

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

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

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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

Achieve academic excellence in core content areas.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    WASC Growth Area 1

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Annual SARC Report</p> <p><b>19-20</b> Maintain 100% teachers appropriately assigned Maintain 100% access to instructional materials as new programs are adopted</p> <p><b>Baseline</b> 98.8% Teachers appropriately assigned 100% Access to Instructional Materials</p>	<p>Annual SARC Report Decreased 2% of teachers appropriately assigned Maintained 100% access to instructional materials as new programs are adopted</p>
<p><b>Metric/Indicator</b> CDE Self: Reflection Tool</p> <p><b>19-20</b> Maintain Full implementation and sustainability of ELA/ELD CA CCSS Full implementation of Math CCSS Initial implementation of NGSS Beginning Development of HSS Initial Implementation of CTE</p> <p>Initial Implementation of Identifying the professional learning needs of individual teachers.</p>	<p>Maintained full implementation and sustainability of ELA/ELD CA CCSS Full implementation and sustainability of Math CCSS Full implementation of NGSS Initial implementation of HSS Full implementation of CTE Full implementation of identifying the professional learning needs of individual teachers. Full implementation of providing support for teachers on standards not yet mastered.</p>

Expected	Actual
<p>Beginning Development for providing support for teachers on the standards they have not yet mastered.</p> <p><b>Baseline</b> Full(implementation of ELA/ELD CA CCSS Initial(Implementation of Math CA CCSS Beginning(Development(of NGSS Exploration(and(Research(Phase of HSS Beginning(Development of CTE</p> <p>Beginning(Development of Identifying the professional learning needs of individual teachers. Exploration(and(Research(Phase for providing support for teachers on the standards they have not yet mastered.</p>	
<p><b>Metric/Indicator</b> SBS Math % Standard Met/Exceeded</p> <p><b>19-20</b> Increase 2% or more</p> <p><b>Baseline</b> 38% – All grades (2016)</p>	<p>No SBS data available due to state testing being waived.</p>
<p><b>Metric/Indicator</b> SBS ELA % Standard Met/Exceeded</p> <p><b>19-20</b> Increase 2% or more</p> <p><b>Baseline</b> 59% – All grades (2016)</p>	<p>No SBS data available due to state testing being waived.</p>
<p><b>Metric/Indicator</b> Academic Indicator: Math 3:8</p> <p><b>19-20</b> All students Yellow (Increase by 3+) SED Yellow (Increase by 3+)</p>	<p>No SBS data available due to state testing being waived.</p>

Expected	Actual
<p>SWD Orange (Increase by 15+)  African American Green (Increase by 3+)  Hispanic Yellow (Increase by 3+)  White Yellow (Increase by 3+)</p> <p><b>Baseline</b>  All Students Yellow (18.6 below +3)  SED Orange (36.1 below R6.7)  SWD Yellow (57.4 below +10.5)  AA Yellow (55.4 below +7)  HIS Orange (36.6 below R2.3)  W Green (7.3 below +6.3)</p>	
<p><b>Metric/Indicator</b>  Academic Indicator: ELA 3:8</p> <p><b>19-20</b>  All students Green (Maintain or increase)  SED Green (Maintain or Increase)  SWD Green (Increase by 3+)  African American Yellow (Increase by 3+)  Hispanic Green (Maintain or Increase)  White Green (Maintain or increase)</p> <p><b>Baseline</b>  All Students Green (6.4 above + 22.6)  SED Green (3.7 below +18.7)  SWD Yellow (45.3 below +22.3)  AA Yellow (6.6 below +24.8)  HIS Yellow (6.3 below +20.4)  W Blue (12.5 above +22.4)</p>	<p>No SBS data available due to state testing being waived.</p>
<p><b>Metric/Indicator</b>  College/Career Indicator</p>	<p>No College &amp; Career indicator data available due to COVID-19 and reporting requirements being waved.</p>

Expected	Actual
<p><b>19-20</b> Maintain Green Performance Level</p> <p><b>Baseline</b> 51 points above level 3 ELA +9 points 71.4 points below level 3 Math R43.7 points More data available in Fall 2017</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A) Provide ongoing staff development on the following: personalized instructional support based on self reflection] providing students with effective feedback] deepening understanding of expectations of state standards and frameworks.</p> <p>B) Provide coaching and instructional support for K-12</p> <p>C) Provide publisher trainings for newly adopted curriculum.</p> <p>D) Provide training and conference attendance for staff with new content area/grade level assignments and or areas of greatest need.</p> <p>E) Provide induction for teachers with preliminary credentials.</p> <p>F) Provide lead support for Educational Advisors for K-8 and 9-12.</p>	<p>UF GF \$54,424</p> <p>UF GF \$45,010</p> <p>UF GF \$8,000</p> <p>UF GF \$15,000</p> <p>UF GF \$19,870</p> <p>UF GF \$70,162</p>	<p>UF GF \$28,135.16</p> <p>Not Applicable 45,0101</p> <p>Not Applicable</p> <p>UF GF \$5,261</p> <p>UF GF \$19,870</p> <p>UF GF 70,162</p>
<p>Adoption/Purchase of standards aligned curriculum and required resources for core content areas</p> <p>A) Project Lead the Way</p> <p>C) K-12 Science including Environmental Literacy</p> <p>D) Digital Subscriptions for Supplemental Resources</p>	<p>UF GF \$40,000</p> <p>UF GF \$250,000</p> <p>UF GF \$10,000</p>	<p>UF GF \$39,891</p> <p>UF GF 250000</p> <p>UF GF \$7,300</p>
<p>A) Subscription for Data and Assessment Program</p>	<p>UF GF \$10,000</p> <p>UF GF \$24,552</p>	<p>UF GF \$895</p> <p>UF GF 24552</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B) Common assessment development for HSS and continued refinement of Math and ELA		

## Goal Analysis

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

Ongoing content specific staff development with a mathematics focus was provided during monthly professional development days. In addition, instructional support was provided to teachers in Grades K-5 and Grades 6-12. Grade span lead teachers attended the California Mathematics Council's conference in Palm Springs. This conference assisted in the development and delivery of Mathematics. Collaboration meetings for all levels were facilitated by instructional support providers and grade span lead teachers with an emphasis on mathematics instruction. Additionally teachers were given release days throughout the year to create benchmark assessments and analyze data after the assessments were administered to students. Due to the pandemic many of the staff development trainings and conferences were cancelled and this is the reason for the discrepancy.

Publisher trainings were provided for newly adopted curriculum - TWIG Science (K-5), Amplify Science (6-8), and Houghton Mifflin Harcourt Inspire Science (9-12) were provided in August before the school year begun. These trainings were provided by the publisher at no cost to the LEA. The LEA had originally proposed this.

Teachers from all departments were sent to a variety of conferences; The Council of Mathematics Conference, County Office of Education trainings, and participation in the CTE Leadership network. Many of the trainings were cancelled last year due to the Covid-19 pandemic.

Two staff members have served as Red Track Lead Teachers. They provide support and guidance to independent study educational advisors. Additionally they communicate to our teacher the needs of independent study students to school leadership.

Materials and Curriculum were provided for the implementation of Project Lead the Way. TWIG Science (K-5), Amplify Science (6-8), and Houghton Mifflin Harcourt Inspire Science (9-12) were adopted for Science. A new digital resource was purchased for 6-8 called Revision Assistant. This program supported the development of writing and supplemented the current curriculum. Digital subscriptions were renewed for IXL, Turnitin.com, Learning A-Z, Vocabulary.com, and iReady Assessment.

An annual subscription was renewed for iO Assessment to provide teachers with data and assessment programs. The Curriculum and Assessment Coordinator provided support to teachers who utilized the program to analyze assessment data to support instruction and best practices. The cost of these programs was lower than originally planned.

The Curriculum and Assessment Coordinator refined common assessments for grades 2-8 ELA and 2-12 Mathematics. The Middle School and High School History teachers began to develop common assessments during monthly staff development meetings and in content and grade level collaboration meetings.

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

Actions and services related to professional development have been highly effective to achieve this goal. Professional development has been tailored to meet the specific needs for each content area and grade level. During content and grade level collaboration meetings, the on-going review of assessment data to measure growth has been used to guide instructional practices including; re-teaching, intervention, tutoring, as well as altering curriculum to meet students' individual needs. Improved achievement has been proven by student performance on local assessments and other means of formative assessments shared during collaboration meetings. Induction Teachers have received weekly support from a mentor teacher in classroom management, instructional skills indicate that ongoing mentoring support has increased their teaching practices and improved their ability to create lesson plans that are targeted to meet students' needs. Mentor teachers have allocated over 75 hours per quarter on "just in time" mentoring support. Red Track Lead support has been effective as student enrollment has remained consistent. Parents have also indicated a high level of satisfaction with individual on-going homeschool teacher support.

