V. Sanchez II Public Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Ambassador Phillip V. Sanchez II Public Charter plans to spend \$1,168,974 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Ambassador Phillip V. Sanchez II Public Charter's Learning Continuity Plan budgeted \$203,077 for planned actions to increase or improve services for high needs students. Ambassador Phillip V. Sanchez II Public Charter actually spent \$202,290 for actions to increase or improve services for high needs students in 2020-21.

There was no negative impact to actions and services, as a result of not spending \$787.00 in 2020-2021. High needs students were able to receive their full services, such as tutoring, one-on-one with their teacher, counseling services, and student retention services.

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
Ambassador Phillip V. Sanchez II Public Charter	Shellie Hanes Area Superintendent	principal@ambsanchezcharter2.org (559) 497-9331

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase student retention.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	2019-2020 Data Mostly LP 1-7
* Retention rate	Goal Not Met: Retention was 78.5%.
* Attendance rate	Goal Met: Attendance was 87.01%
* Dropout rate	Goal Not Met: Drop-out (Non-Completer) increased to 5.2%
* Suspension rate	Goal Met: Suspension Rate was 0%
* Expulsion rate	Goal Met: Expulsion Rate was 0%
* Facilities Inspection Results	Goal Met: Facilities were in Good Condition
19-20	
School Facilities rating is Exemplary (Priority 1)	
Retention rate will increase (Priority 5)	
Attendance rate will be 85% or higher (Priority 5)	
Dropout rate will decrease (Priority 5)	
Suspension rate will be low (Priority 6)	
Expulsion rate will be low (Priority 6)	

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Retention: 86.5% Attendance: 89.88% Drop-out: 2.4% Suspension Rate: 0% Expulsion Rate: 0% Facilities: Good Condition	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Student Retention Services personnel will provide intervention.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Establish an integrated intervention/incentive system</p> <p>Provide transportation assistance</p>	<p>Classified, SRS, Tutors and others \$93,264.00</p> <p>Certificated Counseling \$26,498.00</p> <p>Materials, Supplies \$6,761.00</p> <p>Transportation \$4,658.00</p>	<p>Classified, SRS, Tutors and others \$93,572.00</p> <p>Certificated Counseling \$23,578.00</p> <p>Materials, Supplies \$6,000.00</p> <p>Transportation \$6,074.00</p>
Provide an intervention and support program for English Learners:	Professional Development \$19,682.00	Professional Development \$8,690.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p> <p>Small group teachers and labs for EL, ELA and mathematics</p>	<p>Materials, Hardware and Software \$1,352.00</p> <p>Certificated salaries and benefits \$75,079.00</p>	<p>Materials, Hardware and Software \$526.00</p> <p>Certificated salaries and benefits \$66,806.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Certificated Salaries and Benefits \$209,985.00</p> <p>Classified and Benefits \$138,750.00</p> <p>Curriculum Development \$4,773.00</p> <p>Professional Development \$11,394.00</p> <p>Materials, Hardware, Software \$39,217.00</p> <p>Facilities \$113,940.00</p>	<p>Certificated Salaries and Benefits \$180,320.00</p> <p>Classified and Benefits \$79,092.00</p> <p>Curriculum Development \$718.00</p> <p>Professional Development \$49,681.00</p> <p>Materials, Hardware, Software \$30,259.00</p> <p>Facilities \$79,675.00</p>

Goal Analysis

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

Input from our stakeholders was very valuable in helping the school make adjustments to meet our students' and families' needs. Parents who participated in the ELAC meetings stated that their students needed additional support with technology. Because of COVID-19, we were not able to implement all of the professional development actions. Resource allocation in this particular action saw growth in retaining students and being able to provide the needed resources for students during the time of distance learning. In addition, intervention supports were provided to unduplicated youth. These interventions were needed as evident by the ELL students NWEA scores in reading by -3.0 RIT points and -3.5 RIT points in math. Due to these challenges with our ELLs students, we provided a program that is tailored to the needs of each student. For students who needed further retention supports, the student retention support and the school counselors were involved in working alongside the teacher to determine the necessary supports to re-engage the student and increase their attendance. The school counselors worked very closely with foster and homeless youth and the student retention support worked closely with all unduplicated youth. Through this collaborative effort, the attendance has increased for all students by 15.1%. Unspent school funds became available for helping provide students with their technology needs such as hotspots, computers, and internet access. We made sure that each of our English Language learners were supported with technology to access their curriculum and teacher. For our low income and foster youth students we ensured that they had specific Student Retention Support staff working alongside teachers and students to keep them engaged in their schooling. Keeping students safe and connected was a primary goal at the start of the pandemic.

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

For the 2019-2020 school year there were significant challenges the school faced in increasing student retention. Our local data shows we met our attendance rate of 87.01% but did not meet our retention, 78.5%. Our locally calculated drop-out rate showed a slight increase as well to 5.2%. Data from our student survey showed that students were having difficulty focusing on their schooling. The biggest challenge was that our critical "face to face" routines, with regular student to teacher communication and connect, was severely impacted by COVID-19 with the closing of our sites. We were able to adapt quickly to the distance learning model quickly, and that helped to keep most of our students engaged. Overall, the actions to implement this goal remained intact even when certain outcomes declined. The success for APVS II included student retention, increasing the social-emotional support for students through providing staff with trauma-informed professional development, and ensuring all students were instructed by highly qualified staff. The challenges the school faced were having a lower-than-expected attendance rate, and having the non-completer rate increase. However, 0% of APVS II students were suspended or expelled, and the facilities were in good condition. Data from our student survey showed that students were having difficulty in the distance learning technology (computer, tablet, video calls, learning applications, etc) and focusing on their schoolwork but were able to reach out and get support from their teachers.

Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Credit completion rate * Properly credentialed teachers, correctly assigned teachers and vacancies. * English learner reclassification rate * Graduation rate 19-20 Increase number of credits completed (Priority 4) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4) Graduation rate increases (Priority 5)	2019-2020 Data LP1-7 Goal Met: Credit completion rate: 3.05 Goal Met: HQT percentage: 100% Goal Not Met: English learner reclassification rate: 4.0% Goal Met: Graduation rate: 96.49%

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Credit completion rate: 2.98 HQT percentage: 100% English learner reclassification rate: 6.1% Graduation rate: 88.6%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Read 180 teachers or literacy teachers</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Read 180 program and materials</p> <p>Provide transportation assistance.</p>	<p>Certificated salaries and benefits \$154,564.00</p> <p>Classified wages and benfits \$89,603.00</p> <p>Materials, Hardware, Software - including Read 180 \$12,623.00</p> <p>Transportation \$5,433.00</p>	<p>Certificated salaries and benefits \$137,532.00</p> <p>Classified wages and benfits \$89,900.00</p> <p>Materials, Hardware, Software - including Read 180 \$4,906.00</p> <p>Transportation \$7,084.00</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p>	<p>Certificated salaries and benefits \$77,287.00</p>	<p>Certificated salaries and benefits \$68,771.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Lab and small groups teachers for EL, ELA and mathematics</p> <p>EL Lead Teacher and Regional Support</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Classified wages and benefits \$76,806.00</p> <p>Professional Developmnet \$96,436.00</p> <p>Materials, Hardware, Software \$6,309.00</p>	<p>Classified wages and benefits \$77,060.00</p> <p>Professional Developmnet \$42,580.00</p> <p>Materials, Hardware, Software \$2,452.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Certificated Salaries and benefits \$712,678.00</p> <p>Classified wages and benefits \$107,915.00</p> <p>Curriculum Development \$22,271.00</p> <p>Professional Development \$66,465.00</p> <p>Facilities \$199,395.00</p> <p>Materials, Hardware, Software - including assessments \$53,377.00</p>	<p>Certificated Salaries and benefits \$611,995.00</p> <p>Classified wages and benefits \$61,517.00</p> <p>Curriculum Development \$3,350.00</p> <p>Professional Development \$289,804.00</p> <p>Facilities \$139,431.00</p> <p>Materials, Hardware, Software - including assessments \$41,184.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Local Benchmarks and assessments for ELA, mathematics, science, and social science. NWEA		

