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

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

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

Goal 1

All students will receive high-quality comprehensive instruction toward mastery of the Common Core State Standards, with a focus on Literacy & English Language Development;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of core teachers will have appropriate credential or permit to teach, with increase in clear credential. **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of pupils will have access to a high-quality standards-aligned math and literacy curriculum and materials. **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers will receive CCSS-aligned professional development, with a focus on literacy, ELD, and math. **19-20**	During the 19-20SY, we implemented network-wide content specific PD for ELA and Math. The literacy sessions were differentiated by grade level and supported elementary teachers in their understanding of foundational literacy and how to better implement their curriculum. The secondary sessions were

Expected	Actual
100% **Baseline** 100%	focused on facilitating rigorous, standards aligned lessons using their new curriculum. Math sessions were determined based off of network-wide trends observed during monthly walkthroughs using the Instructional Practices Guide from Achieve the Core. These sessions typically focused on conceptual math instruction and how to facilitate more rigorous tasks and discussions using the curriculum. When COVID happened, we shifted our PD focus to include more student engagement strategies, specifically for those stuggling to access content virtually.
Metric/Indicator % of core teachers will be observed bi-annually for effective priority implementation. **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of students will follow a comprehensive A-G aligned and approved course sequence. **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers will receive EL Development PD throughout the year. **19-20** 100% **Baseline** 100%	In 19-20, we implemented 2 major network-wide professional development sessions to grow all of our teachers' understandings of how to better serve our English Learners. The first PD was offered prior to the start of the school year and the objective of the session was for all teachers to have a strong awareness of the English Learner profile of their classroom and individual students for the upcoming school year. The second professional development was all about identifying accessibility tools that

Expected	Actual
	support not only assessments, but also instruction. Our intention was to offer a third professional development, but that was delayed due to school closure. In addition to these PDs, there were weekly 1:1 and/or group coaching support for each ELD Specialist implementing Dataworks, our designated ELD curriculum.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1: School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including: • Network-based recruitment team • Facilitation of a Teacher Residency program • Family, staff, and student inclusion within interview/hiring process for key roles • Transparent teacher salary scale, with differentiated pay depending on certification status	5000-5999: Services And Other Operating Expenditures LCFF General Fund $19,528	5000-5999: Services And Other Operating Expenditures LCFF General Fund 19,522
1.2: All teachers provided with certification/credential support with a bi-annual review around around assignment and credential status.	5000-5999: Services And Other Operating Expenditures Title II $2,816	5000-5999: Services And Other Operating Expenditures LCFF General Fund 4,328
1.3: School will purchase and provide training for all staff in new high quality curriculum, such as Study Sync	4000-4999: Books And Supplies LCFF General Fund $71,594	4000-4999: Books And Supplies LCFF General Fund 97,442
1.4: All teachers will have a weekly support meeting focused with their manager, during which they will review academic data and culture classroom observation data, and create action plans based on the data.	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding $52,114	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding 62,125
1.5: Teachers and staff will received differentiated PD each Thursday, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing the CCSS through the state adopted curriculum.	N/A 5000-5999: Services And Other Operating Expenditures LCFF General Fund $156,342	1000-1999: Certificated Personnel Salaries LCFF General Fund 136,884

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6: All students will get access to an additional elective course, further increasing the course options and aligned to A-G.	1000-1999: Certificated Personnel Salaries LCFF General Fund $82,280	1000-1999: Certificated Personnel Salaries LCFF General Fund 135,065
1.7: Continued network support team to support various instructional initiatives, including: • Director of Student Supports • ELA Program Manager • Math Program Manager	2000-2999: Classified Personnel Salaries LCFF General Fund $147,511	5000-5999: Services And Other Operating Expenditures LCFF General Fund 90,970
1.8: Implementation of Tier 1 MTSS team structure at school and Network level	2000-2999: Classified Personnel Salaries LCFF General Fund $4,488	2000-2999: Classified Personnel Salaries LCFF General Fund 3,721

Goal Analysis

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

All actions and strategies for this goal were implemented as intended, and there were no significant expenditure variances. Any variances in expenses were due to factors such as personnel changes/vacancies and pandemic impact in the Spring.

