Local Educational Agency (LEA) Name: Fenton Charter Leadership Academy
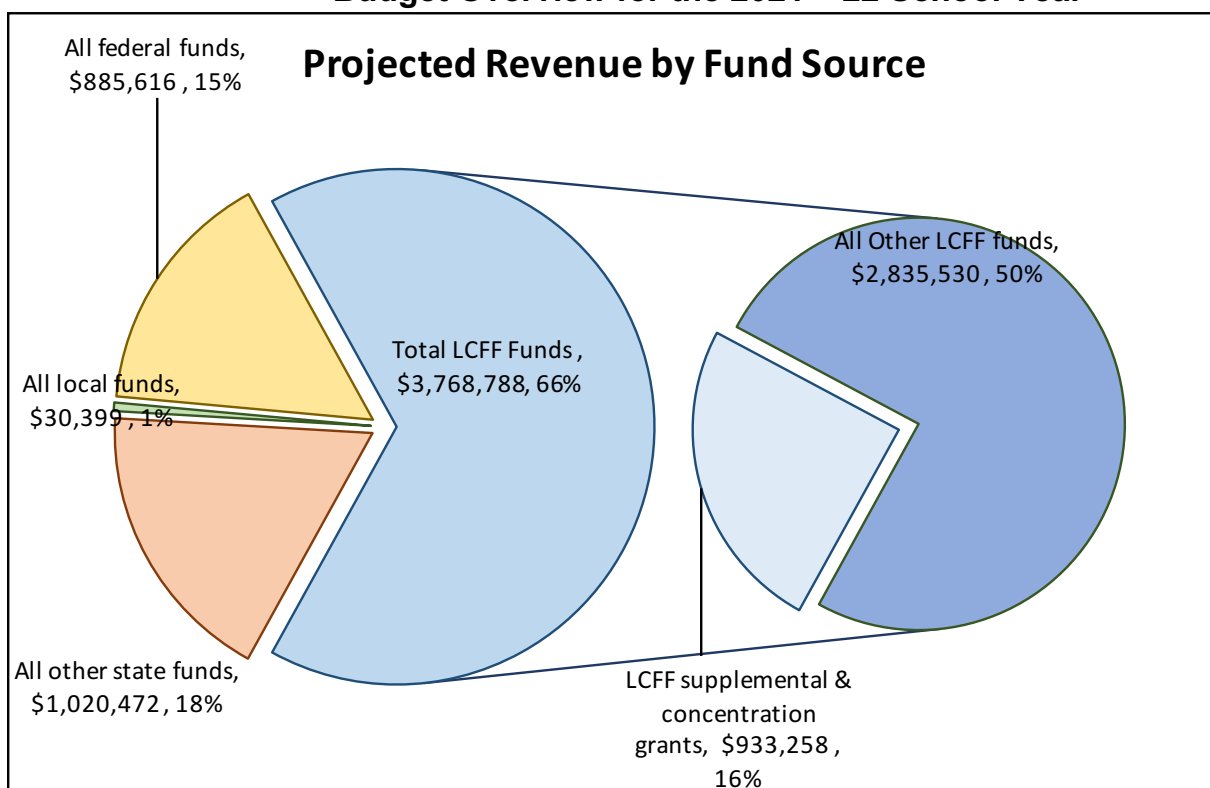
CDS Code: 19-64733-0131722

School Year: 2021 – 22

LEA contact information: David Riddick

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $885,616 , 15%

All local funds, $30,399 , 1%

All other state funds, $1,020,472 , 18%

Total LCFF Funds , $3,768,788, 66%

All Other LCFF funds, $2,835,530 , 50%

LCFF supplemental & concentration grants, $933,258 , 16%

This chart shows the total general purpose revenue Fenton Charter Leadership Academy expects to receive in the coming year from all sources.