Goal Analysis

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

Funds for 2019-2020 did not include mobilization during distance learning to ensure all students were given a computer to complete their coursework. Due to mobilizing all instruction to distance learning, credit completion declined. Data collected from our Student Information System (SIS) and Student Personalized Learning Plans (PLP's) showed that there was decline in credit completion since March 13, 2020 and carried over to the 2020-2021 school year. However, teachers allocated and redirected resources to focus on distance learning platform instead of face to face and small group instructions. Site administration reexamined the professional development calendar and increased technology training, purchased additional laptops, headsets, and hotspots so students could continue distance learning. Additional tutors and support staff were hired to supplement intervention programs that target EL, Low Income and Foster Youth. Due to this, students were able to complete more credits. Even with the additional tutoring support, the reclassification rate was far below the state average. Distance learning made it challenging for seniors to complete their coursework in the allotted time. APVS II is hopeful these seniors will complete their graduation requirements by June. During these challenging times staff continued to maintain an effective educational program.

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

AVPS II maintained 1.92 credits a learning period but encountered many obstacles in increasing credit completion. This was due to students not having daily access to staff. Students stated the biggest obstacles to completing and submitting credits were distance learning technology and focusing on schoolwork. APVS II worked to overcome the obstacles to completing and submitting credits while in distance learning by providing students with a computer and hotspot. The staff was trained on how to instruct and receive credits via the internet instead of in-person. Unduplicated youth were given the option of working onsite to receive face-to-face instruction during scheduled appointments. A strength for APVS II was that the school quickly adjusted to serving students through a distance learning model, providing students with a variety of options for completing credits. Due to this, APVS II was able to meet a portion of the goals, while maintaining integrity to the program. A challenge for APVS II was to get seniors to complete their necessary credits to earn their high school diploma. However, by the end of this year, APVS II anticipates these seniors will graduate and be successful in their postsecondary pursuits. Though there were many successes in engagement, credit completion was still a challenge as students required additional time and support. To meet this need additional support staff was hired to support intervention programs like Read/Math 180 programs.

APVS II did not meet the English Learner Reclassification rate of 4% but met the graduation rate with 96.49%.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	2019-2020 Data LP1-7
* Online course completion	Goal Met: Online course completion rate will increase: 73.88%
* Online course enrollment	Goal Not Met: Online course enrollment will increase: 262
* Online course availability	Goal Met: Online course available: 100%
19-20	
Online course completion rate will increase (Priority 8)	
Online course enrollment will increase (Priority 8)	
Online course available (Priority 7)	
Baseline	
2018-19 Baseline LP1-7:	
Online course completion rate will increase: 71.14%	
Online course enrollment will increase: 201	
Online course available: 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for Online program</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Online program and materials, including computers and mobile devices</p> <p>Provide transportation assistance</p>	<p>Certificated and Benefits \$111,879.00</p> <p>Classified and Benefits \$18,283.00</p> <p>Materials - incentives \$12,623.00</p> <p>Materials, Hardware, Software \$21,636.00</p> <p>Transportation \$4,658.00</p>	<p>Certificated and Benefits \$99,551.00</p> <p>Classified and Benefits \$18,344.00</p> <p>Materials - incentives \$11,203.00</p> <p>Materials, Hardware, Software \$8,409.00</p> <p>Transportation \$6,074.00</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Classified and Benefits \$21,945.00</p> <p>Professional Development \$55,111.00</p> <p>Materials, Hardware, Software \$14,422.00</p>	<p>Classified and Benefits \$22,018.00</p> <p>Professional Development \$24,333.00</p> <p>Materials, Hardware, Software \$5,605.00</p>
<p>Provide an effective educational program:</p>	<p>Certificated and Benefits \$286,344.00</p>	<p>Certificated and Benefits \$245,891.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The foundation of an effective educational program is Highly Qualified Teaching staff.	Classified and Benefits \$149,761.00	Classified and Benefits \$85,371.00
Support staff is required to maintain an effective educational program.	Curriculum Development \$50,906.00	Curriculum Development \$7,657.00
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	Facilities \$68,365.00 Materials, Hardware, Software \$39,217.00	Facilities \$47,806.00 Materials, Hardware, Software \$30,259.00
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Professional Development \$91,152.00	Professional Development \$397,446.00
Safe and secure facilities are required to maintain an effective educational program.		
Educational materials are required to maintain an effective program.		

Goal Analysis

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

Educational service was provided to all students through distance learning platforms since the beginning the 2020-2021 school year. Individual computer resources were not allocated in the 2019-2020 LCAP. To meet this objective, APVS II reallocated their LCAP expenditure and purchased additional laptops, hotspots and adjusted their professional development. All students that needed a laptop of hotspot to work on site or at home were provided with one. Programs like Kami were purchased to support online curriculum and assignments. Professional Development activities focused on online training using google platforms to support distance learning. APVS II requires all students to complete a basic CTE course, professional and digital skills course as one of their graduation requirements. Some core courses were also transitioned to online platforms allowing student to work remotely and supported by school staff. Resources were allocated to ensure the staff were all highly qualified and that professional development was provided to increase trauma-informed practices.

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

During the 2019-2020 school year, APVS II was able to improve student's computer literacy through completing an online course and using online resources that were embedded in the curriculum. The goal was met with 73.88% of students completing a course. In addition, the goal was met for 100% of students being able to access an online course. However, the number of students taking an online course was not met with 262 students. For the latter part of 2019-2020, due to COVID-19 and distance learning APVS II was able to increased the use of google platforms and issued more laptops and hotspots. There was also an increase in the number of students taking online course through Edmentum, most being elective since core courses required additional teacher support. CTE staff and paras were instrumental in supporting the majority of online course especially for new students who had to go through the orientation process online. Additionally, students can also access and take the NWEA and other assessments online. However, some students still preferred paper packages vs online courses.

A challenge APVS II faced with online course completion was that not all students had access to a computer at home. Another challenge was with students who lived in distance areas where Wi-Fi connectivity were issues. Since most of the communication was digital or online there were students that missed out on assignments or did not login to online classes. Now that students have access to a computer at home, APVS II anticipates more students will be interested in taking and completing an online course.

One success is that all the curriculum is now accessible online, and the coursework has embedded online resources.

Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Implement standards and ELD courses developed * CTE and CRS enrollment * Individual Learning Plans 19-20 Increase common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7) All students have Individual Learning Plans (Priority 7) Baseline 2018-19 Baseline LP1-7: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: 272 Individual Learning Plans have CTE: 90% Implementing state academic standards: 3.36	2019-2020 Data LP1-7 Goal Met: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: Pro skills 127 and CTE 14 Goal Met: Individual Learning Plans have CTE: 90% Goal Met: Implementing state academic standards: 3.36

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for CTE program</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>CTE program and materials</p> <p>Provide transportation assistance</p>	<p>Certificated and Benefits \$139,846.00</p> <p>Classified and Benefits \$59,429.00</p> <p>Materials - incentives \$20,284.00</p> <p>Materials, Hardware, Software \$18,026.00</p> <p>Transportation \$9,707.00</p>	<p>Certificated and Benefits \$124,436.00</p> <p>Classified and Benefits \$59,626.00</p> <p>Materials - incentives \$18,002.00</p> <p>Materials, Hardware, Software \$7,006.00</p> <p>Transportation \$12,657.00</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Classified and Benefits \$45,714.00</p> <p>Professional Development \$36,079.00</p> <p>Materials, Hardware, Software \$13,523.00</p>	<p>Classified and Benefits \$45,865.00</p> <p>Professional Development \$15,930.00</p> <p>Materials, Hardware, Software \$5,256.00</p>
<p>Provide an effective educational program:</p>	<p>Certificated and Benefits \$278,390.00</p>	<p>Certificated and Benefits \$239,061.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The foundation of an effective educational program is Highly Qualified Teaching staff.	Classified and Benefits \$110,119.00	Classified and Benefits \$62,773.00
Support staff is required to maintain an effective educational program.	Curriculum Development \$31,816.00	Curriculum Development \$4,785.00
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	Professional Development \$56,971.00	Professional Development \$248,408.00
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Facilities \$332,326.00	Facilities \$232,386.00
Safe and secure facilities are required to maintain an effective educational program for CTE program	Materials, Hardware, Software \$54,467.00	Materials, Hardware, Software \$42,025.00
Educational materials are required to maintain an effective program.		
Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials.		

Goal Analysis

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

Resources were adequately allocated to ensure all APVS II students received an Individual Learning Plan, were instructed by a highly qualified teacher, and completed coursework aligned to the California State Standards. With more students having access to laptops and hotspots there was an increase in Digital and Professional skills offered online. CTE and Dual enrollment courses were assigned to students to prepare students for college. Counseling 48, counseling 53 and Health, Psychology we several courses offered online through our local community college partner. In coordination with school counselors, CTE staff supported students taking dual enrollment and served as the point person in registering them to take college classes.

Although additional school counselors were not added to the program, every senior will meet with one to develop a postsecondary plan aligned to each students' goals. A strategic approach is being considered to include more 10th and 11th graders taking college courses sooner and not waiting until they are seniors to begin planning for post-secondary goals.

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

APVS II students upon enrollment complete a basic CTE course, have CTE courses included in their learning plans, and complete courses aligned to the California State Standards. A strength for APVS II is that all three of metrics for this goal were met for improving the college and career readiness for students. Regardless of distance learning or instructing students face-to-face, students are provided with a rigorous and challenging academic program that is appropriate for each student's skill level. Students meet with their school counselor and teacher to ensure the student is completing the courses that will set them on a path to success upon graduation. While completing coursework in the distance learning format, student survey results state that focusing on schoolwork was a challenge.

A challenge for APVS II is continuing to improve the types of online coursework students can complete that are aligned with student interest. Operating in distance learning platform, many students were unable to meet with their teachers and counselors regularly missing out on important one-on-one interaction. It was evident that students needed someone to hold them accountable in doing their work and turning it on time. Students that successfully transitioned and manage their studies also experienced a drop in credits completion. Distance learning was a challenge to all since majority of communication was conducted on online platforms. It was also evident that students needed direct instruction to guide and walk them through online assignments and online assessments. Yet, APVS II prides itself in aligning the postsecondary goals of students to the California State Standards and California graduation requirements.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement.	\$17,663	\$24,859	No
School Supplies and Materials to support student coursework.	\$5,000	\$6,668	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.

In-person instruction occurred for unduplicated youth throughout the time of distance learning with scheduled 1 1/2 hour appointments. English Language Learners and students with IEPs were able to schedule longer appointments when needed. APVS II monitored the state and county phases and when the phases were allowed, all students were able to schedule 1 1/2 hour in-person appointments. Since in-person one-on-one instruction and tutoring were available during distance learning for unduplicated youth and all students depending on the state and county phases, protective materials and upgraded cleaning supplies were purchased and were essential for in-person instruction.

Supplies were purchased for in-person instruction for unduplicated youth. These supplies included paper resources for Xeroxing credit packets and other materials for students to complete their coursework on-campus. Care packages were put together to send home for low-income, foster youth, and homeless students when the student came in for their in-person appointments.

Analysis of In-Person Instructional Offerings

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

Upon closure to the APVS II campus due to COVID-19, the school administration immediately began preparing for in-person instruction. These preparations included purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). The site was set-up to allow for social distancing and the county and state guidelines for reopening were strictly followed. In addition, when the school opened, the school was cleaned regularly throughout the day to ensure the safety of all stakeholders. Upon reopening, unduplicated youth were the schools' primary focus for in-person instruction. However, all students could attend with strict 1 1/2 hour appointment time slots. Many unduplicated youth and students with IEPs took advantage of coming onsite for in-person instruction. As the phases changed within Fresno County, the site would open or close to all students. Unduplicated youth and students with IEPs continued to be supported with in-person instruction. The number of staff members working onsite also changed depending on the Fresno County phase. Supplies were purchased to support the students who were coming onsite for instruction. Those supplies included printing materials for credit packets and support materials, textbooks, and writing supplies. Students who were more successful at completing their coursework with a physical credit packet instead of an online version could come onsite to pick up their class supplies. Based on student survey results they had a challenge with distance learning and difficulty in focusing on work but had the support they needed. Families stated their student needed additional support and concerned with their progress but also stated that it was easy to get in contact with their child's teacher if needed to. Staff also felt that they had someone to reach out to and valued the professional development resources that were offered. APVS II is looking forward to increasing the amount of in-person instruction by the end of the 2020-2021 school year. The school recognizes most students perform better, attend school more regularly, and complete more coursework when the students attend in-person.

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To ensure that our students have equal access we purchased computers and will continue to purchase and hot spots for to be able to connect to Google Classroom and communicate with their teachers. We will continue to make these purchases to ensure connectivity. This increased the capacity for students to access the curriculum online. The school purchased 249 hot spots for students to access instruction remotely.	\$45,327	\$42,586	Yes
Students needed additional academic support so the tutoring program will be increased and improved to be able through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online.	\$2,000	\$2,297	Yes
Student outreach will be improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	\$2,000	\$2,000	Yes
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	\$10,000	\$10,000	Yes
Professional development and support for all staff will improve their capacity to effective serve students' unique needs in a distance learning context.	\$4,000	\$166	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.

All students were provided access to coursework through a digital model during distance learning. This was possible by providing each student with a computer and a hotspot if the internet was not available in the student's home. All newly enrolled students were provided a computer upon enrollment. Since all students and staff had computer and internet access, students were able to communicate with their teacher or tutor to complete their required coursework. During the time of distance learning, tutoring hours

expanded from early in the morning to late in the evening. The expansion in hours allowed more students to get support on their coursework and complete their credits in a timelier manner.

Professional development was provided in several areas, which included trauma-informed practices and the use of online tools such as Kami. By providing professional development in trauma-informed practices, the tutors and staff were better equipped for handling a student's social-emotional needs. In addition, the staff was able to determine resources either onsite or in the community when needed. Since all coursework and instruction was moved to a digital platform the staff and tutors were trained on few means of instructional delivery and ways for completing digital packet work. Kami was the main tool used by students for completing their coursework digitally. Kami allows for students, teachers, and tutors to work collaboratively. Students can digitally fill-in their packets, while the teacher and tutor can provide the student with feedback. Kami has been a very successful tool for students to complete their credit packets online.