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

The academic year had in-person instruction up to March 2020. After March 2020, we transitioned into virtual learning.

Our transition to distance learning was fairly smooth as students had ample access to technology and programs even before the closure and were able to adjust quickly. We shifted our instructional schedule to best support the needs of our students and building in time for teachers to collaborate. Professional development shifted to Wednesdays and focused on distance learning strategies, online platforms, best practices, progress monitoring student grades, ELD, and literacy. Teachers continued to receive their weekly observation and feedback meeting. We progress monitored our implementation and structures by colelcting feedback from students, families, and teachers. Our pre-pandemic elective curriculum also had strength and variety for a school our size.
One challenge we experienced was that our older students were being pulled to take on jobs to support their families and/or take care of younger siblings. We addressed this by hosting meetings with families to explain the importance of students attending class online,

shifting our instructional schedule to build in time for students to work asynchronously, and hosting individual meetings with students about their academics.

Goal 2

Increase achievement for all students, with a particular focus on accelerating learning outcomes for Literacy and English Language Learners and other target groups to close the achievement gap

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students who will Meet or Master SBAC Standards in Math **19-20** 45% **Baseline** pending	n/a
Metric/Indicator % of students who will Meet or Master SBAC standards in reading **19-20** 45% **Baseline** pending	n/a
Metric/Indicator % of EL students who will grow one level on the ELPAC **19-20** 25% **Baseline** n/a	According to the CA School Dashboard, 55.2% of students grew at least one level on the ELPAC between the 17-18SY and 18-19SY, which is approximately 63 students. We cannot calculate this growth from 18-19 and 19-20 because of the state's waiver allowing some of our students to forgo the 19-20 Summative ELPAC.

Expected	Actual
Metric/Indicator % of Students with Disabilities who will meet their PSAT/SAT growth goal. **19-20** 45% **Baseline** pending	Was not able to calculate for the year as we did not complete PSAT Testing for 19-20SY due to COVID
Metric/Indicator % of students and families who agree that the school is preparing them to succeed in college. **19-20** 85% **Baseline** 96%	93%
Metric/Indicator % of students (all) achieve their growth goals on the PSAT/SAT test in Math and ELA **19-20** 45% **Baseline** pending	Was not able to calculate for the year as we did not complete PSAT/SAT Testing for 19-20SY due to COVID
Metric/Indicator % of EL students achieve their tiered growth goals on the PSAT/SAT test in Math and ELA **19-20** 40% **Baseline** pending	Was not able to calculate for the year as we did not complete PSAT/SAT Testing for 19-20SY due to COVID

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1: Ensure appropriate scheduling and staffing needed to implement a REACH block within the schedule to allow school staff to differentiate, focus on students within Tier 1 and 2 learners. • Learning coaches • Teacher residents • Associate teacher These roles and their responsibilities will be outlined in detail in the LCAP Federal Addendum.	Not Applicable Not Applicable $0	1000-1999: Certificated Personnel Salaries LCFF General Fund and Title I 79,056
2.2: School has created a four year plan to help support our EL scholars, which includes: • Addition of an English Language Development specialist at the school to do provide designated instruction and teacher support for integrated ELD. • Purchase, pilot, and begin integration of initial designated ELD curriculum such as Dataworks. • Add regular designated and integrated ELD professional development for leaders and staff. • School-based ELD specialist to monitor progress and assessment of ELs from Title 3 funds	4000-4999: Books And Supplies Title III $19,750	2000-2999: Classified Personnel Salaries LCFF General Fund 18,412
2.3: Refine a standardized assessment structure for all grades, which will help us identify, monitor, and adjust supports/strategies to maximize student growth, including: • Standards-based and SBAC aligned Interim Assessments 2 times a year; • All-Staff Data Days to analyze and create action/learning plans around NWEA, interim, and culture data assessments; • Data Analysis tools, including a internal data hub, schoolzilla, and illuminate) for individual teachers in coaching sessions, weekly leadership team data analysis, and network data analysis.	5000-5999: Services And Other Operating Expenditures LCFF General Fund $41,710	5000-5999: Services And Other Operating Expenditures LCFF General Fund 30,176