The total revenue projected for Fenton Charter Leadership Academy is $5,705,275.85, of which $3,768,788.00 is Local Control Funding Formula (LCFF), $1,020,472.11 is other state funds, $30,399.24 is local funds, and $885,616.50 is federal funds. Of the $3,768,788.00 in LCFF Funds, $933,258.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP
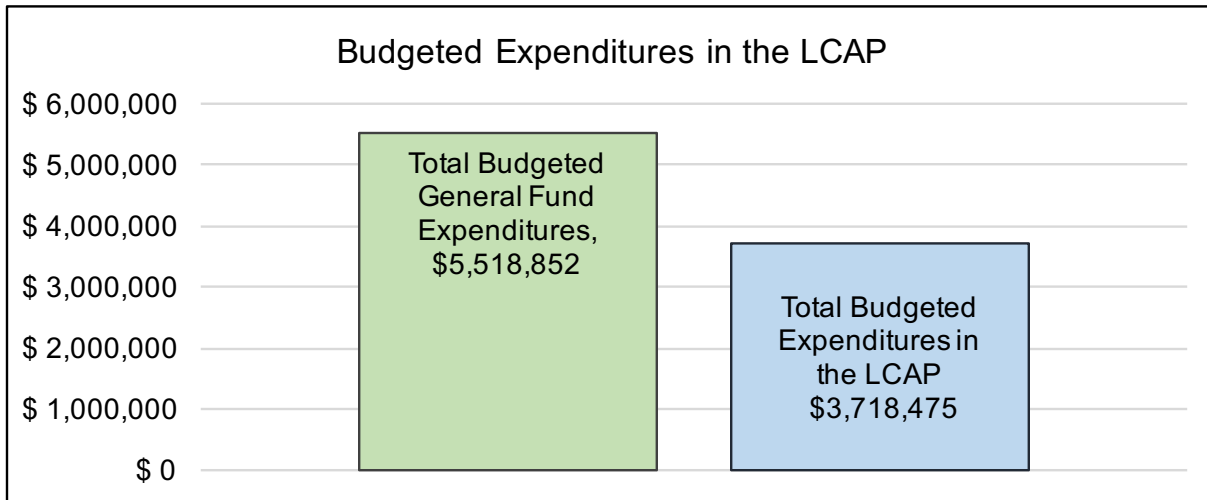
This chart provides a quick summary of how much Fenton Charter Leadership Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
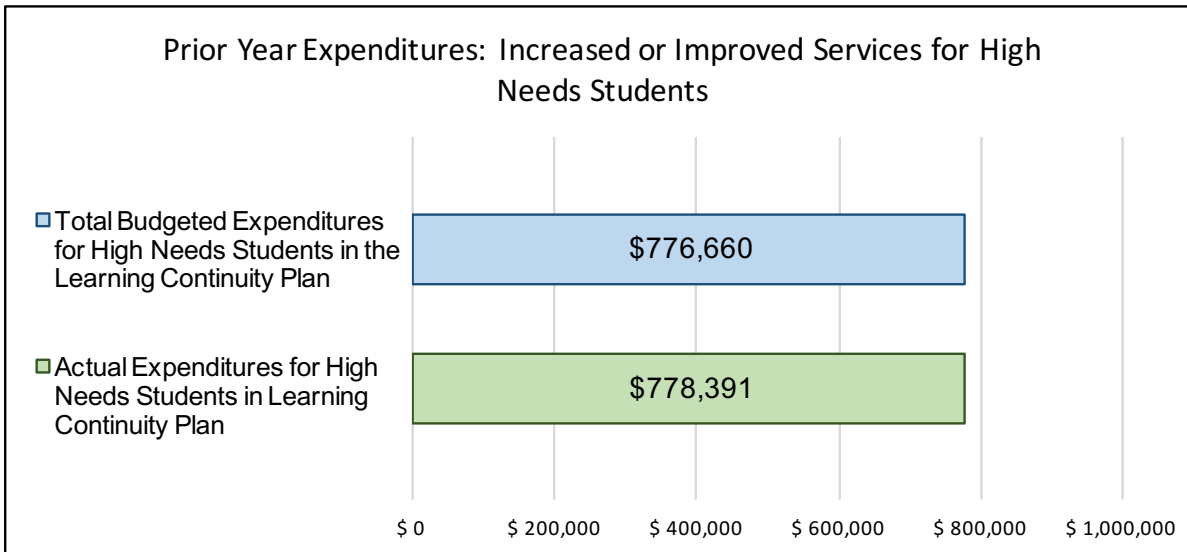
Fenton Charter Leadership Academy plans to spend $5,518,851.72 for the 2021 – 22 school year. Of that amount, $3,718,475.00 is tied to actions/services in the LCAP and $1,800,376.72 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP consist of Child Nutrition, Special Education Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2021 – 22, Fenton Charter Leadership Academy is projecting it will receive $933,258.00 based on the enrollment of foster youth, English learner, and low-income students. Fenton Charter Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Fenton Charter Leadership Academy plans to spend $939,932.00 towards meeting this requirement, as described in the LCAP.

