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
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Plan Summary [2021-22]

General Information

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

Established in 2009, the Nea Community Learning Center currently has an enrollment of 589 students in K-12 grade levels. Nea serves a diverse population of learners from the residential communities of Alameda, Oakland, and beyond. Nea is a unionized public charter school through the California Teachers Association. Nea received accreditation from Western Association for Schools and Colleges (WASC) and is certified by the California Charter Schools Association. The Nea Community Learning Center's educational model empowers all youth to take ownership of their educational experience, celebrate their diverse community, and participate actively as members of a democratic society.

Nea provides a safe, highly collaborative, and flexible learning community accessible to all learners and learning styles. Our mission is to set every student on a path of exploration, excellence, and lifelong learning.

Our Core Values:
Academic Excellence
Academic Opportunity
Community

Diversity and the Whole Person
Individual Agency and Voice

Nea serves a diverse student population of 589 students.
African-American: 88 or 14.94%
American Indian: 2 or .34%
Asian: 76 or 12.9%
Hispanic: 152 or 25.81%
Caucasian: 165 or 28.01%
Multiple: 66 or 11.21%
Other: 30 or 5.34%

Reflections: Successes

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

The 2019 California School Dashboard data showed many areas of growth:
Chronic Absenteeism: Orange to Green
Suspension Rate: Blue to Green
English Language Arts: Orange to Green
Due to COVID-19 and school closing, we do not have SBAC data for 2020 or 2021.
We used our local MAP assessment data to look for trends to help us understand students' growth and decline for 2020 and 2021. There are successes to note. Math performance increased from last year to Fall 2020, particularly in the highest quintile. Of the English language learners at Nea, 23% are Avg or above in Math and 26% in Reading, ELL Reading performance in Fall 2019-20 was much stronger than in the other three years, with an increase from 38% to 56% in Reading.   In Math, there was a significant jump in Math performance for our Socioeconomically Disadvantaged Students in Fall 2020, increasing from 45% to 63% Avg or above. Although there can be a lot of fluctuation in performance from year to year when we look at the NWEA MAP results by race and ethnicity due to the small size of some of the groups, we can identify some trends. In Math, our Black and Hispanic have increased the percentage of students scoring in the highest quintile over the last four years. The Asian student group has steadily improved across quintiles each year in Math and Reading.

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.

In reviewing the California School Dashboard we found concerning drops in subgroups that we have identified as needing significant improvement.
2018 Mathematics by Subgroup:
- African American: Yellow
- Socioeconomically Disadvantaged: Yellow
- Hispanic: Yellow
- White: Green
- Asian: Blue

2019 Mathematics by subgroup:
- African American: Orange
- Socioeconomically Disadvantaged: Orange
- Hispanic: Yellow
- White: Green
- Asian: Blue

2019 School Dashboard data in math for African American dropped from yellow to orange, Socioeconomically Disadvantaged dropped from yellow to orange, and Hispanic showed no growth at all and remained in the orange. Continued data tracking on this trend using MAP from Spring 2020 and we found several areas of need. Reading performance declined, so performance this year is more similar between subjects with 57% of students Avg and above in Math and 63% in Reading. This roughly equates to the percentage of students performing at grade level or above. English language learners at Nea but there is a much larger percentage of students in the lowest quintile in reading–56% in Reading compared to 43% in Math. The percentage of students in the lowest quintile decreased from 50% to 43% in Math from last year to Fall 2020. In Reading, performance for our Socioeconimacally Disadvantaged students declined over the previous year, from 76% to 52% Avg or above. Additionally, the percentage of students in the lowest quintile increased to 43% this Fall, the highest percentage in the last four years. Overall, reading growth has been less steady across groups over time. Across almost all groups, 2019-20 performance was strongest for Reading, so there's a decline from last year to Fall 2020.

LCAP Highlights

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

The 2020-21 LCAP for Nea Community Learning Center has four goals for the 21-24 LCAP cycle. The goals focus on closing the achievement gap while preparing our students for their post-high school paths. To do this we need to have a rigorous, standards-based curriculum, equity as a focus in teaching and curriculum, intervention supports, instructional coaching, and deep data dives on student

achievement.