Actions and services related to curriculum have been moderately effective in meeting this goal. Digital subscriptions have been utilized to address the individual needs of students with learning gaps. Curriculum for Science has been implemented in Grades K-5, 6-8, and 9-12 which allows teachers to instruct the NGSS standards.

Project Lead the Way curriculum has enabled students on all tracks to refine knowledge and skills related to NGSS.

Actions and services related to data and assessment have been moderately effective. Our data and assessment program, iO Assessment, have been highly effective in assisting teachers in measuring student progress toward standards mastery. Grades 1-12 are now utilizing the program to administer common assessments for Mathematics and English Language Arts. Teachers have successfully utilized the program to generate reports and facilitate discussions at collaboration meetings. The program has been successful in providing Administration with a summary of data to monitor the progress of Teachers and to designate instructional support services. Students have benefited from the ability to practice with technology which has enhanced items while being able to have been able to receive immediate feedback on progress. Parents have been given access to students' scores and teachers have been able to successfully utilize the program to identify learning gaps.

As a result of the onset of Covid-19 Teachers were unable to administer the third benchmark assessment to students due to the security settings outlined in the test. The end of the year data was not available to analyze and drive instruction. In developing goals

and actions for the 2021/2022 LCAP we intend to continue the goal of developing and refining benchmark assessments and analyzing the data to determine student progress.

## Goal 2

Address personalized learner needs to develop skills necessary to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:    WASC Growth Area 2

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            EL performance on language assessment/ Reclassification Rate</p> <p><b>19-20</b>            Reclassify 50% 0% At risk R LTEL</p> <p><b>Baseline</b>            6 students designated as EL 2 students designated as at risk of LTEL</p>	<p>Reclassified 27% due to the Summative ELPAC being waved and testing restriction in place for the optional Fall Summative ELPAC. 20% of students are at at risk of LTEL.</p>
<p><b>Metric/Indicator</b>            Chronic Absence Indicator</p> <p><b>Baseline</b>            Available in Fall 2017</p>	<p>Data not reported due to COVID-19.</p>
<p><b>Metric/Indicator</b>            Graduation Rate Indicator</p> <p><b>Baseline</b>            Blue Performance Level for All Students including SED</p>	<p>Blue Performance Level for all students including SED.</p>
<p><b>Metric/Indicator</b>            Suspension Rate Indicator</p>	<p>Green Performance Level for all students including SED.</p>

Expected	Actual
<p><b>Baseline</b> 97% Attendance Rate</p>	
<p><b>Metric/Indicator</b> Climate Surveys of pupils and parents</p>	<p>Due to the circumstances of COVID 19 the climate survey of pupils and parents was not completed.</p>
<p><b>Metric/Indicator</b> Local Measure: Internships (WASC)</p>	<p>Due to the circumstances of COVID 19 Internships were not completed.</p>
<p><b>Metric/Indicator</b> College/Career Indicator</p> <p><b>19-20</b> Data Available Fall 2017</p> <p><b>Baseline</b> Maintain Green Performance Level</p>	<p>Due to the circumstances of COVID 19 the dashboard did not report performance level indicators.</p>
<p><b>Metric/Indicator</b> Academic Indicator: Math 3:8</p> <p><b>19-20</b> All students Yellow (Increase by 3+) SED Yellow (Increase by 3+ ) SWD Orange (Increase by 15+ ) African American Green (Increase by 3+) Hispanic Yellow (Increase by 3+) White Yellow (Increase by 3+)</p> <p><b>Baseline</b> All Students Yellow (18.6 below +3) SED Orange (36.1 below R6.7) SWD Yellow (57.4 below +10.5) AA Yellow (55.4 below +7) HIS Orange (36.6 below R2.3) W Green (7.3 below +6.3)</p>	<p>Data not reported due to COVID-19.</p>
<p><b>Metric/Indicator</b> Academic Indicator: ELA 3:8</p>	<p>Data not reported due to COVID-19.</p>

Expected	Actual
<p><b>19-20</b>  All students Green (Maintain or increase)  SED Green (Maintain or Increase)  SWD Green (Increase by 3+)  African American Yellow (Increase by 3+)  Hispanic Green (Maintain or Increase)  White Green (Maintain or increase)</p> <p><b>Baseline</b>  All Students Green (6.4 above + 22.6)  SED Green (3.7 below +18.7)  SWD Yellow (45.3 below +22.3)  AA Yellow (6.6 below +24.8)  HIS Yellow (6.3 below +20.4)  W Blue (12.5 above +22.4)</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide additional services and Response to Intervention A) Occupational therapist services B) Behavioral support materials C) Supplemental Intervention Materials D) Expansion of Peer Tutoring Program E) Monitor students through Safety Net and SST process and provide academic and behavioral services for Rtl F) Mandatory Teacher lead After School Tutoring K-12 G) Provide school nurse to monitor health needs H) Provide speech/language services, OT services, and school nurse services for SpEd students. I) Provide summer school for high school levels of math to struggling students.	0001-0999: Unrestricted: Locally Defined SUPP \$10,000 \$350 \$400 \$1,700 \$91,463 0001-0999: Unrestricted: Locally Defined SUPP \$175,000 UF GF \$8,488 6000-6999: Capital Outlay SPED \$46,798	0001-0999: Unrestricted: Locally Defined SUPP 10000 0 \$1,380 0 91463 Not Applicable 0 UF GF 8488 1000-1999: Certificated Personnel Salaries SPED 46798

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
J) Provide math intervention for Low Performing Students K) Provide one meal per day for students who qualify for free or reduced priced meals.	7000-7439: Other Outgo LPSBG \$19,035  7000-7439: Other Outgo LPSBG \$219,965	Not Applicable 0  0000: Unrestricted LPSBG 219965
Facilitate Character and Social Skill Development A) Character Education Staff Development B) Monthly Character Lessons C) Monthly Character Awards D) Provide access to counselor E) Social Skills Classes	0001-0999: Unrestricted: Locally Defined SUPP \$600 \$500  0001-0999: Unrestricted: Locally Defined SUPP \$1,000  90% MH 10% SUPP 6512/0707 \$12,842  90% MH 10% SUPP 6512/0707 \$14,655	Not Applicable 5,215  34  1,267  12842  14655
Provide support for EL students A) Provide designated ELD B) Provide training for ELD teacher	0001-0999: Unrestricted: Locally Defined SUPP \$17,976  0001-0999: Unrestricted: Locally Defined SUPP \$1,500	0001-0999: Unrestricted: Locally Defined SUPP 17976  0001-0999: Unrestricted: Locally Defined SUPP 1500
Improve student sense of school connectedness A) Facilitate student led spirit building activities (Pep-rallies, campus spirit events, etc.) B) Independent Study social events and on-campus enrichment activities C) Establish and maintain extracurricular opportunities for students outside of sports and societies	UF GF \$12,000 UF GF \$2,000 UF GF \$4,000	UF GF \$1,177 UF GF 2000 UF GF 4000
Prepare students for college and lifelong learning: A) Offer workshops related to life skills B) Coordinate SchoolRwide College and Career Fair C) Provide Strong Interest Survey to all 10th Graders	6000-6999: Capital Outlay CTE \$5,000  6387 UF GF \$2,000  UF GF \$3,000	0000: Unrestricted CTE 5000  6387 UF GF 2000  UF GF \$2,741

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
D) Continue to offer free PSAT to all 9th and 10th graders E) Designate community liaison to cultivate community relationships for volunteer and internship opportunities F) Offer two college tours	UF GF \$4,000 6387 6000-6999: Capital Outlay CTE \$13,705 UF GF \$5,000	UF GF \$4,822 6387 0001-0999: Unrestricted: Locally Defined CTE 13705 Not Applicable 0
Provide additional access to broad course of study and CTE offerings: A) Increase High School IS Electives C) Purchase Public Safety Curriculum E) Purchase tablets for implementation/pilot of student developed school safety and management application	UF GF \$15,000 6000-6999: Capital Outlay CTE \$15,000 6000-6999: Capital Outlay CTE \$4,500	UF GF 15000 4000-4999: Books And Supplies CTE 15000 4000-4999: Books And Supplies CTE 15000

## Goal Analysis

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

The goal of peer tutoring program and mandatory after school tutoring were not able to be expanded due to the Covid-19 pandemic and school closures. The goal was to hire additional staff to provide math intervention for low performing students. Due to the circumstances of the school closures the LEA did not create that position or begin that program. The budgeted amount for a Character staff training was not utilized due to the pandemic and the limited opportunities for training in the Spring as originally planned. The two college tours that were planned for the Spring were cancelled due to the Covid-19 pandemic. The unspent funds for trainings that were not available due to the pandemic have been rescheduled for another year.