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4: Use of School Study Team structure to help address academic issues.	Not Applicable Not Applicable $0	Not Applicable Not Applicable 0
n/a, see action 2.3		
N/A; see 2.1		
2.5: Increase in education specialist FTE; adding Academic Intervention class for students with larger academic gaps; co-teaching in focus classes (English 9, 10; Algebra I, Geometry) • more structured protocols for GE/SPED collaboration; RTI cycles for students with IEPs who are failing core classes	1000-1999: Certificated Personnel Salaries SPED Funding $82,250	1000-1999: Certificated Personnel Salaries SPED Funding 83,895

Goal Analysis

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

All actions and strategies for this goal were implemented as intended. For 2.1, we had not included a budget in the original LCAP (in error). We did have a need for FTE and subsequent hiring to support our intervention structures, in order to sufficiently meet the goals of 2.1.

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

We were able to implementation increased designated and integrated ELD services with the support of dedicated staff. However, it would have been more ideal to implement these services in person rather than virtually to ensure students had ample time together to practice language usage.
The biggest challenge was the closure - many of our end of the year assessments were cancelled and we were unable to get data on the impact of our efforts. We have since figured out remote assessment protocols and have instituted these in 20-21.

Goal 3

Create a welcoming learning environment where students will feel safe, motivated, and challenged.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % ADA **19-20** 95% **Baseline** 93%	95.81%
Metric/Indicator The school will maintain an annual suspension rate of less than 10% as measured by the State. **19-20** <10% **Baseline** 12%	4.1%
Metric/Indicator The average score on the Student Culture Survey, indicating positive student opinions of Alpha **19-20** >3.0 **Baseline**	3.06

Expected	Actual
2.4	
Metric/Indicator % of responding parents who indicate that the school environment is physically and emotionally safe **19-20** >85% **Baseline** 85%	89%
Metric/Indicator average learning environment score on the staff insight survey **19-20** >5.0 **Baseline** 5.0	5.4
Metric/Indicator % of families will agree that the school's facilities are clean and welcoming **19-20** >85% **Baseline** 85%	87%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1: Systems and culture around maintaining a high attendance record, through tardy and absent communication system, supportive conferences with student and family to problem solve truancy, and school and classwide incentives for high attendance.	5000-5999: Services And Other Operating Expenditures LCFF General Fund $12,260	5000-5999: Services And Other Operating Expenditures LCFF General Fund 4,344

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.2: Use of Dean's List to effectively track student behavior and culture data, which supports analysis, problem solving for strategies, and communication to families.	5000-5999: Services And Other Operating Expenditures LCFF General Fund $8,522	5000-5999: Services And Other Operating Expenditures LCFF General Fund 7,034
3.3: Maintain and improve student culture priority goals through various strategies, including: • Classroom Culture Walkthroughs intensively in the first 8 weeks of the school year, then monthly; • Culture PD for staff, based on walkthrough data and student culture surveys • Tiered classroom management training and support for new and/or struggling teachers	1000-1999: Certificated Personnel Salaries LCFF General Fund $55,080	1000-1999: Certificated Personnel Salaries LCFF General Fund 82,484
3.4: Dean of students role works directly with students, executing on a vision of school based on positivity, safety, and belonging. Dean will also support teachers and other staff to equip them with strategies that will help students feel safe, motivated, and challenged in classrooms and around campus.	2000-2999: Classified Personnel Salaries Title I $81,400	2000-2999: Classified Personnel Salaries Title I 80,327
N/A: See Goal #4	n/a	
N/A: See Goal #4	0	
3.5: Access to student and family mental health counseling through school-based counselors and external providers, including FACTR	2000-2999: Classified Personnel Salaries LCFF General Fund and SPED Funding $84,700	2000-2999: Classified Personnel Salaries LCFF General Fund and SPED Funding 59,187
3.6: Maintain and improve schools operations accountability measures, through the continued development of: • Leadership of a school-based operations manager • Scope and sequence for PD for office and operations team staff • Monthly facilities walkthroughs • Quarterly network operations walkthrough • Operations dashboard that tracks key operational and facilities health indicators each month	2000-2999: Classified Personnel Salaries LCFF General Fund $88,900	2000-2999: Classified Personnel Salaries LCFF General Fund 83,273