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $776,660

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $778,391

Axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000

This chart compares what Fenton Charter Leadership Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Fenton Charter Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Fenton Charter Leadership Academy's Learning Continuity Plan budgeted $776,660.00 for planned actions to increase or improve services for high needs students. Fenton Charter Leadership Academy actually spent $778,391.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fenton Charter Leadership Academy	David Riddick Chief Academic Officer	driddick@fentoncharter.net (818) 962-3630

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

Goal 1

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 7. Course access; 8. Other Pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1.1 Percentage of students and subgroups scoring standard met or exceeded on CAASPP will grow 2-3% each year.	CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.
1.2 School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.	The state did not assign annual updates on the California School Dashboards Status and Change Report and Equity Report. Teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction.

Expected	Actual
1.3 English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)	Teachers planned and implemented synchronous lessons to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily.
1.4 EL reclassification rate will meet or exceed the Districts reclassification rate.	Teachers worked collaborative to meet the needs of our reclassified students and English language learners.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
50% psych & counselor; TAs; Specialists; Stipends; CMO Instructional; 7 PD Days; 4 Extra Days; Instructional Materials (4000s); Laptops; Class Size of 24.	$741,155 (Contributing)	$713,489 (Contributing)

Goal Analysis

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

The COVID-19 pandemic has had a devastating impact on our community.   The Charter School transitioned to a distance learning instructional format on March 16, 2020 following the guidance from the Los Angeles County Superintendent recommending school closures of all schools within Los Angeles County. Although the Charter School was physically closed, students continued to receive instruction remotely and were provided with meals (breakfast, lunch, supper) throughout the physical school closure.

The extended closure impacted the ability of our students to access instruction and curriculum on site and in-person. The Charter School followed the recommendations from the California Department of Education for providing instruction and access to curriculum in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources, and operations.

Teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth and low-income students. The Charter School established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth and low-income students.

Teachers planned for instruction to be delivered regardless of internet connectivity. Students were able to engage in instruction through Zoom online sessions, conference calls, and asynchronous media platforms. Instruction was on a flexible schedule to allow for students to access content to meet

their unique needs. Please see the FCPS Distance Learning Website for Staff and the FCPS Distance Learning Website for Students for additional resources provided to students and their families during this difficult time.

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

Synchronous Instruction provided by the Charter School staff was highly valued by the parents and students. Fenton students appeared to receive more synchronous instruction than students from neighboring schools with an average of two hours of live instruction. Staff appeared to value being able to connect with students frequently and daily.

Goal 2

Increase meaningful and purposeful student, teacher, and parent engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent Involvement; 5. Pupil engagement; 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2.1 School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.	The Charter School provided a variety of opportunities for parental involvement amidst the physical closure of school through digital means including Zoom meetings, phone calls, text messages, and Class Dojo.
2.2 School will engage parents and students in decision making.	Parents continue to engage in decision making via Zoom meetings and parent surveys.
2.3 School will continue to maintain an ADA rate above 94%.	ADA for the year remained above 95% while on distance learning.
2.4 School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.	The suspension and expulsion rates were < 1%.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent Center Director	$9,000 (Contributing)	$9,000 (Contributing)
Attendance Manager; School Nurse; 50% PBIS Admin Coordinator	$112,375 (Contributing)	$112,375 (Contributing)
Student Activities (5877) to engage students in learning.	$2,740 (Contributing)	$2,740 (Contributing)

Goal Analysis

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

The Charter School developed a Task Force to respond to the needs of our community in the midst of the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on a number of platforms including Zoom, YouTube, Facebook, Instagram, and Twitter. Surveys were sent out to families through email and text messages to ensure families were able to access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued to locate and resolve lists of "unreachable" students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

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

The 2019-2020 school year was one that we will always remember. Our children witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. Stakeholders of our Social Emotional Support System Subgroup felt it was critical for our students to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. Staff participated in a Professional Development Training focused on Anti-Bias & Anti-Racist Education (ABAR). An ABAR Team has been created and will continue to provide resources and trainings throughout the school year.