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

The Safety Net Team successfully met with all teachers 3 times a year to review student progress, develop strategies. SST meetings were held for students requiring additional intervention and then referred to appropriate supports. The Specialized Academy Instructor developed an After School Intervention program to support skill development for students with disabilities in Grades 3-5. Grades and testing results indicate student growth and progress within the classroom and toward IEP goals.

The school nurse completed all health reviews and updated vision and hearing screenings for students being assessed in Special Education as well as participated in IEP meetings to support our students with disabilities whom have health concerns.

The Occupational Therapist provided services to students as outlined in their IEPs as well as collaborated with teachers on support. Student progress in the area of fine motor skills was highly successful. The Occupational Therapist provided guidelines and strategies for implementation in the classroom and for students with IEPs. Peer Tutoring times remained the same but we had more than one tutor working with students at the same time to increase support.

A speech therapist supported speech and language development of students identified with disabilities in these areas. Students were successfully meeting goals and were exited from Special Education upon successful mastery of speech goals. Increased mental health hours as well during the school closure. Providing an increase of access to our counselor was highly effective. The results were reduced frequency of student absences. Social Skills Classes were highly effective and data reported improvement in social skills in a small group setting. This resulted in fewer disciplinary issues reported on the playground during breaks. Middle School students reported a greater feeling of support and inclusiveness having a teacher mentor to meet with once a week and the group (mentor/Mentee) once a month.

English language development was highly successful with 60% of EL students were reclassified with the first administration of the Summative ELPAC.

Assessment programs were moderately effective with a slight improvement in IO assessments however these did not continue after the school closure due to the limitations of using the platform at home. Students did meet IEP goals at annual and triennial meetings. Students with Intervention plans met smart goals at their follow up SST meetings with moderate success. Teacher reports at follow up Safety Net meetings indicate student improvement with the implementation of strategies as well as an increase in student performance to C- or above. The LEA also experienced an increase in student attendance at school with the development of IHP's and 504 plans to support health needs.

Character Education was highly effective. Monthly character assemblies were held recognizing student achievement in character. Staff was utilizing "Weekly Habits for Success" to teach and reinforce character lessons. Visitors and Internship partners have noted how respectful our students were when they interacted with them.

Elementary students received Ranger Awards daily for showing outstanding character and are recognized by all Santa Rosa staff (Administration, Teachers, Office Staff, Supervision Assistants, etc). Prizes were awarded to students during our morning assemblies. Elementary students were chosen once a month by TK-5th grade staff to have pizza with the Assistant Principal. These students were chosen for showing exceptional character.

Student connectedness actions were moderately effective. High School Leadership Team received positive feedback on the most recent pep rally. Leadership held a free Fall Festival which was open to all students and a whole school Ranger Rally was scheduled for 4/12/2019 that was unfortunately canceled due to the pandemic.

Cyber Civics curriculum began piloting in March of 2019 for grades 6-8 with full implementation in 2019-2020 school year. Teachers have provided positive feedback on the curriculum as well as the discussion that students have had during the lessons.

College and Career readiness was highly effective. The LEA put together five Life Skills workshops. Two of the three workshops happened. Fifteen seniors attended the apartment hunting workshop and eleven seniors attending the grocery shopping and basic cooking workshop. The Sped college and career actions were highly effective. Students and parents reported that transition planning in IEP's beginning at age fifteen helped students plan and focus on college and career. Follow up information from students that graduated a year ago indicated that students enrolled in technical schools, colleges, and universities. College and Career Fair was very well attended. Students were very happy with the presentations and topics. Academy students heard presentations from professionals in their chosen career path. MSJC brought the Career Bus which provided students a great opportunity for students to search careers and see what this resource had to offer. A Strong Interest Survey was effective as it provided us with 100 students who chose to complete the survey to obtain results. More than 60 seniors were involved with volunteer or internship opportunities during the 2019-2020 school year prior to the school closure.

CTE added two new Administrative Justice Classes. They are; Juvenile Procedures and Criminal Investigation. Turf Management was also added to the Horticulture Pathway. Those students also participated in our new FFA program.

Despite the challenges as a result of the school closure in 2019-2020 a majority of the actions proved to be effective.

# Goal 3

Facilitate stakeholder involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: WASC Growth Area 3

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> School Board Self Evaluation</p> <p><b>19-20</b> Maintain grade of 80% or higher</p> <p><b>Baseline</b> Baseline data pending Board Self Evaluation June 8th</p>	<p>Due to the circumstances of Covid-19 the School Board self evaluation was not conducted.</p>
<p><b>Metric/Indicator</b> Family Survey</p> <p><b>19-20</b> Decrease number of respondents that feel the school provides little information about involvement opportunities by 5%</p> <p>Increase the number of respondents using Remind.com by 5% Maintain or decrease the number of respondents that feel the website is not beneficial for finding information</p> <p><b>Baseline</b> 31% of respondents felt the school provides little information about involvement opportunities 30% of respondents were not utilizing Remind.com 74% Back to School</p> <p>Attendance</p>	<p>Due to the circumstances of Covid-19 the Family Survey was not conducted.</p>

Expected	Actual
17% of respondents felt the website was not beneficial for finding information	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide annual school board training	UF GF \$1,500	0000: Unrestricted \$1,500
Increase stakeholder awareness and involvement in school events: A) STEM Expo B) Website development and maintenance C) Design website to be mobile friendly D) Offer parent teas three times a year	UF GF \$500  UF GF \$14,594 UF GF \$1,500 UF GF \$2,900	4000-4999: Books And Supplies \$832  Not Applicable 0 Not Applicable 0 Not Applicable 500
Provide support for home school parents A) Offer Parent Workshops for instructional strategies and curriculum] provide coordinator services B) Parent Institute informational materials C) Offer parenting workshops for parents of incoming TK-K students	UF GF \$17,348 UF GF \$250 UF GF \$1,800	UF GF 17348 UF GF 250 UF GF 1800

### Goal Analysis

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

Due to unforeseen circumstances the budgeted amount for website development was rolled over to the 2020-2021 school year. The number of parent teas the LEA was able to hold was reduced due to the Covid-19 pandemic. The LEA plans to increase the number of parent teas in the 2020-2021 school year due to the virtual format being efficient as it increased communication amongst all stakeholders.

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

The STEM Expo was highly attended. It showcased the school's STEM programs as evidenced by the large amount of visitors to the event from by the local community and parents. The LEA was fortunate to be able to hold this even prior to school closures.

Parent workshops were provided for future TK/K students three times this year. Parent participation was high with over 60 attendees on the first night. Subsequent nights were held for about 30 parents who chose to attend while the rest had already received most of the information as parents of current students. The third workshop had to be cancelled due to the Covid-19 pandemic.

## Goal 4

Provide clean and safe facilities that create a flexible and innovative learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> SARC/FIT</p> <p><b>19-20</b> Maintain systems and overall rating</p> <p><b>Baseline</b> (June 2016) All systems received a rating of Good and overall rating of Exemplary</p>	Maintained systems and overall rating.
<p><b>Metric/Indicator</b> Safety Committee Needs Assessment</p> <p><b>19-20</b> Maintain minimal findings in threat assessment</p> <p><b>Baseline</b> Minimal findings in threat assessment</p>	Maintained minimal findings in threat assessment.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide needed repairs and services:	UF GF \$10,000	UF GF 0
A) Replace flooring in needed classrooms	UF GF \$8,000	UF GF 10,200
B) Resurface Gym floor	UF GF \$6,000	UF GF 0
C) ReRstain wood on building exterior	UF GF \$1,000	UF GF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
D) Purchase Green Waste and Sustainability Bins		

## Goal Analysis

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

Several of the projects planned for updating facilities in the 2020-2021 school year had to be postponed due to the Covid-19 pandemic. These projects are being continued into the next school year.

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

Repairs and services were kept up to date and the site is in good condition. Monthly walks by Facility staff and Administration enabled the school to keep up with site needs. LEA was both effective in managing and minimizing facility damage by maintaining a proactive approach for calendaring repairs aligned with the facility budget. Security gate was completed along with other modifications to the property to ensure the safety of all stakeholders.

# Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of plexiglass shields.	\$31,127.54	\$31,127.54	No
Upgrades to the office including additional door for outside access to the health office, negative air ventilation, glass enclosures for the front office and health office.	\$36,593.25	\$36,593.25	No
Purchase of personal protective equipment for staff and students.	\$3,413.51	\$3,413.51	No
Purchase of digital hand held thermometers for health screenings.	\$2,059.85	\$2,059.85	No
Purchase of Clorox 360 machine for increased sanitation.	\$3,999.00	\$3,999.00	No
Additional of hand sanitizing stations across the campus.	\$1,196.45	\$1,196.45	No

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.