Unduplicated youth have been provided with additional hours to connect with their teachers. Teachers have expanded their hours of instruction for English Language Learners and students with IEPs. These additional hours have allotted these subgroups of students with the resources needed to complete their coursework. Students with IEPs had the lowest percentage of credits lost compared to all other students who attend APVS II. All unduplicated youth were supported in their academic pursuits, in addition to any resources they may need outside of school. APVS II worked diligently to ensure all students received the necessary resources and supports to be successful inside and outside of school.

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.

APVS II recognized that to provide an adequate distance learning program, the school would need to provide each student with a computer and hotspot when needed. Also, all newly enrolled students are provided a computer and hotspot if a computer and the internet are not available in their home. APVS II finds this an area of success in being able to mobilize, deliver, and purchase enough computers and hotspots to support students in their learning. Survey results from families and students state they are satisfied with APVS II and how they responded to the Pandemic and transitioned to distance learning.. Prior to distance learning, students completed their work through credit packets. Upon moving to distance learning, credit packets were converted to editable credits that could be completed using Kami or another platform while the student-teacher engaged in online instruction. Students-teachers were able to collaborate during the instructional process to ensure rigorous coursework and credits were completed. Completed student work is shared with their teacher and operations staff member through Google Docs. Instead of students having onsite appointments with their teachers, the students had online appointments. Students were provided the same services as they would receive onsite. For example, if a student needed tutoring support, that occurred online instead of in-person one-on-one. SGI courses occurred via a Google Classroom instead of onsite. In addition, APVS II has developed COVID-19 specific elective courses to provide students with

choice and voice during this time of distance learning to help them express their journey. These elective credits range from a social-emotional curriculum to supplemental material that aligns with the core curriculum.

APVS II had many successes in the distance learning model which included providing students with the adequate technology to complete their coursework and receive instruction, mobilizing quickly to convert the curriculum online, and providing the staff with the necessary professional development to ensure the teachers felt confident delivering instruction through an online platform.

A challenge for APVS II was maintaining participation and adequate progress for all students. Although APVS II had student retention supports, student attendance and work completion decreased during the pandemic.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics	\$45,000	\$45,000	Yes
Diagnostic Testing for students through NWEA	\$3,750	\$2,640	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.

To assist in mitigating the amount of learning loss by all pupils, virtual tutors were available for academic support. The virtual tutors were available Monday – Sunday from 8 am – 8 pm. With the expansion in hours and days of the week, students were provided the additional supports that were necessary during distance learning. Regardless of hours/days of the week, students were supported in their learning.

APVS II utilizes the NWEA diagnostic assessment in reading and math. This assessment is used to determine course placement and measure growth. Students are assessed upon enrollment and at regular intervals thereafter. During distance learning, all students showed growth in their reading with 2 RIT points and math by 3 RIT points. Unfortunately for English Language Learners there was a decrease in reading by -3.5 and math by -3 RIT points. Additional support is provided to all students, especially unduplicated youth.

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.

APVS II students complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending APVS II participate in NWEA MAP testing, Illuminate assessments, and credit-based mastery assessments.

The NWEA MAP assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student instructional readiness through the utilization of the RIT scale. APVS II utilizes these scores for academic planning and appropriate placement in intervention and other curricular options. Additionally, students are assessed and reassessed at selected intervals throughout the year to track skill growth. During distance learning, APVS II's NWEA scores increased by 2 RIT points in reading and 3 in math for all students. There was a decrease of -3.5 RIT points in reading and -3 RIT points in math for English Language Learners. APVS II considers this an area of growth during distance learning.

While taking into consideration the targeted credit deficient and recovered student dropout population, APVS II believes the implementation of virtual tutoring was pivotal in providing students with support in completing their online coursework. Virtual tutors were available to support students from early in the morning into the late hours of the night. This flexibility in times a student could access a tutor allowed more students to turn in online credits than if the hours were restricted to the times of day the school was open. A challenge APVS II faced for pupil learning was maintaining the same number of credits completed by all students and unduplicated youth. Each category showed a credit completion loss ranging from 17.5% for low-income students to 82.5% for foster youth. This is an area of growth and a goal for the 2021-2022 LCAP.

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.

APVS II participated in several professional development opportunities to further the staff's training in the TREC ACE's trauma-informed model which focuses on the foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets. Also, before distance learning, much of the staff became mental health first-aid certified. These professional developments and certifications allowed the staff to monitor and provide supports to students with greater depth during their weekly appointments. If further supports were needed, the school counselors, school psychologist, social worker, and/or site administration were utilized to assist the student and family find the needed resources in the community. Being a trauma-informed school is a strength for APVS II. Students and families were surveyed multiple times throughout distance learning. The results from the surveys were used to determine and diagnosis potential needs for students and families. Supports that were determined off survey results and teacher feedback were providing food for families, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning. APVS II has a strong connection to the community and considers this an area of strength.

For APVS II students who currently receive mental health services designated in their IEP, the school psychologists continued to provide all services virtually. The school psychologist monitored student progress and well-being and will take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis.

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

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

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

increased by 1% from the 2019-2020 to the 2020-2021 school year. APVS II would like to see the percent of students retained increase for the next school year.

Analysis of School Nutrition

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

APVS II believes well-nourished students promote a positive learning environment. APVS II believes hungry students will not be in the optimal state of mind to learn if they are lacking a basic need for food. Therefore, APVS II had nutritional food and drinks readily available to students during school hours when students return to onsite instruction. During remote learning, students were able to drive by to pick up food at the site and were able to pick up food at several community partners. In addition, a student resource page was developed to house all the locations throughout the community where free meal pickups were available. The community liaisons and school counselors worked to diligently find all the resources available to students and families.

APVS II was able to provide students with food daily during school hours. Outside of school hours, students were provided with community resources to obtain the needed food and other resources they may need. This is a strength for APVS II. A challenge was getting resources to students and families who lacked transportation to get to the school site and/or the available community resources. To mitigate some of that challenge home visits could be made to those families in need and nutritional resources could be delivered to them in-person.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Retention Support personnel to help with reengagement	\$36,000	\$36,000	Yes
Mental Health and Social and Emotional Well-Being	Additional Professional Development such as First Aid Mental Health and Trauma Informed Practices in a COVID setting	\$5,000	\$2,918	Yes
School Nutrition	Nutrition when school reopens or as needed.	\$5,000	\$17,015	Yes
Mental Health and Social and Emotional Well-Being	HOPE Program and supplies for students who are parenting	\$40,000	\$35,000	Yes

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

The school did not have any substantive difference between planned actions and budgeted actions. Any unspent funds were directed toward meeting students' needs for tutoring, as well as the programs described in this section. Through tiered action, the student retention support was able to increase the retention by 1%. While APVS II would like to see this percentage higher, the steps being implemented are moving the school in the right direction. Each week of a Learning Period, the student retention support worked diligently to engage different sets of students to re-engage them in the program.

APVS II had several professional development opportunities to further the staff's knowledge in trauma-informed practices. The training ensures that all staff build relationships that are compassionate, mindful, done so with equity and inclusion, and are set with a growth mindset. The trainings have provided the staff with different ways to approach students and families.

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

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

As a team, APVS II shows tremendous success in ensuring all students are provided with the necessary resources they need to be successful in school. Whether that be providing food, resources for a student's child, or being informed on the most up-to-date trauma-

informed practices. An area APVS II would like to see growth in is increases the number of students retained in the program. Although there was an increase of 1%, the school would like to see that increase next year.