Mental Health and Well-Being of All: Teachers received professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.

Incorporated welcoming/inclusion activities;

Created learning teams and expectations;

Used groups to get students talking;

Set goals together;

Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment

Goal 3

Provide and appropriate Basic Condition of Learning

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3.1 All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.
3.2 Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	Teachers participated in professional development throughout the physical closure of the Charter School.
3.3 School Continue to provide students with state approved standards-based materials.	All students were given an iPad and a Mobile WiFi Hotspot if needed.

Expected	Actual
3.4 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	All students had access to CCSS-aligned curriculum as they develop EL proficiency.
3.5 School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).
3.6 School facilities are safe and secure for students and staff.	Schools continued to be monitored and remained secure throughout the physical closure of the Charter School.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Salaries and Benefits for all staff members	$1,892,970	$1,844,046
Professional Development	$6,759 (Contributing)	$6,759 (Contributing)
Core Instructional Materials; Technology	$481,756	$456,756
Maintenance/Custodial/Security (2201)	$131,778	$128,257
Technology Enhancement	$18,880	$18,880

Goal Analysis

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

The Charter School provided all English learners, foster youth and low-income students with an iPad and a Mobile WiFi Hotspot to engage in distance learning. Teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. Students are provided opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth and low-income students. The Charter School has established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth and low-income students.

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

The Charter School took on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration was provided. Targeted instruction was provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction took place during the instructional day and enabled a wide range of services form general education teachers, special education teachers, support staff, and administration. This strategic instructional program required a multi-tiered model of instructional delivery to respond to the individual needs of our children.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, limit of sharing, check for signs and symptoms, and healthy operations of the facility.	$341,387	$128,257	N
Parent Center Director: Instructional Supports and Social Emotional Supports and Systems are communicated with families.	$9,000	$9,000	Y

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

Federal funds offset some of the expenses for maintenance and operations.

Analysis of In-Person Instructional Offerings

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

The Charter School staff, students, and community have Our teachers have done an exceptional job awakening the creativity within our students and instilling a love of learning. We are proud of the amazing work of our teachers working tirelessly amidst this global pandemic.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Attendance Manager; School Nurse; 50% PBIS Admin Coordinator: Assist with continuity of learning to prevent learning loss.	$142,375	$112,375	Y
Salaries & Benefits for Core Staff	$1,638,548	$2,097,678	N
Professional Development: Learning Platforms (Seesaw, Google Classroom), Essential Standards, Assessments, Flipped Classroom, Technology Support.	$18,200	$6,759	N
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	$483,799	$456,756	N
Technology: iPads and Digital Devices for Distance Learning and Hybrid Educational Model	$192,733	$18,880	Y

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

Federal funds offset some of the expenses for instructional materials and technology.

Analysis of the Distance Learning Program

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

The Charter School's continuity of instruction offered students the full curriculum including ELA, Math, ELD, Social Studies, Science, Art, and PE. The Charter School was able to provide all students with an iPad and provided students in need of internet access with a Mobile WiFi Hotspot. Students will be able to keep these devices (iPad and Mobile WiFi Hotspot) throughout the summer of the 2021-22 school year. The iPads were

preloaded with 15 of the most popular apps used by the Fenton Schools. In addition, students had access to download hundreds of apps purchased by Fenton that were accessible through the "Self Service" feature on the iPads.

The Charter School continued to provide professional development for all certificated teachers and classified staff to implement a flexible remote learning instructional model. Staff was provided with trainings on a wide range of distance learning tools and resources to engage students. Teachers were required to ensure students receive at least 4 hours of instruction to count for a full day worth of instruction.