Goal Analysis

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

All actions and strategies for this goal were implemented as intended. For 3.3, we invested more of our Dean of Students and other Leadership Team time to ensuring the student culture experience and response to behavior was positive and a priority this year. Any variances in expenses were due to factors such as personnel changes/mid-year vacancies and pandemic impact in the Spring.

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

Our Dean of Students had a direct impact on student work and teacher support, assisting students to get back on track after any behavior incidents. This coupled with increased mental health support (a full time school mental health counselor) and a partnership with FACTR provided a much more robust suite of services for our students. This was essential during the closure as mental health support was critical to making a successful shift to distance learning.

A challenge was working through the pandemic's impact on actions such as culture walkthroughs, supervision, student life which have traditionally played a large part in building the school culture. We shifted our regular professional development on classroom culture to distance learning instruction, SEL, and Intervention Support to support the new learning environment.

Goal 4

Engage parents through communication and collaboration to promote student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of responding parents who agree that: • School environment is safe and supportive on an annual parent survey. • Families feel welcome on campus • School does a good job of parent engagement • authentic voice and input into school decision making, through SSC and other structures. **19-20** 85% **Baseline** 92%	93, 95, 98%
Metric/Indicator Average attendance by families at key family events increases by 15% over the course of the year. **19-20** 15% **Baseline** n/a	n/a

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1: Maintain and improve services from Alpha Parent Learning Center & Parent Learning Center Manager to provide resources and support for Alpha families through education and connections to resources.	2000-2999: Classified Personnel Salaries Other $26,037	5000-5999: Services And Other Operating Expenditures Other 26,305
4.2: Create calendar of all-family meetings and events that is distributed and available on website and app	4000-4999: Books And Supplies LCFF General Fund $663	4000-4999: Books And Supplies Other 550
4.3: Maintain and improve Alpha parent mobile app that allows parents to access calendar, check grades and attendance, and submit volunteer information directly on their mobile devices.	5000-5999: Services And Other Operating Expenditures LCFF General Fund $561	5000-5999: Services And Other Operating Expenditures Other 465
4.4: Improve various ways to execute and collect family feedback, input, and improve communication, including: • Family surveys in Fall and Spring with follow up meetings • Quarterly Family conferences • Further development of school site council structure with improved attendance • More frequent English Language Advisory Committee meetings • Translation of all materials for populations over 15% • Instant translation at all meetings • Distribution of weekly newsletter to all families, also posted on social media • Use of calling/text-messaging system	2000-2999: Classified Personnel Salaries Other $6,310	5000-5999: Services And Other Operating Expenditures Other 5,835
4.5: Maintain parent leadership training meetings to help families develop the skills to advocate for their student.	2000-2999: Classified Personnel Salaries Other $995	5000-5999: Services And Other Operating Expenditures Other 1,404
4.6: Maintain improve school-based family meetings, including: • College-readiness parent workshops • Cafecitos/Coffee Chats with school leaders	5000-5999: Services And Other Operating Expenditures LCFF General Fund $7,400	5000-5999: Services And Other Operating Expenditures LCFF General Fund 9,874

Goal Analysis

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

All actions and strategies for this goal were implemented as intended.