All of the planned actions were executed and there was no discrepancy between budgeted and actual expenditures.

### Analysis of In-Person Instructional Offerings

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

There were many challenges for implementing in-person instruction in the 2020-2021 school year. The number of Covid-19 cases remained at a high level in the Fall and that forced the LEA to offer Distance Learning only for instruction. Riverside County continued to be in the purple tier throughout the late Fall and Winter of 2020-2021 which again required students to only be distance learning. In early March the number of Covid-19 cases dropped and this allowed Riverside to drop into the Red Tier. This in turn allowed the LEA to open up for hybrid learning with a limited number of students in a classroom and many restrictions as far as class set-up and

student teacher interaction. We slowly brought students back on campus starting with the Kinder to Second Grade students and then the Third through Fifth grade students. The elementary students attended in class instruction four days per week in small cohorts either in the morning or afternoon to be able to manage the allowable numbers. The LEA continues to have students who remain at distance learning. These students work with a credentialed substitute teacher and will continue online learning for the remainder of the year. Early in April 2021 Middle School students returned to campus two days a week followed by High School students. Participation in hybrid learning for secondary students was significantly lower than the primary students. The challenges that came along with the low numbers required teachers to teach in person students as well as at home students simultaneously via Zoom which made it difficult to manage instruction.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase technology access for all staff, students and parents especially for English Learners, Low Income, and Foster Youth. This includes conducting a needs assessment and creating a tech request ticket system. This also includes devices for students, computers for staff, hot spots, and other technology devices like tablets, tablet stands, bluetooth headsets, wireless mouse and accessories.	\$302,297.95	\$302,297.95	Yes
Purchase of additional learning apps and licenses for remediation of essential standards, students engagement and progress monitoring.	\$30,325.71	\$30,325.71	Yes
Provide a common learning management system with a platform for recording instruction across all grade levels to ensure easy access for students and parents. This includes professional development on the LMS for all instructional staff. System also includes digital assessment and data program. (OTUS)	\$15,108.00	\$15,108.00	Yes
Distance Learning Professional Development was provided to teaching staff. This included training in the google platform and a summer math institute addressing learning loss strategies, student engagement with technological resources, and common core instructional shifts.	\$1,728.00	\$1,728.00	Yes

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

All of the planned actions were executed and there was no discrepancy between budgeted and actual expenditures.

## Analysis of the Distance Learning Program

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

In regards to continuity of instruction the LEA experienced success in maintaining scheduled classes, engaging lessons, and progress monitoring. All of the students served by the LEA had access to devices and connectivity allowing them to participate fully in instructional programs. The engagement tracking data revealed that 89% of elementary students, 98% of middle school students, and 97% of high school students were engaged in distance learning during the months where only distance instruction was offered. The LEA provided monthly professional development trainings for teaching staff as well as bi-monthly collaboration meetings and staff meetings where best practices for distance learning were discussed. It was challenging to find vetted materials and resources for teaching staff to utilize given the newness of the distance learning instructional environment. All of the services provided to pupils with unique needs continued without interruption either in person or virtually. This included students with disabilities, English Learners, and intervention support for other vulnerable populations. The most challenging aspect of providing the services was the coordination of the schedules amongst teaching staff and support providers.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of supplemental learning programs (i-Ready & IXL) to assist with progress monitoring of students identified at risk for learning loss through a multiple-tiered systems of support program.	\$18,531.00	\$18,531.00	Yes
Addition of an Intervention Coordinator to identify and service students found at risk for learning loss including English Learner, Low Income, and Foster Youth through a multiple-tiered systems of support program.	\$85,028	\$85,028.00	Yes
Additional resources for Response to Intervention such as Explode the Code, sit and move cushions, kicky bands, overlay rulers, leveled readers, and high interest low vocabulary readers.	\$1,000	\$1,000.00	Yes

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

All of the planned actions were executed and there was no discrepancy between budgeted and actual expenditures.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

During the 2020-2021 school year it was very challenging to address the pupil learning loss with the large scope of students being served in Transitional Kinder through to Twelfth Grade. The supplemental programs we purchased were beneficial to students learning progression. The data shows that students mastered 26,532 out of the 48,272 state standards that were practiced, all while still struggling. Steady progress was achieved by all grade levels areas of learning loss were observed especially in the area of Math standards. The Intervention Coordinator was very effective as they met with students online on a consistent basis. One of the biggest challenges was engaging younger students in online learning as well as stressing the importance of attendance in the online intervention classes. Additional resources were not purchased because the Intervention Coordinator was utilizing resources previously purchased that had shown success in demonstrating learning growth with students.

## **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.

Due to an increase in mental health concerns since the start of the pandemic, we have encountered successes and challenges. While we have been monitoring and supporting mental health as well as social and emotional well being in the 2020-21 school year, it has been imperative for us to be flexible while staying effective. One challenge has been to maintain consistent efficacy. We have experienced some skepticism about the efficacy of counseling sessions offered virtually. However, with careful planning, informed consents as well as participation options, we have learned to master the art of virtual school counseling as well as wellness check-ins, that parallel tele-health. We have found consistent success in our flexibility of offering virtual options for social and emotional supports, through small group sessions and individual counseling. We also continue to find success in communication efforts. We have doubled down and in some cases triple downed our outreach to our students and families. We offer multiple avenues of social and emotional support on various topics, concerns and at different developmental stages of the pandemic.

## **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.

Family outreach and engagement was one of the major challenges for the 2020-2021 school year given the lack of in person interaction. The LEA utilized classified and certificated staff to increase the communication with families. One successful tool was the use of Parent Square as a comprehensive social media communication tool. Families were able to choose their preferred method of communication, either text, phone call, or email, which was found to be beneficial. Messages about academics, community resources, health updates, nutrition services and many other messages were sent to families. The program also allowed the LEA to keep track of the data on family engagement so that other methods could be implemented for reaching families who were not responding through Parent Square.

Administration held meetings with parents and students when engagement became a concern. Tier 1, 2, an 3 strategies were implemented from the Re-engagement Plan and data was tracked using the Student Information System. This proved challenging when families did not respond to emails or phone calls but the LEA persisted in communicating with families.

## **Analysis of School Nutrition**

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

The LEA provided "Grab an Go" meals to students and the community throughout the 2020-2021 school year. When the students returned to campus for hybrid learning it proved difficult to switch to hot meals because of the number of students who chose to remain on distance learning. The decision was made to continue the "Grab and Go" meals for the remainder of the school year.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional of comprehensive counselor to staff to address the increase in student academic and social emotional concerns as a result of the COVID pandemic.	\$72,046.31	72046.31	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.

All of the planned actions were executed and there was no discrepancy between budgeted and actual expenditures.

## Overall Analysis

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

The LEA implemented distance learning for the first seven months of the school year and met many challenges along the way. Student engagement was a large focus of the training offered for teachers as the data showed that we had a large number of students disengaged. Student engagement will be a focus of the 2021-2024 LCAP goals and actions. With the challenges of distance learning student social emotional well being was a large focus of the LEAs program in the 2020-2021 school while our goals and actions were met with success there is a need for continuing to address the social and emotional needs of students through written goals and actions. This was evident in our more vulnerable populations such as English Learners, students with disabilities, and socio-economically disadvantaged students. Increased or improved services for these students will be addressed in the 2021-2024 LCAP.

The LEA was able to open for hybrid learning during the eighth month of the school year and served about 385 students. While the remainder of students continued on distance learning. The lessons learned by the LEA in regards to how to manage ed tech resources and digital learning proved invaluable in informing goals and actions. The LEA is well prepared if the need arises again to service students in a hybrid learning environment.

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

While the data noted steady progress was made by a majority of the students learning loss was evident, especially in the areas of early literacy and math. This data is invaluable and will drive the development of the LCAP goals and actions. The LEA is planning a program for students who are identified with the greatest learning loss. The majority of the goals and actions in the upcoming LCAP will be focused on assigning resources and supports to close the gaps in learning experienced during the Covid-19 pandemic. We increased and improved services for our most vulnerable populations by offering tutoring, one-on-one sessions, modified work assignments and individualized needs assessments.

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

There was no discrepancy between the actions and services identified as contributing towards meeting the increased or improved services and the actions or services implemented.