All staff roles and responsibilities have shifted to online instruction in order to mirror what in-person instruction would look like. Out of the classroom support staff are charged with supporting and engaging families to access digital content and troubleshoot access issues. In addition, out of the classroom support staff participate in School Car Parades to pass out essential instructional supplies and school meals.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Educational Model: 50% School Psychologist & School Counselor; TAs; Specialists; Stipends; CMO Instructional; 7 PD Days; 4 Extra Days; Instructional Materials (4000s); Laptops; Class Size of 24.	$650,567	$640.605	Y

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

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

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

> The instructional program of the Charter School considers the diverse learners who require a thriving educational program that embodies social/emotional learning, acceleration, differentiated instruction, and depth and complexity. The Charter School's instructional focus is rooted in providing children with the following: 1) Systematic Response; 2) Time on Task; 3) Access to Resources; and 4) Results Measuring Progress.

Analysis of Mental Health and Social and Emotional Well-Being

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

> The Charter School has made every effort to ensure parents, guardians, and students are informed about resources available for anyone who believes they are in a mental health crisis. Fenton School Counselors have created a Mental Health and Social Emotional Well-Being website. This site is posted on our website in English and Spanish. https://www.fentoncharter.net/families/mental-health-services

Analysis of Pupil and Family Engagement and Outreach

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

> The Charter School began the year with a Welcome Back to School Parade full of energy and enthusiasm to reengage our students. Teachers, school counselors, and support staff have created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff are notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued to locate and resolve lists of "unreachable" students to provide assistance and engage them in distance learning. Charter School staff continued to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

Analysis of School Nutrition

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

The Charter School will provide meals for all students regardless if they are in-person or attending remotely. Meals are available Monday through Friday. Parents were able to choose between two serving times (7:00am – 9:00am; 12:00pm – 1:30pm). Meals were served to any child under the age of 18.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	$17,500	$2,740	Y

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

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

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

The Charter School will continue to implement a "triage" approach to ensure the needs of students are met systematically.

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

The Charter School is looking at ways to celebrate the learning and creativity that was developed during the physical closure of school. Our approach is to build on what students learned and scaffold learning to maximize student achievement.

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

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

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

The Fenton Charter Public Schools, along with traditional and charter schools across the state of California, transitioned to distance learning on March 16, 2020. At the time, we envisioned school would reopen for in-person instruction after Spring break on April 7, 2020. Throughout the COVID-19 pandemic, the Charter School has been committed to ensure we meet the needs of our students during this global crisis. We have continued to serve meals to any child under the age of 18, regardless of where the child attended school. All Fenton students have been offered an iPad. Students that do not have access to the internet received a mobile WiFi Hotspot.

Every member of the Charter School community, regardless of personal hardship, stepped up and did whatever was necessary to engage our children amidst this global pandemic. We have witnessed courage, creativity, collaboration, empathy, perseverance, open-mindedness, and a willingness to try new and different methods to meet the dynamic needs of our community. We want to acknowledge the exceptional work our children, staff, and parents have done to overcome the many obstacles faced this year. Despite the numerous challenges, we have been able to work together in unity to educate and empower our children.

Over the past two years, we have been honing our skills to provide our children with a world class education while responding to the tangible needs our community has experienced under COVID-19 conditions. We have been studying, researching, and planning for reopening based on instructional models locally and across the world. In addition to following safety protocols by the CDC and LA County Department of Public Health, the Charter School has used our collective skills and experience to provide superior safety to our classrooms. Each Fenton classroom will be equipped with the latest technology and software to individualize instruction whether students are at home or in the classroom. All staff members and returning students will have individual Plexiglas barriers. Air filtration has been upgraded with MERV-13 filters and a premiere hospital room grade air purifier in every classroom. The number of students in each class was half the size they have been to ensure social distancing norms for the

safety of our staff and students. All Fenton staff had the opportunity to receive the COVID-19 vaccine the week of March 1st. All Fenton staff and students have participated in weekly COVID-19 testing when on campus to enhance the safety at our schools.