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

We provided direct support during pandemic including a family emergency fund, tech resources, increased food service, and more direct teacher/parent interaction. We increased attendance during pandemic, and provided additional workshops centered around SEL, support, accessing technology to ensure our students could engage thoughtfully. We also invested in additional direct messaging apps to ensure communication was regular and frequent with all families. Staff also continued PLC work to be responsive to trends happening in the new learning environment. The Parent Learning Center increased English classes, and continue to provide a monthly foodbank, etc. We continued to have productive and impactful SSC/ELAC meetings with good attendance and rich conversations.

A challenge is that much of this work had to happen virtually after the closure - while there were some real positives from hosting virtual meetings, there is nothing like being in-person and building community with our parents.

Goal 5

Support all students in accessing and excelling in college.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of seniors who graduate from HS in 4 years; **19-20** 80% **Baseline** n/a	90.2%
Metric/Indicator % of seniors who are accepted to a 4-year college **19-20** 60% **Baseline** n/a	60%
Metric/Indicator % of graduating students who will have access to college-support services after graduation. **19-20**	100%

Expected	Actual
100% **Baseline** n/a	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1: Juniors and Seniors will participate in College Seminars to prepare for the SAT and college applications	1000-1999: Certificated Personnel Salaries LCFF General Fund $82,250	Not Applicable Not Applicable 0
5.2: Alpha will have two full-time College Counselors who lead Junior and Senior College Seminars in addition to supporting students and families schoolwide on college-going culture	2000-2999: Classified Personnel Salaries LCFF General Fund $175,450	2000-2999: Classified Personnel Salaries LCFF General Fund 158,189
5.3: Alpha will hire a full-time Alumni Advisor to support students during their freshmen and sophomore years of college	2000-2999: Classified Personnel Salaries Other $78,650	2000-2999: Classified Personnel Salaries Other 76,585
5.4: All students in grades 9 and 10 will take the AVID (Advancement Via Individual Determination) elective to prepare them for college. Within the AVID class, students will spend one day per week working through UC Berkeley's Fast Forward to College curriculum to plan and prep for college.	1000-1999: Certificated Personnel Salaries LCFF General Fund $67,150	1000-1999: Certificated Personnel Salaries LCFF General Fund 59,515
5.5: Advisory will be used as a space for students to identify challenges with grades and plan to rectify low grades.	Not Applicable Not Applicable $0	Not Applicable Not Applicable 0
5.6: Alpha will develop a College Trip Scope and Sequence for students in grade 7-12, ensuring that every student is seeing several colleges that meet their academic qualifications during their tenure at Alpha. Colleges will be selected for visits that have a high admission rate for Alpha students and that have high graduation rates for students of color.	2000-2999: Classified Personnel Salaries LCFF General Fund $3,145	5000-5999: Services And Other Operating Expenditures LCFF General Fund 2,988

Goal Analysis

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

All actions and strategies for this goal were implemented as intended. However, for action 5.1, the original LCAP budget assigned costs for a Junior Seminar teacher. These courses were ultimately taught by the College Counselors (which are accounted for in action 5.2).

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

We are proud of the work of our alumni advisor to continue to connect with students who have graduated and we are seeing this reflected in our persistence numbers. We are also proud of the work our two college counselors who are leading successful college application support and classes for our juniors and seniors.

We continue to work on building the connection between the AVID program and our junior and senior college prep classes to ensure a smooth continuum of college prep education. This was challenging to focus on during the pandemic and we had to scale back efforts to really strengthen our program. We were also unable to execute on college trips, may of which were slated to happen in the Spring and could not happen due to the shut down.