- Goal One: Access to Broad and Challenging Curriculum focuses on closing the achievement gap in the areas on the California School Dashboard includes target action for improved standards-based instruction and a focus on meeting UC a-g requirements.
- Goal Two: Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students. Actions include attendance, use of surveys to inform Nea with stakeholder input, and an updated school safety plan.
- Goal Three: Focus on Family, Community, and Staff Engagement with actions to support meaningful parent/guardian participation and engagement and the school as a place of family and community support.
- Goal Four: Quality Leadership, Teaching, and Learning with an evident system-wide, unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes with actions to retain quality teachers, support new teacher training, and quality professional development in ELA, Mathematics, ELD using Project Based Learning.

Additionally, our goals have a sharper lens for support of our English Language, Special Education, Socioeconomically Disadvantaged, Homeless and Foster Youth than in previous years. We have refined our professional development to include Trauma-Informed Practice, Equity, and Inclusion, Restorative Practices, Project Based Learning Training, mathematics instruction, Universal Designs for Learning support. Lastly, concentration on MTSS being used to fidelity and professional development for staff is incorporated throughout our plan. Through our CARE (SpEd and GenEd colective) team this year, Nea is refining the Multi Tiered System of Supports (MTSS) process to better serve our students. We have adopted Fountas and Pinnel Benchmark Asessemnt System (BAS) for grade K-8 for reading screening and diagnosics. Our team investigated our Learner Study Team process to find where we are not meeting learner needs. Grade level intevetntion teams met bi-weekly meetings to discuss learners and set goals for them within MTSS.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Stakeholder involvement in the LCAP process began in the fall of 2019. Nea regularly engaged stakeholders in the LCAP Process over the 2019-20 School Year. The staff engaged in discussions around needs assessments, as well as established a calendar for meetings to report on the LCAP.

In General: The goals and metrics were circulated to the faculty and parent members of the school community for their feedback. A representative sample of the student body was also asked for their input on the guiding questions. All of their responses and dates are incorporated below.

A summary of the feedback provided by specific stakeholder groups.

Faculty: For this iteration, the faculty was given a presentation during the Fall 2020 in-service on the school's LCAP goals and how they aligned to WASC. We discussed that we would be adjusting the goals for the new 3-year cycle based on the California State Dashboard Performance indicator. A separate conversation about what LCAP and WASC are was necessary. The staff separated into departmental groups to read over the specific goals for school improvement and also the WASC (Nea) Self Study Report. At a later meeting, they reviewed the WASC and LCAP goals included in the Lead Facilitator Report, discussed the changes, improvements, and noted the differences they had seen in the school over the past 3-5 years, collectively. These thoughts, ideas, and findings were compiled in compromise during department meetings and provided to the school administration. The process is ongoing. Staff surveys were distributed.

Students: The Leadership Council, consisting of grades (6-12) met with both the Lead Facilitator and the Leadership Facilitator to discuss the LCAP goals (aligned to WASC improvement) and provided their input in line with LCAP guiding questions. Student surveys were also circulated among the students. Their input and views were also provided to the school administration.

Parents: The PTSA met to discuss the WASC/LCAP goals. Input on whether the school has attained its goals was recorded. Rich conversations around findings and data analysis facilitated a deeper understanding of our areas of improvement. Online, parent surveys were filled out as per administration requests. The LCAP guidelines were later provided to the same members for their review and input. Those answers were given to the administration for incorporation into the final report. Also, Info Nights, Morning Coffees, and College Nights functioned as an opportunity to secure feedback from the community regarding our progress toward our goals.

Nea School Board: The board has also reviewed all stakeholders' responses and feedback. They have been briefed on progress in the Lead Facilitator report. The Lead Facilitator has communicated with the board members through multiple channels to inform them of the initiation, progress, and all other developments of the LCAP phase by phase in due time. This report is overlapping with the WASC self-study report and provides a clear picture of the whole process and timeline.

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

The parent and student surveys produced informative data from our stakeholders. Additionally, we gather great data from various meetings throughout the year. Because of COVID we had more engagement through zoom Nea Governing Board meetings, PTSA Meetings, Morning Coffees, and Information Nights. We found common points of direction from our stakeholders:

- Equity and Inclusion
- Addressing Learning Loss
- School and Community Engagement

Goals and Actions

Goal

Goal #	Description
1	Access to Broad and Challenging Curriculum

An explanation of why the LEA has developed this goal.