The Charter School reopened for in-person instruction for all students on April 12, 2021. Our plans for reopening were based on public health guidelines, parent input, staff feedback, maximizing instructional time, and causing the least amount of disruption to the instructional program. The FCPS Reopening Task Force played a key role in defining and implementing our plans. The Charter School was committed to keeping students with the same teacher they have had since the beginning of the school year when we transitioned to in-person instruction. With a significant number of families opting for some form of virtual instruction, we wanted to ensure a smooth transition to in-person instruction. The Charter School implemented a synchronous instruction model, students in class (Roomers) received instruction alongside their classmates receiving instruction at home (Zoomers). We believe it is important to keep the consistency and sense of community that students have been able to build upon throughout the year during this global pandemic. We believe this consistency will build our students' academic and social emotional needs. Parents were offered in-person instruction from 8am to 12pm Monday through Friday for all students.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP. The following goals and actions have identified for the 2021-24 LCAP.

Goal 1: Increase Student Achievement

Action #1 – Supports to Increase Student Achievement (School Counselor; School Psychologist; Paraprofessionals; CMO Instructional Support; Extra PD Days; Extra Instructional Days; Smaller Class Size; Instructional Materials; Technology).

Goal 2: Increase Meaningful and purposeful student, teacher and parent engagement.

Action #1 – Parent Center Director to provide parents with multiple opportunities for parent engagement and decision making;

Action #2 – Staff to assist with the engagement and connection with students (Attendance Manager; School Nurse; PBIS Administrator);

Action #3 – Student activities to engage student learning.

Goal 3: Provide an Appropriate Basic Condition of Learning.

Action #1 – Salaries and benefits for all staff;

Action #2 – Professional development;

Action #3 – Core instructional materials;

Action #4 – Maintenance, custodial, and security staff;

Action #5 – Technology to enhance the basic instructional program. It's time to live in the hope that we can prepare young hearts and minds for a better tomorrow, today. Our future rests in the resiliency of what we do today. We are opening our doors and our hearts to embrace the eyes of our future.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

- o   Continuity of Instruction,

- o   Access to Devices and Connectivity,

- o   Pupil Participation and Progress,

- o   Distance Learning Professional Development,

- o   Staff Roles and Responsibilities, and

- o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement

strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and 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
Fenton Charter Leadership Academy	David Riddick Chief Academic Officer	driddick@fentoncharter.net (818) 962-3630 Ext. 5128

Plan Summary 2021-2022

General Information

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

The Charter School is committed to serving a wide range of students that require a rigorous program that includes acceleration, differentiated instruction, and depth and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and to chart a course for the new year based on students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.

Assessments are used to: Identify students and subgroups who need additional instruction or intervention; Prescribe a re-teaching or intervention focus for individual students; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to a take a multifaceted approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them for advancement in all areas. Students struggling with basic skills are targeted for support by a wide range of experts including Education Specialists, school counselor, school psychologist, speech pathologist, classroom teachers and administrators.

The Charter School created its own culture of awareness with caring, dedicated, and hardworking teachers serving the needs of our students. Many visitors, including the LAUSD Charter Schools Division oversight committee, WASC visiting committee, and the CDE have recognized the positive culture at the Charter School.

Reflections: Successes

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

California School Dashboard data for 2019-2020 is not available for analysis due to school closures as a result of COVID-19. Amidst the global pandemic, teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. Students are provided opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth and low-income students. The Charter School has established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth and low-

income students.

Reflections: Identified Need

The Charter School created custom reports that enable teachers, administrators, and office to monitor to monitor chronic absenteeism by student, class, grade level, and school. Parents were notified if their child is approaching being absent for 10% or more instructional days. Targets were set for individual students and teachers along with a variety of incentive programs to engage students in the learning process.

LCAP Highlights

Working closely with stakeholders throughout the school, the goals are in alignment with the California Dashboard, LCFF rubrics, and charter petition goals, core values, WASC Student Learner Outcomes (SLO), WASC Action Plan and our Governance structure to improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement
Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.
Goal 3: Provide an appropriate Basic Condition for Learning

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

Support for Identified Schools

Monitoring and Evaluating Effectiveness

Stakeholder Engagement

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

Categories	Staff	Students	Parents
Organization	100%	100%	100%
Curriculum	99%	98%	100%
Instruction	100%	93%	100%
Assessment	90%	91%	97%
School Culture	100%	90%	100%
Overall Satisfaction	**98%**	**94%**	**99%**
Participation Rates	88%	44%	39%

A summary of the feedback provided by specific stakeholder groups.