Overall Analysis

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

We were not able to have in-person instruction this year, as of March. We learned from implementing a distance learning program how effective a collaborative effort can be to meeting students' academic and social emotional needs. We believe that the teamwork between the teacher, tutor, student retention services and counselors, helped increase our student engagement and improve our retention from last year to this year. We will keep the strategic actions and services of our tutors in our LCAP moving forward. This helped to inform our LCAP and we included improving retention and attendance as a critical actions for student success.

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

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

Distance learning was and still is a viable option for our students moving into next year. We have gained valuable insight in how we deliver our instruction and adjusting our curriculum to meet factors affecting students distance learning needs.

Monitoring and supporting mental health and social-emotional well-being is an ongoing process as recognize more students are needed ongoing support. Our counseling team has taken the lead and provided staff with training and resources to address social emotional needs on site as well as at home.

Engaging pupils and families was a success for us. At the end of 2019-2020, the retention rate was 78% and now our current retention rate is 93.1% That is a 15. 1% increase. This is due to the teamwork between our teachers, student retention services and counselors.

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

Performance outcome data for English Language Learners reveal significant gaps in their reclassification rate. The English Language Learners will need additional support in their coursework and would benefit from an ELL Tutor or Paraprofessional. APVS II understands the impact of strategic instructional supports on English Language Learner' success.

Foster youth showed a significant decline in the number of credits that were completed during the 2020-2021 school year. This group declined by 31.0% from the 2019-2020 school year. One reason could be this subgroup has a low number of students compared to the all-student group. Regardless, this population needs additional supports moving into the 2021-2022 school year. The school counselor and student retention support will be utilized to ensure the foster youth students are being adequately supported for success.

Credit completion for low-income students declined by 46.0% for the 2020-2021 school year. This is in line with the all-student group with a decline of 48.1%. APVS II's student population is primarily low-income. The tiered supports for retaining students would be of greatest use for this subgroup.

Although special education students declined the least in their credit completion, the rate at which this subgroup completed ELA and math courses was the lowest. This subgroup would benefit from a SPED Tutor or Paraprofessional. With additional supports, this subgroup would be able to complete their core ELA and math courses more quickly.

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

The Learning Continuity Plan was implemented with the primary objective of meeting the needs of each student group, during the pandemic crisis. APVS II was able to spend funds that were principally directed at providing students the attention from trained personnel who could help each student complete their coursework. For example, tutors for academic support and/or student retention services to reengage absent students.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus of our program was to improve the performance of our disengaged students. We identified early on, which students were not completing their school work and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized a 66% increase in students completing school work. In general terms, that is over 120 students were reengaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors and counselors.

LCAP Goal #1 is to increase academic progress and LCAP Goal #2 is to increase students' skills for college and career-readiness. The development of both goals were informed by data from the LCP. Learning continued, via our distance learning model, implemented with strategic supports such as tutors, student retention services and trauma informed trained teachers. Student grades for English Language arts were monitored and averaged 81.27%. English Language development grades averaged 80% for our English Language learners. The average grades for math courses this first semester for all students was 82.20% with our English Language learners performing at 83.67%. The foster youth students performed at a 85% and our low income students averaged 81.98%. Our special education students were able to perform at 81.43% in mathematics. Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 3.0 in math. This is significant, because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 2.0. Our English Language learners experienced a decrease in mathematics by -3.0 and in reading scores by -3.5. We think that this is due to the distance learning challenges of our students experienced and dealing with other needs associated with the Pandemic. Our staff never yielded their duties and maintained high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances. The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 3.9 before the pandemic and campus closures, and our current credit completion rate, which is 1.92. This is a gap of -1.42 credits for the all student group, which basically describes a 48.1% decline. For our English Language learners, the decrease is -43.8%. It is -46% for our low income and -31% for our foster youth students. Special education students have -15.7%. These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission. The next area of concern is to provide targeted assistance to our English Language learners. The reclassification rate was 4%, far below the state average of 14%. We will need to have actions that address the specific requirements for redesignation like grades in ELD, NWEA scores and performance on the ELPAC. With the success we have seen without tutoring program, we know they can help make a difference in the academic lives of our English Learners. An additional area of concern is to help students complete their core subject course in ELA, ELD and mathematics more quickly. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. They have flexibility in when they start their course

work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 47% had finished by LP7. This percentage will likely double to 80%, by the end of the year. For students enrolled in ELD courses, only 68 credits were completed. The significance to us is that the data may be pointing to another gap where EL students are completing courses at a slower pace than other groups. We are likely to add this to the actions with in our LCAP. English Language Arts courses were 38.71% done and the remaining will finish by June.

LCAP Goal #3 is to increase student retention and was informed by data from the LCP. Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 70.44%. Our current attendance rate is 90.65% This is a gap of 20.21% that we can close by additional tiered actions. Actions in the new LCAP support the attendance and the retention rates.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,823,007.00	4,415,815.00
	4,823,007.00	4,415,815.00

* 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	4,823,007.00	4,415,815.00
	4,823,007.00	4,415,815.00

* 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	4,823,007.00	4,415,815.00
		4,823,007.00	4,415,815.00

* 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	745,353.00	624,991.00
Goal 2	1,681,162.00	1,577,566.00
Goal 3	946,302.00	1,009,967.00
Goal 4	1,206,697.00	1,118,216.00
Goal 5	243,493.00	85,075.00

* 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	\$22,663.00	\$31,527.00
Distance Learning Program	\$63,327.00	\$57,049.00
Pupil Learning Loss	\$48,750.00	\$47,640.00
Additional Actions and Plan Requirements	\$86,000.00	\$90,933.00
All Expenditures in Learning Continuity and Attendance Plan	\$220,740.00	\$227,149.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,663.00	\$24,859.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$17,663.00	\$24,859.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,000.00	\$6,668.00
Distance Learning Program	\$63,327.00	\$57,049.00
Pupil Learning Loss	\$48,750.00	\$47,640.00
Additional Actions and Plan Requirements	\$86,000.00	\$90,933.00
All Expenditures in Learning Continuity and Attendance Plan	\$203,077.00	\$202,290.00

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
Ambassador Phillip V. Sanchez II Public Charter	Shellie Hanes Area Superintendent	principal@ambsanchezcharter2.org (559) 497-9331

Plan Summary [2021-22]

General Information

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

Ambassador Phillip V Sanchez II is a Dashboard Alternative Status School, with an independent study program. Our current enrollment is 280, and we serve 22.3% English Learners, 82.1% low income, 3.6% foster youth, and 13.1% special education students. We are a charter school that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for work or college-readiness through our integrated and personalized program of job readiness coursework and standards-based curriculum. Some students need the flexibility of an independent study model to meet family obligations, such as work or child care needs. Many of our students reflect a diverse community with often low-income and English as a second language as a barrier to academic success. Some students may have been unsuccessful in the traditional school setting and simply seek an alternative choice in curriculum programs. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered learning environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Our personalized learning model is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. The school offers this personalized learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners. We are a year-round credit recovery program and we have 13 Learning Periods (LP) as our method of structuring the academic year.

Reflections: Successes

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

We used a three year data set, from 2018-2021, starting with the Dashboard student group results and local data, in order to determine areas of success. We experienced success on our Dashboard indicators, prior to the pandemic, and in analyzing student group data, then and now, we realize that there are a few areas to highlight. In 2019, we had a graduation rate was green that was 88.6% and in 2020, the graduation rate was 98.2% and above the minimum. Our ELA and Math indicators were orange, which is fine for a Dashboard Alternative Status School, with an independent study program. The CCII was 2.3% and we strive for higher. Our suspension rate was blue and remains low. Our retention rate and success rate continue to be high at 97.0%, which is important, because we are credit recovery program and keeping students remain in school is our primary mission.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are a three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus our program was to improve the performance of our disengaged students. We identified early on, which students were not completing their school work and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized a 66% increase in students completing school work. In general terms, that is over 120 students were reengaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors and counselors.