Through our project-based model, students have equitable access to rigorous, well-rounded, standards-aligned curricula with a focus to close the achievement gap, so they leave K-12 ready for college/career.
(Related State Priorities: 1, 4, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Availability of standards aligned instructional materials	100%				
Completion of 'a-g' course sequence with grades of C or higher demonstrating a broad course of study for unduplicated students and students with exceptional needs	****check with Dez				
Students on track after their second year of high school for the district course sequence ('a-g') included in district graduation requirements	****check with Dez				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Elementary students participate in a broad course of study as measured by marks in all subject areas on report cards	100%				
California Assessment of Student Performance and Progress (CAASPP)	ELA -50%, Math - 43% + 5%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Pathways to College and Career Readiness - All Students, Students w Disabilities	1. Nea will continue to ensure that all students have access to and participate in well-articulated programs and course pathways that lead to meaningful graduation and readiness for college, career, and community. 2. Nea will monitor master schedules to ensure access to UC 'a-g' courses for all high school students and all student groups, and provide support for the writing of more UC a-g courses in content areas. 3. The Special Education Department will continue to make improvements and refinements programming to ensure meaningful graduation for students with disabilities, including: a. All students will have access to all general education materials and resources. b. Continued professional development and coaching opportunities. c. Implementation of staff development for new special educators to ensure they have an opportunity to build their skills in all areas.	$212,986.00	No

Action #	Title	Description	Total Funds	Contributing
		d. Continued collaborative work to ensure students have access to UC a-g courses.		
2	1.2.a. Enriched and Enhanced Learning Opportunities - All Students	1. All students will continue to have access to advanced courses and learning opportunities through the local community college system. 2. High School Honors English will be made available to all.	$338,030.00	No
3	1.2.b. Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income	1. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA), and physical education, Nea will provide enhanced and extended learning opportunities including courses through the community colleges and internships. 2. Nea will continue to promote K-12 STEM learning opportunities through robotics, Maker Carts, Art, Music, and other electives.	$263,000.00	Yes
4	1.3. Aligned Course of Study and Curriculum - All Students	1. Course lists and curriculum maps will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS), the History-Social Science Framework (HSS), and the UC 'a-g' requirements. 2. Nea will continue to develop core content and course curriculum maps, tools, and guides, in alignment with common core standards. 3. Coaching cycles will continue across K-12 levels to ensure effective implementation of inclusive curriculum. 4. Nea will continue to select high-quality physical education teachers. The Leadership Academy will emphasize maximizing physical activity during class, perfecting performance-based assessment, instructional strategies for student-centered learning, and meeting the needs of all students, including target populations.	$338,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	1.4.a. Instructional Resources and Materials – All Students	1. Nea will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. This will include the inclusion of culturally relevant instructional materials as recommended by the Equity Task Force. 2. The Technology Department will continue to work with schools on digital device needs. New devices will be purchased to replace broken or lost devices. 3. Nea will maintain the 1:1 computer device take-home program.	$171,000.00	No
6	1.5 Additional Support for English Learners	1. Nea will continue to provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways. 2. Well-articulated English Learner (EL) program that include access to advanced courses and learning opportunities that lead to college, career, and community preparedness will continue to be provided. 3. A coherent, sequential course of study from elementary to secondary for biliteracy using Ballard and Tighe Red and Blue series for ELD instruction.	$345,873.00	Yes
7	1.6. Instructional Programs and Services for Students with Disabilities	1. The Special Education Department will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build capacity for providing high-quality instructional opportunities for students with disabilities. 2. Nea will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates and ensure access to all courses necessary for UC a-g graduation. Students that are on a certificate of completion track, needing modified curriculum, will have full access to all UC a-g courses. 3. Nea will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to student educational programming.	$245,148.00	No

Action #	Title	Description	Total Funds	Contributing
8				

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	Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child

An explanation of why the LEA has developed this goal.

Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.
(Related State Priorities: 1, 5, 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Student Survey Data	Safety: Gr. 6-12: 87.4% Caring Relationships: Gr. 6-12: 94% Expectations: Gr. 6-12: 81.5% Meaningful Participation - Gr. 6 - 12: 82.1%				
Suspension Rate	.027%				
Number of Expulsions:	0				
Increase ADA	93.5%				
Updated School Safety Plan	100%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1.a.Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - All Students, Students w Disabilities	1. Implementation of an integrated Multi-Tiered Systems of Support (MTSS) to address the social-emotional development of students 2. Restorative Justice Practices (RJP), trauma-informed care and Positive Behavioral Intervention and Support (PBIS) programs, and staff professional development to ensure effective implementation will continue. Through the Multi-Tiered Systems of Support (MTSS), the restorative justice work will be used as both prevention and intervention strategies designed to meet the needs of all students. a. Nea will continue to offer Tier 1 Restorative Justice Practices (RJP) professional development, and Tier 2 RJP professional development to address behaviors that impact the adverse effects of school climate and student engagement in collaboration with school counselors, facilitators, and stakeholders. b. Support will be provided for whole school implementation assistance through professional learning opportunities and policy review in collaboration with the Equity Task Force and Nea Governing Board. c. Administration will provide time to revise school discipline protocols in collaboration with integrated site support teams. 3. An Integrated Multi-Tiered System of Support to address disproportionality on disciplinary actions will include: a) Positive Behavioral Supports training for staff and families; b) Examining data trends and building the capacity of schools to address disciplinary process following a PBIS & RJP framework; c) Supporting the revision of referral documentation and policies for school suspensions; d) monitoring of student behavior data during IEPs process. a. Nea will continue to work on developing focused actions to reduce the disproportionality of disciplinary actions experienced by all students, with a specific focus on students with disabilities and learners of color. b. Nea will continue to build capacity for the implementation of Positive Behavioral Intervention & Supports (PBIS) and Restorative Justice Practice in order to teach students social-emotional competencies and behavioral expectations with increased clarity. Nea will establish procedures to require the review of behavior supports/behavior plans	$327,000.00	No

Action #	Title	Description	Total Funds	Contributing
		at the first suspension and on an ongoing basis, based on data collected from staff. 4. Nea will continue to monitor suspension and expulsion data, attendance, and chronic absenteeism. The Family & Learner Liason will make data available to appropriate classroom facilitators in order to continue to support the improvement cycle and provide preventative services and responsive resources as appropriate for all students under an MTSS framework. 5. Nea will continue to support site capacity with the implementation of comprehensive K-12 counseling services that increase academic, social-emotional, and college, career, and community readiness inclusive of research-based social-emotional approaches, a Multi-Tiered System of Support (MTSS). Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student's needs and promote students' academic, social-emotional, and college readiness.		
2	2.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income	1. Nea will continue to provide counseling, psychological, and guidance services that address student social and emotional needs in order to create aligned School Counseling programming for ALL students, emphasizing the importance of building strong Tier 1 supports for ALL students while providing responsive services to students as needed in Tier 2 & Tier 3. 2. Nea will continue to utilize truancy data to improve student attendance and use Multi-Tiered Systems of Support (MTSS) interventions to support and evaluate the appropriateness of referrals to alternative placement opportunities for students. support resources and services. 3. Training in MTSS will be expanded to other school staff, site-based staff, and other employees.	$186,729.00	Yes
3	2.2.a. Provide for Student Health and Wellness - All	1. Nea will continue to provide health and wellness check for all students.	$127,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Students, Students w Disabilities	3. Nea will continue to provide additional focused support for students with disabilities and significant health needs.		
4	2.2.b. Provide for Student Health and Wellness – English Learners, Foster Youth, Low Income	1. Nea will continue to provide additional support through the Family & Learner Liason and school counselor to promote physical and mental health and support the emotional well-being of EL students.	$167,000.00	Yes
5	2.3.a. Additional Support for Youth in Transition – Foster, Homeless, Low Income	1. Nea will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, refugee) and will monitor academic progress, attendance rates, and behavioral data. 2. The Family & Learner Liaison will work with administration, to develop tiered interventions and resources aligned to MultiTiered Systems of Support (MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success. a. The Family & Learner Liaison will work with the administration, to monitor academic progress, attendance rates, and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle, and high school. 3. Nea will continue to provide trauma-informed care for students and professional development for staff to ensure effective implementation. Trauma-informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological, and social effects of trauma and the prevalence of these experiences in a student's life. 4. Nea will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements). 5. The Family & Learner Liaison will work with administration, to ensure access and equity for foster, homeless, military, refugee, and students with resources to assist with enrollment, academic, mentor and partnership resources for supporting students in transition.	$363,714.00	