# 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.

There was very little data on student outcomes in 2019-2020. We were given a waiver by the state of California for state testing due to the pandemic. The LEA used the data from local assessments to analyze student progression during the school year. The conclusion of the analysis was that the students experienced learning gaps during the school closures of 2019-2020. When the 2020-2021 school year began the LEA was only able to offer a distance learning instructional option due to the Covid-19 pandemic. This presented many challenges considering the learning loss experienced during the school closures the prior school year. Immediately the LEA administered a local assessment and analyzed this data to determine an action plan for meeting students' needs. The data revealed and confirmed learning gaps specifically in the area of math for all grade levels. This data guided the development of the LEA's Learning Continuity and Attendance Plan. Actions were developed that concentrated on preventing pupil learning loss as well as monitoring student mental health and social-emotional well being. Programs were purchased to track student progress as well as provide Teachers and Administration with actionable data to solidify instructional decisions. Additional applications and engaging learning programs were purchased to provide students opportunities for engagement in the virtual environment and peak student interest. These were very beneficial and proved to enhance the students' learning experience as well as boost their performance on state standards. The LEA was able to determine through this experience which programs and applications were most beneficial based on data collected and provided the best student outcomes. This information proved to be invaluable in the development of the 2021-2024 LCAP plan.

## 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](mailto: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	1,319,887.00	1,440,625.16
	121,910.00	579,789.00
CTE	38,205.00	48,705.00
GF	667,898.00	515,892.16
LPSBG	239,000.00	219,965.00
SPED	46,798.00	46,798.00
SUPP	206,076.00	29,476.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,319,887.00	1,440,625.16
	121,910.00	121,641.00
0000: Unrestricted	0.00	226,465.00
0001-0999: Unrestricted: Locally Defined	206,076.00	43,181.00
1000-1999: Certificated Personnel Salaries	0.00	46,798.00
4000-4999: Books And Supplies	0.00	30,832.00
6000-6999: Capital Outlay	85,003.00	0.00
7000-7439: Other Outgo	239,000.00	0.00
Not Applicable	0.00	455,816.00
UF	667,898.00	515,892.16

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,319,887.00	1,440,625.16
		121,910.00	121,641.00
0000: Unrestricted		0.00	1,500.00
0000: Unrestricted	CTE	0.00	5,000.00
0000: Unrestricted	LPSBG	0.00	219,965.00
0001-0999: Unrestricted: Locally Defined	CTE	0.00	13,705.00
0001-0999: Unrestricted: Locally Defined	SUPP	206,076.00	29,476.00
1000-1999: Certificated Personnel Salaries	SPED	0.00	46,798.00
4000-4999: Books And Supplies		0.00	832.00
4000-4999: Books And Supplies	CTE	0.00	30,000.00
6000-6999: Capital Outlay	CTE	38,205.00	0.00
6000-6999: Capital Outlay	SPED	46,798.00	0.00
7000-7439: Other Outgo	LPSBG	239,000.00	0.00
Not Applicable		0.00	455,816.00
UF	GF	667,898.00	515,892.16

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	547,018.00	896,167.16
<b>Goal 2</b>	707,477.00	512,028.00
<b>Goal 3</b>	40,392.00	22,230.00
<b>Goal 4</b>	25,000.00	10,200.00

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

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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$78,389.60	\$78,389.60
<b>Distance Learning Program</b>	\$349,459.66	\$349,459.66
<b>Pupil Learning Loss</b>	\$104,559.00	\$104,559.00
<b>Additional Actions and Plan Requirements</b>	\$72,046.31	\$72,046.31
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$604,454.57	\$604,454.57

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$78,389.60	\$78,389.60
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$78,389.60	\$78,389.60

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>		
<b>Distance Learning Program</b>	\$349,459.66	\$349,459.66
<b>Pupil Learning Loss</b>	\$104,559.00	\$104,559.00
<b>Additional Actions and Plan Requirements</b>	\$72,046.31	\$72,046.31
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$526,064.97	\$526,064.97

# 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
Santa Rosa Academy	Dr. Robert Hennings Executive Director	(951) 672-2400 Ext. 1201 rhennings@sra.mn

## Plan Summary [2021-22]

### General Information

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

Santa Rosa Academy is a public, independent charter school serving 1,614 students in grades TK- 12. Established in 2005, Santa Rosa Academy provides a flexible and innovative learning environment with site based, home school, and combination programs to meet the individual needs of each student. Santa Rosa Academy is highly regarded for academic excellence and places an equal emphasis on character to effectively develop lifelong learners and productive citizens. Santa Rosa Academy offers STEM instruction for students in grades K-12 and provides students with opportunities to complete multiple CTE pathways.

Santa Rosa Academy's student population is comprised of 6.8% Students with Disabilities, 21.8% Socioeconomically Disadvantaged, 0.6% English Learners, and 0.6% Foster Youth/Homeless.

Percent of total enrollment per student group are as follows:

3.7% African American

2.2% Asian

39.4% Hispanic or Latino

46.4% White

5.8% Two or More Races

### Reflections: Successes

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

The LEA experienced successes in the area of student engagement during the 2019-2020 school year. The results of the data reporting engaged versus disengaged students confirmed an average of 89% of Elementary School students engaged, 98% of Middle School students engaged, and 97% of High School students engaged in learning. This was a priority for the LEA and much time was dedicated to

professional development and researching digital resources to encourage student engagement. The LEA plans to continue to use the strategies and resources discovered during the 2021-2022 school year to continue to keep students engaged in learning.

Students in the LEA made steady progress toward the mastery of the common core standards in English Language Arts and Math. The evidence of this progress came from local assessments in programs such as OTUS and IXL. The data revealed learning gaps were evident however the LEA plans to continue the momentum of learning progress made with students into the 2021-2022 school year.

## Reflections: Identified Need

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

The biggest area of identified need is in the area of pupil achievement, particularly the 2018-2019 state assessment data compared with local assessment data from the 2021-2022 school year. While the state assessment data from 2018-2019 didn't indicate any red/orange performance levels there were sub groups with indicators in yellow. Planned actions to address these areas of need are reflected in the LCAP under increased and improved services. While the 2-08-2019 state assessment performance levels overall were blue for English Language Arts and green in the area of Math. local assessment data from the 2019-2021 school years indicate learning gaps, especially in the math. The LEA plans to use the local assessment data to identify the students who present with significant learning gaps and extend the school year, offering intervention and credit recovery as options for summer school. In addition the 2021-2024 LCAP includes goals and actions specifically targeted to closing the learning gaps for the most vulnerable populations of students.

## LCAP Highlights

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

Our goals were determined after reviewing CA State Dashboard indicators for all students as compared to our foster youth (none), English Learners (0.6% of population), and Low Income Students (about 20% of population). We also surveyed parents, staff, and students for ideas in how to improve our school. We believe that all students will benefit from the strategies outlined in the LCAP, so with the exception of ELD materials, we applied our goals to all students. Our first goal focuses on improving student academic success, particularly in the areas of Math and ELA by ensuring that our staff is well trained, has access to a variety of supplemental materials and uses common assessments to evaluate student progress and drive instruction. To create a foundation for academic success, we will maintain or increase multi-tiered systems of support, counseling, character education, electives, CTE, and pathways for unduplicated students, but again, this will benefit the entire student population. We hope to increase school connectedness for students with more community events as well as parent workshops based on stakeholder feedback or reported needs. The excellent condition of our facilities will be maintained, while also creating flexible learning spaces outdoors.

# 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.

Santa Rosa Academy was not identified for CSI.

## Support for Identified Schools

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

Santa Rosa Academy was not identified for CSI.

## Monitoring and Evaluating Effectiveness

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

Santa Rosa Academy was not identified for CSI.

# Stakeholder Engagement

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

The Leadership Team, which consists of the Executive Director, the Director of Educational Services, the Student Services Director, the Principals, the Academic Counselors, and the Curriculum and Assessment Coordinator, consulted all stakeholders. Board members (which include both parents and community members) and parents were updated on LCAP progress at regularly scheduled board meetings. Parents were consulted through a family survey along with the consultation of the Parent Advisory Council. The Parent Advisory offered written feedback and suggestions for goals and actions. Students were consulted through a student survey. Teachers were consulted through participation on the Advisory Council and staff meetings. Community members were consulted through MSJC planning and articulation meetings and through the partnership with the City of Menifee. The WASC visiting committee's mid cycle report was also taken into consideration.

A summary of the feedback provided by specific stakeholder groups.

Goal 1: Academic Achievement;

83% of families and 78.6% of students feel SRA is meeting the needs of students academically  
66.9% of students feel consistently academically challenged, with another 27.5% feeling challenged some of the time  
86% of families are happy with their students' academic performance  
76% of staff rated student achievement in academic areas as 1st priority (from State Priorities in order of importance).