Goals and Actions

Goal

Goal #	Description
1	Increase Student Achievement

Improve student achievement for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CAASPP Assessments: Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in ELA and Math on the CAASPP each year. ELA 2018-19 CAASPP Results: State: 51.10% LAUSD: 44.11% Math 2018-19	FCLA ELA 2018-19 CAASPP Results: All: 51.46% Latino: 45.88 SED: 49.42 Math 2018-19 CAASPP Results: All: 45.63% Latino: 40.00 SED: 43.67				Percentage of students and subgroups scoring standard met or exceeded on CAASPP will grow 2-3% each year.

CAASPP Results: State: 39.73% LAUSD: 33.47%					
California School Dashboards Status and Change Report and Equity Report.	School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.				School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.
ELPAC	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)				English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)
EL Reclassification Rates: EL reclassification rate will meet or exceed the District's reclassification rate. (2019-20) State: 13.8% LAUSD: 15.8%	FCLA (2019-20) Reclassification Rate: 26.8%				EL reclassification rate will meet or exceed the District's reclassification rate.
i-Ready Assessments Percentage of students scoring above the 41st %ile will increase 2-3% in ELA and Math on the i-Ready assessments each year.	i-Ready (2021) (BOY) ELA: 44.81% Math: 33.22%				Percentage of students scoring above the 41st %ile will increase 2-3% in ELA and Math on the i-Ready assessments each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supports to Increase Student Achievement	50% psych & counselor; TAs; Specialists; Stipends; CMO Instructional; 7 PD Days; 4 Extra Days; Instructional Materials (4000s); Laptops; Class Size between 20-24 students.	$906,383.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Increase meaningful and purposeful student, teacher, and parent engagement.

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Involvement Survey	School will continue to				School will continue to provide

	provide multiple opportunities for parent involvement in school life and ease of home-school communication.				multiple opportunities for parent involvement in school life and ease of home-school communication.
Engagement Survey	School will engage parents and students in decision making.				School will engage parents and students in decision making.
ADA Rate School will continue to maintain an ADA rate above 94%.	ADA Rate (2019-2020) 97.60%				School will continue to maintain an ADA rate above 94%
Suspension and Expulsion Rates	School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.				School will continue to maintain a low suspension rate < 1%. School will continue to maintain a low expulsion rate < 1%.
Chronic Absenteeism Charter School will maintain a chronic absenteeism rate below the state average. (2018-19) State: 10.1% LAUSD: 18.2%	FCLA Chronic Absenteeism (2018-19) 10.2%				Charter School will maintain a chronic absenteeism rate below the state average.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Center Director	The Parent Center will provide parents with multiple opportunities for parent engagement. Parents will be engaged in decision making at the school.	$9,000.00	Yes
2	Attendance Manager; School Nurse; 50% PBIS Admin Coordinator	Identified staff will assist with the engagement of students.	$112,375.00	Yes
3	Student Activities	Student Activities (5877) to engage students in learning.	$2,740.00	Yes

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP 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.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Provide an Appropriate Basic Condition of Learning

An explanation of why the LEA has developed this goal.
Goal for basic services offered at the Charter Schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CA Teaching Credential	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and				All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

	appropriate EL authorization; all teachers will be appropriately assigned.				
Professional Development	Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.				Teachers will participate in ongoing research- based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.
State Approved Standards-Based Materials	School will continue to provide students with state approved standards-based materials.				School will continue to provide students with state approved standards-based materials.
EL Access to CCSS-aligned Curriculum	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.				100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.
School facilities cleaned and maintained.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.				School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.
School facilities are safe and secure.	School facilities are safe and secure for students and staff.				School facilities are safe and secure for students and staff.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Salaries and benefits	Salaries and Benefits for all staff members	$2,077,325.00	No
2	Professional Development	Professional Development for staff.	$6,759.00	Yes
3	Core Instructional Materials; Technology	Core Instructional Materials and Technology provided to all students.	$456,756.00	No
4	Maintenance, Custodial, Security	Maintenance/Custodial/Security (2201)	$128,257.00	No
5	Technology Enhancement	Additional technology to enhance the basic instructional program.	$18,880.00	Yes

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP 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.
Not applicable to this year's LCAP 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 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33%	$933,258.00

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

Required Descriptions

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

The Charter School will implement the following goals and actions to meet the academic and social/emotional needs of our English learners, socioeconomically disadvantaged and Foster Youth.