Action #	Title	Description	Total Funds	Contributing
6				
7	2.4.a. Youth Advocacy - English Learners, Foster Youth, Low	1. Nea will continue to ensure that school is a safe inclusive environment for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color, and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic. 2. Nea will continue to survey student climate and report results through surveys created from the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS). 3. Administration will provide support services, such as: a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school. b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships. c. Developing partnerships with community-based organizations engaged in providing support and resources to address the needs of the whole child. d. Developing students' leadership skills by ensuring that student's voice is present in identifying areas of advocacy and developing action-driven outcomes.	$137,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	2.4.b. Youth Advocacy - All Students, Students w/ Disabilities, African American, Latino, LGBTQIA	1. Nea will continue to ensure that school is a safe inclusive environment for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color, and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic. 2. Nea will continue to survey student climate and report results through surveys created from the California Healthy Kids Survey (CHKS) and similar site-based surveys. 3. Administration will provide support services, such as: a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school. b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships. c. Developing partnerships with community-based organizations engaged in providing support and resources to address the needs of the whole child. d. Developing students' leadership skills by ensuring that student's voice is present in identifying areas of advocacy and developing action-driven outcomes.	$135,000.00	No
9	2.5.a. School Support Staff and Resources - All Students	1. Nea will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. Nea will continue to provide all departments with general supplies and operating expenses.	$229,488.00	No

Action #	Title	Description	Total Funds	Contributing
10	2.5.b. School Support Staff and Resources - English Learners	1. Nea will continue to provide effective engagement, communications, and customer service for English Learner (EL) parents and families. All online and physical documents will be available in Spanish and other languages as required by law.	$30,000.00	
11	2.6. Healthy and Nutritious Meals - All Students	1. Nea will continue providing meal programs, including breakfast before the bell, breakfast in the classroom, lunch, and winter, spring, and summer intersession meal programs through Alameda Unified School District Food Services.	$11,000.00	No
12	2.7. Attractive, Clean and Well Maintained Schools - All Students	1. Nea will continue to maintain clean, safe, environmentally friendly, and inviting schools that are worthy of our students and families and encourage successful teaching and learning. Physical environments will be viewed through the lens of improving student attendance and academic achievement and reducing negative behaviors. Such physical attributes as newer or modernized furniture, improved lighting, thermal comfort, acoustics, and indoor air quality will be included in facility design, planning and construction, and maintenance.	$22,437.00	No
13	2.8. Safe and Secure Schools - All Students	1. Nea will ensure that school safety and security continue to be a priority that is monitored by school staff including the annual update of School Safety Plans. Support will include training opportunities for all staff on the plan and emergency response procedures. 2. Emergency communications upgrades through "Share911" will continue as planned.	$267,604.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Focus on Family, Community, and Staff Engagement

An explanation of why the LEA has developed this goal.

Families and community members are engaged and work within and across schools to support and promote unique educational opportunities for student learning. Schools are highly regarded for their quality academics as well as their service as centers for extended learning and enrichment opportunities, and social services.
(Related State Priority: 3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Student Survey Data	Safety: Gr. 6-12: 87.4% Caring Relationships: Gr. 6-12: 94% Expectations: Gr. 6-12: 81.5% Meaningful Participation - Gr. 6 - 12: 82.1%				
School Enrollment Patterns	P2 2021 ADA Baseline 93.5%				
Parent opportunities for input and participation	Parent Survey return rate: 37%				
Monthly Governing Board Meeting:	Rosters-100% Agendas/Minutes - 100%				