Goal 2: Individual student needs;

88% of families feel their student's personal needs are met, and 66.8% of students agree (another 28% think the school does an okay job)  
69% of families feel their student(s) have an opportunity to try new things at school, and 57.3% of students agree (another 32% somewhat agree)  
Stakeholder provided suggestions for additional course offerings in areas such as Foreign Language, Life Skills, Finance, Music, and Physical Education

Goal 3:

83.5% of families and 79.3% of students feel their families are welcome on campus  
63.1% of families, 46.1% of students, and 64.4% of staff believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures  
75% of families, 66.75 of students, and 64.4% feel SRA does a good job with community building activities  
73.7% of families state that students want to come to school, 67% of students are happy to attend SRA (25% are somewhat happy)  
69.1% of families, 46.1% of students, and 57.6% feel that their input matters most or all of the time  
68% of staff, 75% of parents, and 66.6% of students feel that SRA does a good job clearly communicating events/how to get involved  
An average of 30% of parents would attend a parent workshop  
66.4% of families, feel there are enough activities at school to build upon our school community

Goal 4:

79% of families and 93.7% of students feel Santa Rosa's facilities are clean  
94% of families and 97.1% of students feel Santa Rosa is a safe place for students to attend school  
89.8% of staff believe that Santa Rosa's facilities are safe and clean

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

##### Goal 1:

Feedback was taken from families and staff regarding student academic performance and several actions were developed to address this goal. The assessment program, OTUS, will be utilized by teachers to create common assessments in the core subject areas of English, Math, Science, and Social Studies. This will allow teachers to closely monitor student performance and plan instruction to accelerate learning. The Edgenuity learning platform will be used to expand the course offerings for middle and high school students as well as individualize learning based on assessment data. Knowing that student data shows the need for more support in math the LEA took stakeholder feedback into consideration and decided to pilot a new hands on math program in the 2021-2022 school year called Desmos. This will accelerate learning and increase academic performance in math. Stakeholder feedback from families reflects the need to encourage students to try new things. The actions in goal one under professional development support providing professional development for the teachers to expand instructional programs targeting the need to provide opportunities for students to try new things.

##### Goal 2:

Stakeholders expressed the need for individual student's needs to be met and the LEA took that into consideration when developing actions for goal two. Personal learner needs will be addressed with supports such as; double block math, Student Study Team meetings, Multi Tiered Systems of Support, and analyzing data to re-engage students in learning.

##### Goal 3:

Data from stakeholders showed the need to increase communication about school events and activities. The LEA plans to redevelop the website to increase communication with stakeholders. In addition, stakeholder feedback showed the need for more community building activities. Plans for monthly lunch with the principals to increase student stakeholder engagement is planned for the 2021-2022 school year. Parent workshops will be offered on a variety of subjects to support the needs of the community and increase community engagement. These planned actions are a result of parent feedback reflecting a need for increased community building events.

##### Goal 4:

Stakeholder feedback reflecting the need for students to feel safe while they attend school informed the actions to rejuvenate the staircase in the middle school campus as well as add a number of security gates to the elementary campus for faster evacuation in the event of an emergency.

# Goals and Actions

## Goal

Goal #	Description
1	Achieve academic excellence in core content areas.

An explanation of why the LEA has developed this goal.

Student performance on the statewide summative assessments and subsequent ratings on the California Schools Dashboard, teacher survey data, formal and informal observations, and CDE Self Reflection Tool all indicate the need for continued professional development in California State Standards instruction.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual SARC Report	98% Teachers appropriately assigned 100% Access to instructional materials				Maintain 100% teachers appropriately assigned. Maintain 100% access to instructional materials as new programs are adopted.
CDE Self Reflection Tool	Full implementation of ELA/ELD and Math CA CCSS Full implementation of NGSS Full implementation HSS Full implementation CTE Beginning implementation of identifying the				Maintain full implementation and sustainability of ELA/ELD and Math CA CCSS and NGSS Full implementation of HSS and CTE Full implementation of identifying the professional development needs of individual teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	professional development needs of individual teachers Exploration and research phase for providing support for teachers on the standards they have not yet mastered.				Full implementation of providing support for teachers on the standards they have not yet mastered.
SBS Math Standard Met/Exceeded	38.07% All grades (2018-2019) No state data (2019-2020)				Increase 2% or more
SBS ELA Standard Met/Exceeded	60% All grades (2018) No state data (2019-2020)				Increase 2% or more
Academic Indicator: Math 3-8	All students Green (Increased significantly by +32.1%) SED Green (Increased significantly by +44.7%) SWD Yellow (Increased significantly by +71.4%) African American Yellow (Increased significantly by +29.4%)				All students Green or Blue (+12.9) SED Green or Blue (+3) SWD Green (+8.7) African American Green (+3) Hispanic Green or Blue (+3) White Blue (+10.6)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic Green (Increased significantly by +34.6%) White Blue (Increased significantly by +31.4%)				
Academic Indicator: ELA 3-8	All students Blue (Increased significantly by +21.1%) SED Green (Increased by +11.8%) SWD Yellow (Increased significantly by +51.9%) African American Green (Increased by +5.6%) Hispanic Blue (Increased significantly by +17.4%) White Blue (Increased significantly by +22.7%)				All students Blue (+2.2) SED Green (+5.5) SWD Green (+4.8) African American Green or Blue (+3) Hispanic Blue (+4.7) White Blue (+1.1)
College and Career Indicator	Obtained green performance level				Maintain green performance level

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>A) Provide ongoing researched based staff development on the following: personalized instructional support based on self-reflection; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks.</p> <p>B) Provide coaching and instructional support in mathematics; provide instructional support for K-5 ELA and Math and 6-8 ELA.</p> <p>C) Department Chairs lead collaborative training and provide one-on-one instructional support within Department Collaboration Meetings.</p> <p>D) Provide training and conference attendance for subject specific staff with new content area and grade level assignments and/or areas of greatest need.</p> <p>E) Provide separate induction for teachers with preliminary credentials in Grades K-8 and Grades 9-12.</p> <p>F) Provide Independent Study Coordinator to oversee instruction in Grades K-12 Independent Study programs.</p> <p>G) Instructional coaching for Administrators.</p> <p>H) Provide school counselors with ASCA aligned professional development/training opportunities that support student development, ethical standards and the corresponding ASCA Mindsets and Behaviors.</p>	\$272,349.00	Yes
2	Curriculum	<p>Adoption/Purchase of standards aligned curriculum and required resources for core content areas:</p> <p>A) Project Lead the Way</p> <p>B) Edgenuity Learning Platform for Intervention, Enrichment, Credit Recovery</p> <p>C) Digital Subscriptions for Supplemental Resources</p> <p>D) DESMOS math pilot for 6-8th grade</p>	\$107,541.00	Yes
3	Assessment	<p>A) Subscription for Data and Assessment Program with student report training (OTUS)</p> <p>B) Early Literacy Assessment</p> <p>C) Renaissance Math and ELA</p>	\$50,300.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		D) Common assessments development for ELA, Math, Sciences, History - given every 6-8 weeks		

## 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	Address individualized student need to develop skills necessary to be college and career ready.

An explanation of why the LEA has developed this goal.