Goal 1: Action 1 – Planned services for this action item include additional school psychologist and school counselor support, additional special education support, highly qualified instructional assistants, Lead Teacher stipends, Instructional Coach, Professional Development Days, 4 Extra Instructional Days, instructional materials for intervention and enrichment, and a reduction in class size to keep class sizes between 20-24 students.   This smaller class size will ensure support staff are able to work in small groups to provide explicit instruction in English Language Arts, Mathematics, English Language Development, and differentiated instruction to increase or improve services for Foster Youth, English Learners, and Low-Income Students.

Goal 2: Action 1 – Planned services for this action item include a Parent Center Director.

Goal 2: Action 2 – Planned services for this action item include an Attendance Manager, Administrator focused on Positive Behavior Interventions and Supports (PBIS), and a School Nurse.

Goal 2: Action 3 – Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 3: Action 2 - Planned services for this action item include professional development for all staff members on strategies to meet the academic and social/emotional needs of our English learners, socioeconomically disadvantaged and Foster Youth.

Goal 3: Action 4 – Planned services for this action item include enhanced technology to customize and individualize instruction.

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

The Charter School has a detailed plan to increase services for foster youth, English learners, and low-income students. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day and enable a wide range of services form general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.

The Charter School has provided all English learners, foster youth and low-income students with an iPad and a Mobile WiFi Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned

and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. Students are provided opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth and low-income students. The Charter School has established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.
• Incorporate welcoming/inclusion activities;
• Create learning teams and expectations;
• Use groups to get students talking;
• Set goals together;
• Core Priorities of Trauma-Informed Distance Learning
• Predictability
• Flexibility
• Connection
• Empowerment

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,602,270.00			$116,205.00	$3,718,475.00	$3,580,650.00	$137,825.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Supports to Increase Student Achievement	English learner (EL), Foster Youth, Low Income	$790,178.00			$116,205.00	$906,383.00
2	1	Parent Center Director	Low Income, Foster Youth, English learner (EL)	$9,000.00				$9,000.00
2	2	Attendance Manager; School Nurse; 50% PBIS Admin Coordinator	Low Income, Foster Youth, English learner (EL)	$112,375.00				$112,375.00
2	3	Student Activities	Low Income, Foster Youth, English learner	$2,740.00				$2,740.00

			(EL)					
3	1	Salaries and benefits	Student with Disabilities (SWD), Low Income, Homeless, Hispanic or Latino, Foster Youth, English learner (EL), All	$2,077,325.00				$2,077,325.00
3	2	Professional Development	Low Income, Foster Youth, English learner (EL)	$6,759.00				$6,759.00
3	3	Core Instructional Materials; Technology	Student with Disabilities (SWD), Low Income, Homeless, Hispanic or Latino, Foster Youth, English learner (EL), All	$456,756.00				$456,756.00
3	4	Maintenance, Custodial, Security	Student with Disabilities (SWD), Low Income, Homeless, Hispanic or Latino, Foster Youth, English learner (EL), All	$128,257.00				$128,257.00
3	5	Technology Enhancement	Low Income, Foster Youth, English learner (EL)	$18,880.00				$18,880.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$939,932.00	$1,056,137.00

LEA-wide Total:		$939,932.00		$1,056,137.00	
Limited Total:					
Schoolwide Total:					

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Supports to Increase Student Achievement	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$790,178.00	$906,383.00
2	1	Parent Center Director	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$9,000.00	$9,000.00
2	2	Attendance Manager; School Nurse; 50% PBIS Admin Coordinator	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$112,375.00	$112,375.00
2	3	Student Activities	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,740.00	$2,740.00
3	2	Professional Development	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$6,759.00	$6,759.00
3	5	Technology Enhancement	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$18,880.00	$18,880.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$93,344.00	$12,861.00		$10,000.00		

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Supports to Increase Student Achievement	$93,344.00	$12,861.00		$10,000.00			$906,383.00

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23**: 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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