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1.a. Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA	1. The Family & Learner Liason will work in conjunction with the administration and the Special Education Department to facilitate and provide tools, resources, and training needed to assist with the recruitment and participation of parents to establish and implement effective school committees, including the Nea Governing Board, Curriculum Committee, and parent focus groups. 2. The Special Education Department will continue to partner together to support parent learning around students with disabilities. 3. An annual family engagement survey will be conducted to identify strengths and areas for improvement in family engagement. 4. Administration in collaboration with The Family & Learner Liason, staff, and PTSA will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance (e.g., family engagement training, activities and restorative justice practices, strength-based approaches, resilience, and social/emotional learning). 5. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool) in order to have access to student grades, attendance data, assessment results, and school communication. Training also includes support orientation and building capacity with technology use at home and social media to enhance student achievement. 6. Nea will engage with the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA), race, language, religion, and culture. 7. In collaboration with the Special Education Department, Nea will develop parent workshops with the district advisories and committees to inform and educate parents on the Local Control and Accountability	$152,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups. Special Education training will include topics such as Least Restrictive Environment, Multi-Tiered Systems of Support (MTSS), Universal Design for Learning, and the difference between accommodations and modifications. Site training will focus on the IEP process and supports for behavior and instruction for students with disabilities. 8. Stakeholder review and feedback opportunities on Local Control and Accountability Plan (LCAP) implementation and development will be encouraged at the district level to be taken back to the site level (e.g., through the Nea Governing Board, and English Learner Advisory Committee [ELAC]).		
2	3.1.b. Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income	1. The ELD Coordinator will work in conjunction with the administration to facilitate and provide tools, and resources needed to establish and implement effective school and district-level committees, including English Learner Advisory Committees (ELAC/DELAC). a. The ELD Coordinator will continue to strengthen partnerships with English Learner (EL) parents and build a common vision and understanding for ELAC members of the family engagement services offered. 2. The ELD Coordinator in collaboration with the Family & Learner Liaison will engage English Learner (EL), foster/homeless, and low income (LI) families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC 'a-g' and graduation requirements, district goals, etc.). The ELD Coordinator in collaboration with the Family & Learner Liaison will continue to partner and collaborate on designing parent-friendly information about the education system to ensure English Learners (EL) are college and career ready. 3. The ELD Coordinator in collaboration with the Family & Learner Liaison will develop and provide resources and work with identified families and students (ie: homeless, foster, refugee) to offer	$347,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parent/community engagement opportunities to increase students' academic and social-emotional achievement.		
3	3.2. Parent and Community Assistance and Support - All Students	1. The Learner & Family Liaison will continue to be accessible and responsive to parents, staff and community who express concerns or seek assistance in a fair, timely, and impartial manner.	$5,100.00	No
4	3.3. Translation and Interpretation Services - English Learners	1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders. 2. Nea will continue to review and respond to needs and communication preferences for stakeholders.	$12,000.00	Yes
5	3.6. Community Relations and Partnerships - All Students	1. Nea will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Continue to foster community partnerships to support student and family engagement and learning. Learning partnerships will continue to be cultivated, sustained, and expanded. 3. Current, accurate, and timely communication will continue to be provided to parents regarding student learning (e.g., Google Classroom, website, automated calls, school and teacher communications). 4. Family & Learner Liaison will work with community partners to align services and programs offered to students within schools at all grade levels. These partnerships will continue to be inclusive of all students and focused on enriching student access to academic, college/career readiness, and social-emotional success. The purpose of these collaborations is to enhance students' mental health and wellbeing, provide avenues for students to increase school engagement, create pathways of support for	$177,000.00	No

Action #	Title	Description	Total Funds	Contributing
		children/youth in transition, provide support services in collaboration with families and enrich the overall experiences of students in support of their academic success and college/career readiness.		

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	Quality Leadership, Teaching, and Learning

An explanation of why the LEA has developed this goal.

Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.
(Related State Priorities: 1, 2)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers provide instruction aligned to the California state standards, including EL access to ELD and state standards, as measured by annual review of curriculum maps and scope and sequence maps.	100%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support	Nea will increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities with large percentages of minority students.		

Action #	Title	Description	Total Funds	Contributing
	Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, Foster, Homeless, Low Income Students	2. Offering early employment contracts to high-quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education). 3. Regularly monitoring potential barriers to the initial and continued employment of diverse candidates. 4. Continuing to convene the Hiring Committee to monitor and analyze data to determine needs of candidates in all stages of the hiring process.		
2	4.2. Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students	1. Nea will provide a Teacher Induction & Clear Credentialing (TICC) program. 2. Nea will continue to collaborate with local colleges and universities to place interns and student teachers.		
3	4.3. District Systems to Develop Instructional Capacity - All Students	1. Nea will continue to provide professional development in the core content and early learning areas. 2. Nea will ensure that staff receives intensive support in Equity and Inclusion, Project Based Learning training, Trauma-Informed Practices, meeting Common Core Standards, PBIS, and MTSS. 3. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics teams will have coaching provided by the site Curriculum and Instruction Coach. 5. The ELD coordinator will build staff understanding of English Language Development (ELD) Standards.		
4	4.4. Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino	1. Nea will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and MultiTiered Systems of Support (MTSS). Continued focus will be placed on supports with an emphasis on providing a guaranteed and viable curriculum aligned to critical concepts and proficiency scales in all core content areas. Principals		