Learning continued, via our distance learning model, implemented with strategic supports such as tutors, student retention services and trauma informed trained teachers. Student grades for English Language arts were monitored and averaged 81.27%. English Language development grades averaged 80% for our English Language learners. The average grades for math courses this first semester for all students was 82.20% with our English Language learners performing at 83.67%. The foster youth students performed at a 85% and our low income students averaged 81.98%. Our special education students were able to perform at 81.43% in mathematics.

Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 3.0 in math. This is significant, because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 2.0. Our English Language learners experienced a decrease in mathematic by -3.0 and in reading scores by -3.5. We think that this is due to the distance learning challenges of our students experienced and dealing with other needs associated with the Pandemic. Our staff never yielded their duties and maintained high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances.

Our school survey data shows that 88% of our students felt safe during the pandemic. This is very important to us, because student sense of safety impacts their learning and socio-emotional well-being. Although this is about a 10% decrease from previous years, we are glad that it is not drastically lower.

Teachers reported that 67% have a team member that they can count on, which demonstrates that they are connected to a meaningful buddy from work, during this crisis. We have worked to ensure that there is a team spirit that connects everyone.

Reflections: Identified Need

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

Dashboard results from 2019 and local metrics provided us a three year data set, which we used to inform our student group analysis. In prior years, our distance from standard for ELA and Math averaged around 150 and 200 points respectively for our student groups. We continue to see that our English learners, low-income and foster youth students are scoring below the “All Group” in English Language Arts and mathematics. Even though the all group was in the orange, the English learner and Students with Disabilities groups were in the red. They were each over 75 points below standard. Hispanic and socioeconomically disadvantaged students were about 150 points below the standard in ELA. This was a significant gap and we made actions in the LCAP to address it and help close the distance in performance. We saw the same achievement gap during the pandemic, in key areas, such as ELA, mathematics, and credit completion, using the data we tracked for the Learning Continuity Plan. We used this analysis to develop LCAP goals and actions, based on areas of identified need.

The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 3.70 before the pandemic and campus closures, and our current credit completion rate, which is 1.92. This is a gap of -1.78 credits for the all student group, which basically describes a 48.10% decline. For our English Language learners, the decrease is -43.%. It is -46.0% for our low income and -31.0% for our foster youth students. Special education students have -15.7%. These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission.

The next area of concern is to provide targeted assistance to our English Language learners. The reclassification rate was 4%, far below the state average of 14%. We will need to have actions that address the specific requirements for redesignation like grades in ELD, NWEA scores and performance on the ELPAC. With the success we have seen without tutoring program, we know they can help make a difference in the academic lives of our English Learners.

An additional area of concern is to help students complete their core subject course in ELA, ELD and mathematics more quickly. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. They have flexibility in when they start their course work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 47% had finished by LP7. This percentage will likely double to 80%, by the end of the year. For students enrolled in ELD courses, only 68 credits were completed. The significance to us is that the data may be pointing to another gap where EL students are completing courses at a slower pace than other groups. We are likely to add this to the actions with in our LCAP. English Language Arts courses were 38.71% done and the remaining will finish by June.

Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 70.44%. Our current attendance rate is 90.65% This is a gap of 20.21% that we can close by additional tiered actions.

Our school survey data shows that only 42% of our students felt connected during the pandemic. Without face to face interaction, students will feel disconnected. It is very important to us to ensure that we are doing everything possible to provide students with time and attention to support them during this difficult time. Teachers reported that 80% are concerned about their physical well-being and 67% are concerned about their social-emotional well being during the pandemic. Results from the parent survey show that 73% feel that it was easy to contact their student's teacher. We strive to engage families in multiple and meaningful ways and we hope that increasing the two way communication will keep families connect to their school.

LCAP Highlights

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

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

Goal #1: Increase Academic Progress

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

Goal #3: Increase Student Retention

Goal #4: Increase Stakeholder Engagement

Our first goal is a focus goal directed at helping our unduplicated student improve their performance, especially our English Learners. Our second goal is a broad goal supporting student interest in a career tech or a higher education. The third goal is a maintenance of progress goal that meets the mission of our school program to retain students and help them graduate. The last LCAP goal is aimed at improving stakeholder engagement, especially for our unduplicated students and their families.

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.

APVS II is not identified as a CSI school.

Support for Identified Schools

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

APVS II is not identified as a CSI school.

Monitoring and Evaluating Effectiveness

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

APVS II is not identified as a CSI school.

Stakeholder Engagement

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

This year APVS II was presented with several challenges due to the Pandemic. However, to meet and adhere to the LCAP requirement for Parent engagement APVS II used a variety of methods to solicit stakeholder input. Conventional methods like making phone calls and sending flyers were utilized, other means of communication were online platforms such as emails, text, and L4L Connect. To get a good sense of all stakeholder's views and how to continue improving our program APVS II reached out to the following groups: students, parents, guardians, teachers, principals, administrators, and community partners. Anyone associated with student learning was reached out to for input. Input from our local SELPA was also sought and shared with parents of student with special needs. APVS II scheduled schoolwide meetings throughout the school year and presented at various school events. This included but not limited to Parent Night, Back to School Night, Open House, ELAC/PAC and Parent/Teacher conferences. APVS II used every engagement opportunity to inform stakeholders of the school's progress and about the schools LCAP goals. At every meeting school leadership shared state and local assessments including up to date summative and formative assessments highlighting progress in student achievement and areas of improvement. Substantial discussions occurred at several of these meeting over what might impact student learning and affect the graduation rate. School leaders also shared the actions that were implemented to achieve the school goals. In addition, parents were given information on graduation requirements and college/career readiness by school counselors. They also discussed CTE Pathways, dual enrollment, and past/current student events and opportunities. English Language Learner staff shared the importance ELPAC testing, and placement process along with # of students being redesignated. Site leaders discussed enrollment, retention, and shared changes to the school budget under local control; parents were also asked for consultation about the school LCAP goals and actions and services. Input from parents were documented and shared with school staff to get a better sense of the needs of students and parents. Additionally, surveys were distributed to all stakeholders. These surveys were another means to gather input from individuals who were not able to provide feedback at one of our meetings and gather additional input. The Learning Continuity and Attendance Plan (LCP) survey was given in the Fall 2020 and in March 2021 the Local Control Accountability Plan (LCAP) survey was given. From these meetings and surveys APVS II was able to evaluate the concerns and needs of the community helping us to adjust our program, increase student success and parent communication. Listed below are the details of the stakeholder process: Comprehensive Needs Assessment meetings' target audience included district administrators and site administrators. Administrators reviewed data aligned with the metrics to determine if progress was being made in achieving desired outcomes. Various meetings were scheduled as data became available locally and through the state (e.g. Dashboard data). Data analysis included a broad overview of reviewing aggregate data to determine areas of progress and/or concern. Follow up meetings included a deeper dive into the data by reviewing student detailed reports. Meetings were held on the following dates:

Engagement of PAC/ELAC Committee:

- 8/12/20- Virtual Parent Meeting: Back to school, Progress on LCAP Goals, Discuss 8 State Priorities
- 8/28/20- LCP Survey: Input on Student/school progress
- 10/26/20- PAC/ELAC: Intervention Programs, Student Support Services, Areas of Growth & Parental input

12/9/20 -Virtual Parent Meeting: WASC Graduation Rate, Share data Parent feedback/input
2/24/21 -PAC/ELAC: WASC Visit, Share data, Parent feedback/input
4/30/21-LCAP Survey to gather input on school needs
5/6/21- LCAP Meeting: Share new LCAP Goals and Parent Input

We had our public hearing on June 10, 2021, and our school board approved the Local Control and Accountability Plan.