English learners reclassification rates need to be increased. Student and parent climate surveys revealed a desire for an increase in school connectedness and character/social skills development activities. Statewide Assessment (SBS for Math and ELA) results show a need to address specific deficiencies related to unduplicated pupils and individuals with exceptional needs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL performance on language assessment/Reclassification Rate	9 English Learners - 0.6% of student population Reclassify 56% 0% At Risk for LTEL				Increase reclassification rates Maintain 0% At Risk for LTEL
Chronic Absence Indicator	Green Performance Level				Maintain Green or Blue Performance Level
Graduation Rate Indicator	Blue Performance Level for all student groups				Maintain Green or Blue Performance Level for all student groups
Drop Out Rate	0%				Maintain 0%
Attendance Rate	97% attendance rate				Maintain or increase attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Indicator	Green Performance Level for All Students				Maintain Green or Blue Performance Level for all students
Expulsion Rate	0 students				0 students
Climate surveys of pupils and parents	Increased parent satisfaction by 2% Increase HS connectedness by 1% Maintained HS excitement Decreased HS satisfaction with course offerings by 6% Decreased HS satisfaction with college career preparedness by 6%				Maintain parent satisfaction Increase HS connectedness by 5% Increase HS excitement by 10% Increase HS satisfaction with course offerings by 5% Increase HS satisfaction with college/career preparedness by 5%
Local Measure: Internships (WASC)	Two community based internships per high school academy per semester				Maintain two community based internships per high school academy per semester
College/Career Indicator	Green Performance Level				Maintain Green or Blue Performance Level
Academic Indicator: Math 3-8	All students Green (Increased significantly by +32.1%) SED Green (Increased significantly by +44.7%)				All students Green or Blue (+12.9) SED Green or Blue (+3) SWD Green (+8.7) African American Green (+3)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD Yellow (Increased significantly by +71.4%) African American Yellow (Increased significantly by +29.4%) Hispanic Green (Increased significantly by +34.6%) White Blue (Increased significantly by +31.4%)				Hispanic Green or Blue (+3) White Blue (+10.6)
Academic Indicator: ELA 3-8	All students Blue (Increased significantly by +21.1%) SED Green (Increased by +11.8%) SWD Yellow (Increased significantly by +51.9%) African American Green (Increased by +5.6%) Hispanic Blue (Increased significantly by +17.4%) White Blue (Increased significantly by +22.7%)				All students Blue (+2.2) SED Green (+5.5) SWD Green (+4.8) African American Green or Blue (+3) Hispanic Blue (+4.7) White Blue (+1.1)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tiered System of Support (MTSS)	<p>Provide additional services and Response to Intervention :</p> <p>A) Additional courses for High School students using Edgenuity</p> <p>B) Supplemental Intervention Materials for MTSS</p> <p>C) Double Block Math Support</p> <p>D) Monitor students through Safety Net and SST process; provide academic and behavioral support for RTI</p> <p>E) Mandatory teacher-led after school tutoring TK-12</p> <p>F) Provide school nurse to monitor educational and health needs</p> <p>G) Provide speech/language materials, OT materials and school nurse support for students with SPED services and Health Plans.</p> <p>H) Summer School for K-12</p> <p>I) Analyze school data to identify whole school or individual needs (students who received Ds and Fs) to initiate re-engagement.</p> <p>J) Title 1 Coordinator to provide small group and student support services, data-based progress monitoring.</p> <p>H) Purchase Success for All curriculum to support Students with disabilities</p>	\$370,104.00	Yes
2	Character Ed/Social Skills/Counseling	<p>Facilitate Character and Social Skill Development:</p> <p>A) Character Education Staff Development</p> <p>B) Monthly Character Lessons</p> <p>C) Monthly Character Awards</p> <p>D) Provide access to a school counselor and systems of mental health support</p> <p>E) Monitor social-emotional wellness and intercede with students</p> <p>F). Provide tools and social/emotional support to students, faculty and schools in the aftermath of race-based incidents.</p> <p>G) Incentivize attendance</p>	\$38,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3</b>	ELD	Provide support for EL students: A) Support Materials for English Learners B) Provide on going training for ELD teacher	\$1,500.00	Yes
<b>4</b>	School Connectedness	Improve student sense of school connectedness: A) Facilitate student led spirit building activities. B) Red Track social events and on-campus enrichment activities C) Establish and maintain extracurricular opportunities for students outside of sports and societies (i.e. clubs) D) Facilitate regular student-body assemblies (pep-rallies, campus spirit events, etc.)	\$25,000.00	No
<b>5</b>	CTE/Electives/Pathways	Prepare students for college and lifelong learning: A) Increase High School Independent Study Electives B) Rejuvenate greenhouse and hydroponics for learning lab areas C) Flight & Space class for Middle School (teacher training) D) FFA uniforms	\$5,301.00	No
<b>6</b>	College and Career Readiness	Prepare students for college and career: A) Get Focused Stay Focused curriculum & training B) Coordinate School-wide College and Career Fair D) Provide free PSAT to all 9th & 10th Graders	\$11,000.00	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
3	Facilitate stakeholder involvement

An explanation of why the LEA has developed this goal.

Results from WASC Self Study as well as results from parent survey indicated that increased and improved communication needed to improve opportunities for student and parent input and involvement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey	<p>Survey results:</p> <p>83.5% of families feel welcome on campus</p> <p>63.1% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures</p> <p>75% feel SRA does a good job with community building activities</p> <p>73.7% of students want to come to school</p> <p>69.1% feel that their input matters</p> <p>68.5% feel that SRA clearly communicates events/how to get involved</p>				<p>Desired Survey Results</p> <p>100% of families feel welcome on campus</p> <p>80% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures</p> <p>85% feel SRA does a good job with community building activities</p> <p>85% of students want to come to school</p> <p>80% feel that their input matters</p> <p>80% feel that SRA clearly communicates events/how to get involved</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	An average of 30% of parents would attend a parent workshop 66.4% feel there are enough activities at school to build upon our school community				An average of 40% of parents would attend a parent workshop 80% feel there are enough activities at school to build upon our school community

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder awareness and involvement	Increase stakeholder awareness and involvement in school events: A) Innovation Expo B) Website re-development and maintenance to include mobile friendly and translation features C) Monthly student lunch with the principals D) Monthly Coffee/Tea with the principals & Cookies with the Counselors	\$14,850.00	No
2	Parent Workshops	A) Provide Parent Workshops for instructional strategies, curriculum, and program expectations. Create flexible schedules for working families. B) Offer parenting workshops and informational presentations for transitional 5th grade students as well as transitional 8th grade students. C) Invite and promote active participation in SST's, IEP's and parent conferences via Aeries Parent Portal	\$48,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		D) Seek feedback or ideas for creating and supporting safe, welcoming, family friendly schools E) Invite parents or guardians to visit school counseling program F) Develop and distribute school counseling program results and promote benefits of a fully funded comprehensive school counseling program G) Refer students and families to community resources		

## 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	Provide clean and safe facilities that create a flexible and innovative learning environment.

An explanation of why the LEA has developed this goal.

Based on safety evaluation, Facilities Inspection Tool and stakeholder surveys, a number of additions, repairs and maintenance items were deemed necessary.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC/FIT	All systems received a rating of Good and an overall rating of Exemplary				Maintain systems and overall rating
Safety Committee Needs Assessment	Minimal findings in threat assessment				Maintain minimal findings in threat assessment

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Ongoing Repairs and services	Provide ongoing needed repairs and services: A) Rejuvenate main stair steps of the IT center to improve footfall safety B) Add classroom extension landscape corners to campus yards to provide additional flexible learning space. C) Begin replacement of classroom carpeting with hypoallergenic waterproof vinyl planking D) Add 3 compartment sinks and mini split to athletic kitchens for additional and back-up food service centers E) Add shade coverings for classroom patios to add additional flexible learning space	\$448,500.00	No

Action #	Title	Description	Total Funds	Contributing
		F) Convert static classroom panel to emergency exit gates for enhanced safety		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.19%	722446

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.

### 1.1 Professional Development.

Analysis of the CASSPP Math indicator on the CA School Dashboard shows a performance gap between our Low Income students (-11.1 Distance from Standard) as well as our English Learners (-76.9 DFS), as compared to all students (-3.7 DFS). Professional development will focus on incorporating academic vocabulary, sentence starters, hands-on learning experiences, visuals, manipulatives, and higher order thinking into math to strengthen conceptual understanding. While these strategies target English Learners, they will benefit all students.

Analysis of the CASSPP ELA indicator on the CA School Dashboard shows a performance gap between our Low Income students (+28.5 DFS) as well as our English Learners (-3.1 DFS), as compared to all students (+38.4 DFS). Professional development will include applying academic language, access to varying levels of academic text, and writing skills across content areas. Students will have access to a wide variety of instructional texts and writing experiences as teachers work together in grade level teams to support English Learners and Low Income students, but this will benefit all students. We will measure Math progress on LEA wide common assessments as well as SBAC data.

### 1.2 Curriculum

Analysis of the CASSPP Math indicator on the CA School Dashboard shows a performance gap between our Low Income students (-11.1 Distance from Standard) as well as our English Learners (-76.9 DFS), as compared to all students (-3.7 DFS). Analysis of the CASSPP ELA indicator on the CA School Dashboard shows a performance gap between our Low Income students (+28.5 DFS) as well as our English Learners (-3.1 DFS), as compared to all students (+38.4 DFS).

We are adopting innovative standards-based supplemental curriculum resources to address the needs of our Low Income and English Learners, but we believe that this will have a positive impact on all students. We will maintain our hands-on Project Lead the Way program

for problem solving and critical thinking. Edgenuity Learning Platform will provide teachers with the resources for targeted, data-driven intervention, enrichment, and credit recovery. Teachers note that low income families with at home academic support due to varying work hours. Digital subscriptions allow teachers to plan customized practice with immediate feedback for students that they can access for free at home. The DESMOS math pilot will allow students to engage with mathematics in a hands-on, visual approach using digital tools. The hands-on and visual approaches to mathematics will help English learners make sense of mathematical concepts without being hindered by language barriers. We will measure Math progress on LEA wide common assessments as well as SBAC data.

### 1.3 Assessment

Analysis of the CASSPP Math indicator on the CA School Dashboard shows a performance gap between our Low Income students (-11.1 Distance from Standard) as well as our English Learners (-76.9 DFS), as compared to all students (-3.7 DFS). Analysis of the CASSPP ELA indicator on the CA School Dashboard shows a performance gap between our Low Income students (+28.5 DFS) as well as our English Learners (-3.1 DFS), as compared to all students (+38.4 DFS).