Action #	Title	Description	Total Funds	Contributing
		will learn the process of interrupting mindsets and systematic behaviors that have contributed to lower achievement rates, graduation rates, and higher numbers of D's and F's for students with disabilities, African American and Latino students. 3. Nea will continue to provide differentiated supports to staff to improve student/staff relationships, school climate, and academic success. 4. Professional development offered through the Special Education Department will continue to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring/support systems for African American and Latino students.		
5	4.5. Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities,	1. Nea will continue to develop, monitor, and adjust their professional development plan and site-based assessment plan through the school year, with continued emphasis on strengthening professional development at each site, in each department for all teachers and students, and a focus on improving the Professional Learning Community (PLC) process from an inquiry-based approach. 3. Nea will hold Instructional Rounds cycles to provide the opportunity for teachers to observe and engage in professional growth. 4. The ELD Coordinator, in collaboration with the Special Education Department, will provide supports and training that includes utilizing Universal Design for Learning (UDL) and language supports in conjunction with the Critical Concepts for setting learning and language targets for students. Training will be designed for special education teachers, paraeducators, and support staff that teach students with special needs, including students with disabilities, English Learners (EL) students throughout the school year. 6. The Special Education Department will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build their capacity for providing high-quality instructional opportunities for students with disabilities. Paraprofessional training will continue to focus on building capacity for both academic and behavioral support.		

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
8%	418,782

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.

Goal 1:
All Student actions were created to support all students with foster youth, EL's and low-income students in mind.
- 1.1 Pathways to College and Career Readiness - All Students
- 1.2.a. Enriched and Enhanced Learning Opportunities - All Students
- 1.3. Aligned Course of Study and Curriculum - All Student
- 1.4.a. Instructional Resources and Materials

Unduplicated students support with materials, enhanced learning opportunities, and clear paths to support post-high school college and career so the is equitable opportunity for success. This will happen through coursework, teacher support, counselor support, and supports in the home as needed through these actions.

Goal 2:
All Student actions were created to support all students with foster youth, EL's and low-income students in mind.
- 2.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income was written to ensure additional supports beyond 2.1.a.
- 2.2.b. Provide for Student Health and Wellness – English Learners, Foster Youth, Low Income was written to ensure additional supports beyond 2.2.a.
- 2.3.a. Additional Support for Youth in Transition – Foster, Homeless, Low Income was written specifically for the unduplicated group.
- 2.4.a. Youth Advocacy - English Learners, Foster Youth, Low was written specifically for the unduplicated group.

- 2.5.b. School Support Staff and Resources - English Learners was written to ensure additional supports beyond 2.5.a.
- 2.6. Healthy and Nutritious Meals - All Students, 2.7. Attractive, Clean, and Well-Maintained Schools - All Students, 2.8. Safe and Secure Schools - All Students are made available for meeting these goals of these students by meeting basic needs and having a nice, clean and safe learning space at school.

Goal 3:
All Student actions were created to support all students with foster youth, EL's and low-income students in mind.
- 3.1.b. Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income was written to ensure additional supports beyond 3.1.a.
- 3.2. Parent and Community Assistance and Support - All Students, 3.6. Community Relations and Partnerships - All Students are made available for meeting these goals of these students by meeting basic needs and having a nice, clean and safe learning space at school.