Engagement with students:

8/12/20- Shared distance learning Plan, Grad rate/requirements
10/26/20- ELPAC, EL student progress, support
12/9/20- Overview of WASC report
2/24/21- WASC visit, CAST Testing
5/6/21- LCAP/LCP Update

The Staff and Administration met:

8/12/20- ELAC Update, LCAP plan
10/26/20- Intervention Programs, Student Support System
12/9/20- Overview of WASC report
2/24/21- WASC visit, CAST Testing
4/21/21- LCAP/LCP Update

In addition, our Parent Engagement committee hosts monthly workshops dedicated to the needs stated in surveys/feedback: trauma-informed, time management, lack of motivation, academic planning, FAFSA, and parent-teacher conferences.

SPECIAL EDUCATION SELPA SUPPORT:

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

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

A summary of the feedback provided by specific stakeholder groups.

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

- All goals and actions will be continued and monitored. Stakeholders were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students and actions intended to provide services to English Learners, foster youth, low-income students, and students with exceptional needs.
 - There will be a continued focus on Goal #1: Increase Academic Performance.
 - Stakeholders would like to see an increase in dual enrollment courses.
 - We will allocate more resources to address SEL components to gain college and career readiness.
 - Increased SEL support and strategies for motivation.
- We will continue to collaborate with stakeholders throughout the school year to explore and monitor the progress of implemented actions.

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

As a result of stakeholder input, Ambassador Phillip V Sanchez II will implement goals that align to our mission/vision and community needs. Specifically, Goal 2 (Students will gain skills for college or career-readiness) and Goal 3 (Increase Student Retention) directly correlate to the needs and concerns raised by stakeholders. Students, parents, and staff all communicated the importance of students gaining and demonstrating college and/or career skills as evidenced by engagement in college-level courses, participation in CTE coursework, the ability to navigate various technologies and platforms.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

As a result of our analysis on key state and local data, we determined the need for a focus goal on academic performance for all our unduplicated students. This new goal specifically addresses low key metrics such as the English Learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the “All Student Group,” and the unduplicated students. Our students also take the NWEA MAP assessment, and we measure academic growth from year to year in this way. This year, performance gaps among student groups were also revealed, using that assessment. We understand the gaps that need to be closed for our students, and this focus goal was carefully designed to support their academic needs with targeted interventions, and tutoring.

We sought the consultation of our stakeholders, and involved them the LCAP process, which we believe promotes positive engagement, buy-in and trust. We know that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are highly qualified– Priority 1	100%				Teachers are highly qualified– 100%
Teachers are appropriately assigned – Priority 1	100%				Teachers are appropriately assigned – 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading – Lexile Growth – local metric	970				Reading score increases each year
Mathematics RIT Growth – local metric	213				Mathematics score increases each year
Average Credit Completion – local metric	1.92				Average Credit Completion increases to 4.0
English Learner Reclassify - Priority 4	0%				English Learner reclassification rate increases each year
EL Annual Progress on ELPAC – Priority 4	Postponed				EL Annual Progress on ELPAC increases each year
DASS 1 Year Graduation Cohort Rate - Priority 5	TBD End of Year				DASS 1 Year Graduation Cohort Rate – increases each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learners support staff, interventions, and materials.	Our English Language learners will be served by an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD	\$336,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Small Group Instruction, and supplementary materials for the ELD program as needed.		
2	All academic interventions and program materials.	State and local assessments in ELA and Math indicate that some of our lowest performing students are the unduplicated student groups. To address this need Interventions will be provided for our unduplicated students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs will accelerate their academic abilities, such as Read 180 and Math 180. These actions have been effective at increasing students' mathematics and reading assessments.	\$241,890.00	Yes
3	Tutoring and supports for students.	Some of our lowest graduation rates are among the unduplicated student groups. To address this need Tutoring support for our unduplicated students who are credit deficient will help increase the rate at which they finish their courses. Local tutors and virtual tutors are actively engaged in reaching out to our unduplicated students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student performance. These actions will increase graduation rates for our unduplicated student groups.	\$82,640.00	Yes
4	Counseling students towards graduation and materials.	Some of our lowest graduation rates are among the unduplicated student groups. To address this need Counseling unduplicated students toward high expectations is essential for promoting their efforts towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We will continue providing counselors, who help address obstacles that unduplicated students might have. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our unduplicated student groups.	\$138,674.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Student activities that increase learning efforts.	The unduplicated students served by the school have additional obstacles that often interfere with attendance and lower their academic motivation as indicated by attendance rates and work completion rates. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited celebrations, field trips and enrichment experiences. We have witnessed how these actions inspire students to continue to be productive and strive to accelerate their learning. These actions will have a positive impact on attendance rates and work completion rates as well as graduation rates.	\$47,500.00	Yes
6	Teachers and staff are qualified and appropriately assigned	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements. Students will have access to classified staff who support the school program.	\$2,125,485.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards–aligned materials – Priority 1	100%				Standards –aligned materials 100% access
Implement state academic standards and EL access – Priority 2	3.72 out of 5.0				Implement state academic standards and EL access increase
Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: TBD TBD TBD				Statewide Assessments: * English Language Arts - score Orange or better * Mathematics – score Orange

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					* Science – score higher each year
Participants in career-ready courses – Priority 8 local metric	Career Technical Education– 4 Professional Skills - 97				Number of students in career-ready courses – increase enrollment each year
Percentage of CTE course and pathway completers – Priority 4	100% & TBD End of YEar				Percentage CTE course and pathway completers – increase .5 each year
Access to broad range of courses – Priority 7	100%				Access to broad range of courses – All students have access to courses
Complete A-G courses (CSU) – Priority 4	TBD End of Year				Complete A-G courses – CSU – increase 1% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career and college-readiness for unduplicated students.	Some of our lowest college and career readiness rates are among the unduplicated student groups. To address this need, our unduplicated students need to be prepared to pursue a career, or attend a college. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. Support personnel, partnerships and materials are essential to tailor and implement the curriculum for	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. We have witnessed many of our students be successful in these programs. These actions will have a positive impact on our college and career readiness rates for our unduplicated student population.		
2	Professional development addressing unduplicated students	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, professional development for our teachers and staff is essential to the progress our unduplicated students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs. There has been a positive impact on our At-Promise students with additional staff training, such as trauma informed practices. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population.	\$80,000.00	Yes
3	Technology for upgrading student programs.	Ensuring that our unduplicated students receive and benefit from effective technology platforms and programs is an ongoing effort in helping them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. We have seen this action be effective with our students during the last year.	\$45,000.00	Yes
4	Support standards-based curriculum in all required areas.	All students will have access to standards aligned curriculum. We will monitor the implementation and growth of our standards-based curriculum for the required areas of study. We do this using the CDE rubric each year.	\$35,000.00	Yes
5	Educational materials for an effective program.	All unduplicated students will have enhanced access to standards aligned curriculum. Regional personnel will help develop a high quality, customized curriculum, provide coaching to support implementation with the unique needs of our student groups, and	\$1,139,616.00	No