We will use the OTUS Data and Assessment Program with student reporting features to analyze student performance on class assessments. Renaissance and teacher created common assessments for all subjects will be given every 6-8 weeks to monitor individual student progress on standards. Early literacy assessments will help us identify students that need language support in the early years so we can close initial gaps between English Learners and Low Income students, as compared to their peers. However, the early literacy assessment is a critical diagnostic tool that all students need.

### 2.1 Multi-Tiered System of Support (MTSS)

Analysis of the CASSPP Math indicator on the CA School Dashboard shows a performance gap between our Low Income students (-11.1 Distance from Standard) as well as our English Learners (-76.9 DFS), as compared to all students (-3.7 DFS). Analysis of the CASSPP ELA indicator on the CA School Dashboard shows a performance gap between our Low Income students (+28.5 DFS) as well as our English Learners (-3.1 DFS), as compared to all students (+38.4 DFS).

Our data indicates that English Learners and Low Income students are in need of additional services and Response to Intervention (RTI), but we believe that all students will benefit from a multi-tiered system of support. We will monitor students through the Safety Net and Student Success Team process, provide academic and behavioral support for RTI as needed, and offer summer school. Students who are in need of intensive support will have a double math block to explore concepts more deeply, and are able to attend tutoring in any subject. We will analyze data from local assessments to identify whole school or individual needs to initiate re-engagement. We will provide a Title 1 Coordinator to provide small group and student support services, and data-based progress monitoring. Low income students will have access to no cost Grab and Go Lunches, and a school nurse to monitor educational and health needs. We believe that these strategies will positively impact all students.

### 2.2 Character Ed/Social Skills/Counseling

The CA School Dashboard shows that chronic absenteeism is higher for Low Income students (4.8%) and English Learners (6.7%), as compared to all students (2.7%). We will address this gap by incentivizing attendance with awards and fun class rewards. We will monitor chronic absenteeism regularly to determine if our new attendance incentives have a measurable impact. We believe that attendance is critical and that new practices will benefit all students.

A recent parent survey (March 2021) showed a clear trend that our parent community wants their children to leave SRA at the completion of their schooling with: “leadership,” “confidence,” and “character.” Character education staff development and monthly character lessons/awards will serve our parent goals and also increase attendance. Teachers have also reported that students are disengaged due to mental health issues, which especially affect struggling low income families. Counselors will monitor and provide systems of mental health support/social-emotional wellness to reengage students, and improve attendance. We know that this will positively impact all students, regardless of their demographic subgroup.

### 2.3 School Connectedness

The CA School Dashboard shows that chronic absenteeism is higher for Low Income students (4.8%) and English Learners (6.7%), as compared to all students (2.7%). Our goal is to improve the sense of school community for these groups so they want to be at school, but we know that this is good for all students. Currently 73.7% of families state that students want to come to school and 67% of students are happy to attend SRA (25% are somewhat happy). 75% of families, 66.75% of students, and 64.4% feel SRA does a good job with community building activities. Thus, we will involve students in more regular, well planned, student led spirit building activities (as suggested by students on the survey). Red track students will have more opportunities to attend social events and on campus enrichment activities. Sports, clubs, and service based projects will be maintained or increased to help students feel like an inherent part of the school. Surveys of parent, student, and staff surveys all indicate that school connectedness is a priority, so we believe that our plan will benefit all students and stakeholders.

### 2.4 CTE/Electives/Pathways

Analysis of the College & Career Readiness Rate indicator on the CA School Dashboard shows a gap between Low Income students (52.5%) and all students (65.5%). Additionally, 76% of parents believe that SRA provides creative and innovative programs for learning, but only 58% of students state that they have the opportunity to try new things at school, and only 60% say they are encouraged to try new ways of learning and doing. We will maintain our 100% graduation for English Learners and Low Income students, but we want to extend the opportunities for them to engage in CTE, electives, and pathways. Thus, we will increase high school independent study electives, which will benefit all students. We will prepare our middle school students for the high CTE and pathways by rejuvenating the greenhouse/hydroponics system to increase learning lab areas, and train teachers in a new flight and space class for middle school. We will continue to provide students with engaging Project Lead the Way materials and Future Farmers of America uniforms so they will have access to a variety of courses, regardless of income. Stakeholder provided suggestions for additional course offerings in areas such as Foreign Language, Life Skills, Finance, Music, and Physical Education.

### 3.1 Stakeholder awareness and involvement

Stakeholder surveys consistently show a need for more communication about events and how to get involved on campus. Only 68% of staff, 75% of parents, and 66.6% of students feel that SRA does a good job with this. We would like increase stakeholder awareness and involvement in our school programs by continuing with school wide events such as the Innovation Expo and Science & Engineering Fair. This provides English Learners the opportunity to showcase their work in a hands-on way, non-language dependent format, but all students benefit from project based learning. Only 54% of staff, 68.6% of parents, and 45.9% of students feel that their voice or input matters at SRA. In order to increase opportunities for stakeholders to provide input, monthly meetings with the principals and counselors will allow all parents to voice their opinions on ways they want to be involved in school. Website re-development and maintenance to include mobile

friendly and translation features will allow all stakeholders to stay updated with school events and information, even if they do not have a computer at home.

### 3.2 Parent Workshops

76% of staff identified parental involvement as #1 or #2 of the 8 State Priorities in order of importance. Analysis of parent survey data shows that 30% of families would attend a workshop. Families requested the following topics: parenting support, working with strong willed children, mental health, teens and technology, and math support. Parents of low income students and English Learners report that they want to participate in parent workshops, but are not available during the day because of their work schedules. 47% of parents can attend in person parents workshops during the school day, but we will also Zoom trainings (64% of parents would attend online), and flexible times so working parents can attend. Having flexibility in scheduling/attending parent workshops online benefits all students.

### 4.1 Ongoing Repairs and services

79% of families and 93.7% of students feel Santa Rosa's facilities are clean. 94% of families and 97.1% of students feel Santa Rosa is a safe place for students to attend school. 89.8% of staff believe that Santa Rosa's facilities are safe and clean. School facilities are critical to engaging students on a welcoming campus, so teachers can focus on closing academic gaps in Math and ELA. We will continue to provide clean and safe facilities that create a flexible and innovative learning environment. We will also add classroom extension landscape corners to campus yards to provide additional flexible learning space and add shade coverings for classroom patios to add additional flexible learning space. Outdoor learning spaces will help English Learners and Low Income students engage in more real world, outdoor learning experiences, but this will benefit all students.

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

Through MTSS, student demographic data will be analyzed to ensure English Learners and Low Income students are identified and receive targeted support, increased engagement, access to CTE, electives and Career Pathways, while ensuring teachers are provided Professional Development to incorporate strategies to meet the needs of these at-risk student groups.

# Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,393,045.00				\$1,393,045.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$647,579.00	\$745,466.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development	\$272,349.00				\$272,349.00
1	2	English Learners Foster Youth Low Income	Curriculum	\$107,541.00				\$107,541.00
1	3	All English Learners Foster Youth Low Income	Assessment	\$50,300.00				\$50,300.00
2	1	English Learners Foster Youth Low Income	Multi-Tiered System of Support (MTSS)	\$370,104.00				\$370,104.00
2	2	English Learners Foster Youth Low Income	Character Ed/Social Skills/Counseling	\$38,100.00				\$38,100.00
2	3	English Learners	ELD	\$1,500.00				\$1,500.00
2	4	All	School Connectedness	\$25,000.00				\$25,000.00
2	5	All	CTE/Electives/Pathways	\$5,301.00				\$5,301.00
2	6	English Learners Foster Youth Low Income	College and Career Readiness	\$11,000.00				\$11,000.00
3	1	All	Stakeholder awareness and involvement	\$14,850.00				\$14,850.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Parent Workshops	\$48,500.00				\$48,500.00
4	1	All	Ongoing Repairs and services	\$448,500.00				\$448,500.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$899,394.00	\$899,394.00
<b>LEA-wide Total:</b>	\$899,394.00	\$899,394.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$272,349.00	\$272,349.00
1	2	Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,541.00	\$107,541.00
1	3	Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,300.00	\$50,300.00
2	1	Multi-Tiered System of Support (MTSS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$370,104.00	\$370,104.00
2	2	Character Ed/Social Skills/Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,100.00	\$38,100.00
2	3	ELD	LEA-wide	English Learners	All Schools	\$1,500.00	\$1,500.00
2	6	College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	\$11,000.00
3	2	Parent Workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,500.00	\$48,500.00