Goal 4:
Consideration with the lens of stellar instruction with clear usage of multiple modalities for all students supports foster youth, EL's and low-income students in mind.
Action items 4.2. Develop Capacity of Beginning Teachers and Teachers in Need of Support -All Students and 4.5. Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities

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

Several decisions were made on how to best serve foster, English Learners, and low-income students by increasing or improving services:
- hiring an Upper Village ELD coordinator
- expanding MS and HS instructional time
- hiring Family and Learner Liason to work hand in hand with Mikinney Vento and low-income families
- restructuring MTSS process to include additional level 3 interventions
- investing in professional development and curriculum for core staff that focuses on SEL and reading intervention
- providing expanded learning opportunities for learners that fall into the unduplicated category by invite only

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

  o 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)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$4,611,109.00				$4,611,109.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,492,773.00	$118,336.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	1.1 Pathways to College and Career Readiness - All Students, Students w Disabilities	$212,986.00				$212,986.00
1	2	All	1.2.a. Enriched and Enhanced Learning Opportunities - All Students	$338,030.00				$338,030.00
1	3	English Learners Foster Youth Low Income	1.2.b. Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income	$263,000.00				$263,000.00
1	4	All	1.3. Aligned Course of Study and Curriculum - All Students	$338,000.00				$338,000.00
1	5	All	1.4.a. Instructional Resources and Materials – All Students	$171,000.00				$171,000.00
1	6	English Learners	1.5 Additional Support for English Learners	$345,873.00				$345,873.00
1	7	Students with Disabilities	1.6. Instructional Programs and Services for Students with Disabilities	$245,148.00				$245,148.00
1	8							
2	1	All Students with Disabilities	2.1.a.Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - All Students, Students w Disabilities	$327,000.00				$327,000.00
2	2	English Learners Foster Youth Low Income	2.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income	$186,729.00				$186,729.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All Students with Disabilities	2.2.a. Provide for Student Health and Wellness - All Students, Students w Disabilities	$127,000.00				$127,000.00
2	4	English Learners Foster Youth Low Income	2.2.b. Provide for Student Health and Wellness – English Learners, Foster Youth, Low Income	$167,000.00				$167,000.00
2	5		2.3.a. Additional Support for Youth in Transition – Foster, Homeless, Low Income	$363,714.00				$363,714.00
2	6							
2	7	English Learners Foster Youth Low Income	2.4.a. Youth Advocacy - English Learners, Foster Youth, Low	$137,000.00				$137,000.00
2	8	All Students with Disabilities	2.4.b. Youth Advocacy - All Students, Students w/ Disabilities, African American, Latino, LGBTQIA	$135,000.00				$135,000.00
2	9	All	2.5.a. School Support Staff and Resources - All Students	$229,488.00				$229,488.00
2	10	English Learners	2.5.b. School Support Staff and Resources - English Learners	$30,000.00				$30,000.00
2	11	All	2.6. Healthy and Nutritious Meals - All Students	$11,000.00				$11,000.00
2	12	All	2.7. Attractive, Clean and Well Maintained Schools - All Students	$22,437.00				$22,437.00
2	13	All	2.8. Safe and Secure Schools - All Students	$267,604.00				$267,604.00
3	1	All Students with Disabilities	3.1.a. Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA	$152,000.00				$152,000.00
3	2	English Learners Foster Youth Low Income	3.1.b. Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income	$347,000.00				$347,000.00
3	3	All Students with Disabilities	3.2. Parent and Community Assistance and Support - All Students	$5,100.00				$5,100.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	3.3. Translation and Interpretation Services - English Learners	$12,000.00				$12,000.00
3	5	All Students with Disabilities	3.6. Community Relations and Partnerships - All Students	$177,000.00				$177,000.00
4	1		4.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, Foster, Homeless, Low Income Students					
4	2		4.2. Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students					
4	3		4.3. District Systems to Develop Instructional Capacity - All Students					
4	4		4.4. Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino					
4	5		4.5. Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities,					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,458,602.00	$1,458,602.00
LEA-wide Total:	$1,112,729.00	$1,112,729.00
Limited Total:	$967,873.00	$967,873.00
Schoolwide Total:	$1,112,729.00	$1,112,729.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	1.2.b. Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$263,000.00	$263,000.00
1	**6**	1.5 Additional Support for English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$345,873.00	$345,873.00
2	**2**	2.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$186,729.00	$186,729.00
2	**4**	2.2.b. Provide for Student Health and Wellness – English Learners, Foster Youth, Low Income	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$167,000.00	$167,000.00
2	**7**	2.4.a. Youth Advocacy - English Learners, Foster Youth, Low	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$137,000.00	$137,000.00
2	**10**	2.5.b. School Support Staff and Resources - English Learners		English Learners		$30,000.00	$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	3.1.b. Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$347,000.00	$347,000.00
3	4	3.3. Translation and Interpretation Services - English Learners	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$12,000.00	$12,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		