Action #	Title	Description	Total Funds	Contributing
		monitor the implementation. We monitor using the CDE rubric each year.		
6	Safe and secure facilities.	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	\$352,410.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success Rate – local metric graduation, retention, rematriculate	97.0%				Success Rate – maintain 80% or higher
School Facilities rating – Priority 1	Good Condition				School Facilities rating – in “Good Condition.”
Retention rate – local metric	93.1%				Retention rate – 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate – Priority 5	90.64%				Attendance rate – 85% or higher
Non-completer rate(dropout) – local metric	4.4%				Non-completer rate (dropout) – less than 10%
Suspension rate – Priority 6	0%				Suspension rate – low rate - green
Expulsion rate – Priority 6	0%				Expulsion rate – low rate - blue

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Retention Support personnel and incentive programs	The unduplicated student population has some of the lowest attendance rates. Ensuring that our unduplicated students are attending and remaining in school is foundational to our program. Our students are typically behind in credits and have been out of school for about a semester or more. We have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, because our data shows that we have been successful with the majority of our students each year. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$85,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Social-emotional support services and materials.	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, trauma-informed practices have helped address many of the socio-emotional needs of our unduplicated students. Programs such as TREC, HOPE, counseling, support personal, social workers, professional development, special program such as yoga, have a positive impact on our students. We will continue to provide and build on these actions and services. We have witnessed that our At-Promise students benefit from these foundational supports. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population.	\$5,000.00	Yes
3	Transportation for unduplicated students.	Our unduplicated students are frequently without access to transportation to school or other related programs. This obstacle is mitigated by providing a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$9,000.00	Yes
4	Access to nutrition for unduplicated students.	Food services are not normally a part of an independent study program but meeting human basic needs helps students focus on academic achievement. Students in the unduplicated student groups have been greatly impacted by the pandemic and the associated economic recession that limits their access to quality nutrition. Nutrition is an essential function for school and we provide our unduplicated students access to food. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. This action has been effective in helping our students stay academically focused. These actions will increase attendance rates and retention rates for our unduplicated student population.	\$35,000.00	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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent conferences, events, celebrations – local metric	375				Parent conferences, events, celebrations increase
Parent Advisory/ ELAC – local metric participation all year	16				Parent Advisory/ ELAC – have participation
Efforts to seek parent input – Priority 3 school survey	73% Feel It's Easy to Contact Teacher				Efforts to seek parent input – increase on survey
Students feel safe – Priority 6	88% Feel Safe				Students feel safe – over 91% feel safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students feel connected – Priority 6	42% Feel Connected				Students feel connected – over 88% feel connected
Teachers feel safe– Priority 6	74% Concerned				Teachers feel safe– over 92% feel safe
Teachers feel connected– Priority 6	67% Have Teammate				Teachers feel connected– over 92% feel connected

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community/Parent Liaison and meaningful school activities.	The parents of unduplicated students are some of the least involved stakeholders. Parent and stakeholder engagement is an essential component to effective schooling for our unduplicated students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. These actions will increase involvement of the parents of unduplicated students in our surveys, parent meetings and parent organizations.	\$10,000.00	Yes
2	Translation services and contracted services for outreach.	Many of our unduplicated students speak a language other than English at home. Our unduplicated students require effective communication and outreach about the educational programs and opportunities at the site. Translations in student's primary languages is critical for two-way communication efforts. Additionally, outreach	\$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. These actions will increase course completion rates and graduation rates for our unduplicated student population.		
3	Materials, transportation and personnel to support stakeholder events	The unduplicated student population has some of the lowest attendance rates. School activities and events are important to our unduplicated students and their families, so that they feel connected to the school's purpose and have increased engagement. Expenses for these include, but are not limited to communications, outreach, materials, and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed. These actions will have a positive impact on the attendance rates of our unduplicated students.	\$7,500.00	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.

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
41.13%	\$1,168,974.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

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

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

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

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

Goal 4 Action 1: Community/Parent Liaison and meaningful school activities.
Goal 4 Action 2: Translation services and contracted services for outreach.
Goal 4 Action 3: Stakeholder events, personnel, and materials for engagement.

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,786,485.00				\$4,786,485.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,740,885.00	\$2,045,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	English Learners support staff, interventions, and materials.	\$336,170.00				\$336,170.00
1	2	English Learners Foster Youth Low Income	All academic interventions and program materials.	\$241,890.00				\$241,890.00
1	3	English Learners Foster Youth Low Income	Tutoring and supports for students.	\$82,640.00				\$82,640.00
1	4	English Learners Foster Youth Low Income	Counseling students towards graduation and materials.	\$138,674.00				\$138,674.00
1	5	English Learners Foster Youth Low Income	Student activities that increase learning efforts.	\$47,500.00				\$47,500.00
1	6	All	Teachers and staff are qualified and appropriately assigned	\$2,125,485.00				\$2,125,485.00
2	1	English Learners Foster Youth Low Income	Career and college-readiness for unduplicated students.	\$3,000.00				\$3,000.00
2	2	English Learners Foster Youth Low Income	Professional development addressing unduplicated students	\$80,000.00				\$80,000.00
2	3	English Learners Foster Youth Low Income	Technology for upgrading student programs.	\$45,000.00				\$45,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Support standards-based curriculum in all required areas.	\$35,000.00				\$35,000.00
2	5	All	Educational materials for an effective program.	\$1,139,616.00				\$1,139,616.00
2	6	All	Safe and secure facilities.	\$352,410.00				\$352,410.00
3	1	English Learners Foster Youth Low Income	Student Retention Support personnel and incentive programs	\$85,100.00				\$85,100.00
3	2	English Learners Foster Youth Low Income	Social-emotional support services and materials.	\$5,000.00				\$5,000.00
3	3	English Learners Foster Youth Low Income	Transportation for unduplicated students.	\$9,000.00				\$9,000.00
3	4	English Learners Foster Youth Low Income	Access to nutrition for unduplicated students.	\$35,000.00				\$35,000.00
4	1	English Learners Foster Youth Low Income	Community/Parent Liaison and meaningful school activities.	\$10,000.00				\$10,000.00
4	2	English Learners Foster Youth Low Income	Translation services and contracted services for outreach.	\$7,500.00				\$7,500.00
4	3	English Learners Foster Youth Low Income	Materials, transportation and personnel to support stakeholder events	\$7,500.00				\$7,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,168,974.00	\$1,168,974.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$336,170.00	\$336,170.00
Schoolwide Total:	\$832,804.00	\$832,804.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	English Learners support staff, interventions, and materials.	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$336,170.00	\$336,170.00
1	2	All academic interventions and program materials.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$241,890.00	\$241,890.00
1	3	Tutoring and supports for students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$82,640.00	\$82,640.00
1	4	Counseling students towards graduation and materials.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$138,674.00	\$138,674.00
1	5	Student activities that increase learning efforts.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$47,500.00	\$47,500.00
2	1	Career and college-readiness for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	2	Professional development addressing	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		unduplicated students					
2	3	Technology for upgrading student programs.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	\$45,000.00
2	4	Support standards-based curriculum in all required areas.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
3	1	Student Retention Support personnel and incentive programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$85,100.00	\$85,100.00
3	2	Social-emotional support services and materials.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	3	Transportation for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	\$9,000.00
3	4	Access to nutrition for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
4	1	Community/Parent Liaison and meaningful school activities.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
4	2	Translation services and contracted services for outreach.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$7,500.00
4	3	Materials, transportation and personnel to support stakeholder events	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$7,500.00

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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