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
Providing in-person academic intervention to combat learning loss. ELD specialist targeted towards work with EL students.	$154,846	$429,941	Yes
In-person instruction for students with IEPs	$140,284	$176,082	No
Ensuring campus access, hygiene practices, use of protective equipment, and physical distancing.	$50,000	$54,235	No
Cleaning and disinfecting the campus.	$30,000	$27,358	No
Providing social emotional learning	$11,877	$17,336	No

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

For action #1 (providing academic intervention to combat learning lost), our original budgeted amount only included specific roles based on the context we faced at the time. However, as we progressed through the year, we found the need to increase the level of support from a additional FTEs and larger proportion of FTE time (ie. teacher, academic interventionists, paraprofessionals, other staff) to help support our in-person program.

Analysis of In-Person Instructional Offerings

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

We began the school year in distance learning due to high COVID rates and a facility that limited how many students we could accept on campus. Despite these challenges, we were able to open up learning pods for our students who needed to be on campus. These pods provided a safe place for students to focus on assignments, and receive support from a trusted adult. We were also able to offer

these students the ability to take their assessments in person. After rates lowered, we were able to welcome back a larger number of students despite continuing to experience challenges with a small facility and distancing requirements.

One challenge we faced was that many of our families were not ready to return their students to campus due to vaccine access and fears around the impact of COVID on their lives and family's lives. We continued to offer distance learning to these families so that students could continue to engage. Additionally, we have a small campus and distancing requirements made it challenging to welcome more students back.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Ensuring Access to Devices and Connectivity	$117,982	$138,111	Yes
Online Platforms to Facilitate Virtual Instruction	$22,584	$23,667	Yes
Professional Development Related to Distance Learning	$22,418	$19,788	Yes

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

There were no significant differences in planned actions (and corresponding expenses) between budget and actuals.

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.

A success has been ensuring that we meet all state mandated instructional minutes effectively. We've ensured that all students have access to devices and reliable internet by providing school issued chromebooks and hotspots. We've effectively trained our staff to leverage online platforms for instructional delivery. We've also ensured to provide all services for students with special education as noted in their IEPs and continued both designated and integrated supports for our English Learners.

The biggest challenge has been reaching all students especially those who are disengaged. We've worked with a variety of stakeholders to create plans to support students individually.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing academic intervention supports to combat learning loss	$413,734	$675,178	Yes
Learning loss support for students with an IEP. Ed specialist, paraprofessional, counselor support through individual, small group, large group push in support.	$327,330	$880,408	No
Integrated and Designated ELD instruction. ELD specialist and curriculum contributes to EL population.	$66,644	$83,537	Yes

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

For these actions, our original budgeted amount was based on the context we faced at the time. As we progressed through the year, and found deeper needs for academic intervention and learning supports, we devoted increased resources in the form of additional FTEs and larger proportion of FTE time towards combating learning loss.

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.

We have been successful at adminstering a series of assessments both in-person and virtual to determine the level of learning loss that has occured as a result of the pandemic interrupting traditional instruction. We have then used the data to hold weekly meetings to pulse check the different supports offered through our MTSS process. We've adjusted both student and teacher schedules to meet student needs. We are in the process of collecting final assessments and grades and will complete a deep dive into this data in June 2021.

The most significant challenge has been supporting students who after multiple attempts continue to be disengaged. We have partnered with community organizations, created multiple plans that have investment strategies, and conducted home visits to encourage and support the students and families. We've seen incremental success and will continue to keep an eye on the subgroup named.

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.

We have been successful in providing additional layers of tier 1 mental health supports for our students, including a dedicated social/emotional learning block and mental health-related newsletters and videos. Each site has a full time mental health counselor, who has consulted and lent their expertise to the SEL curriculums and supports, as well as continuing to provide direct mental health services to our scholars. Another success has been the additional mental health and social work interns we have brought in to provide individual and group counseling for a larger number of students.

We have run into some COVID-related mental health challenges this year, namely less visibility into student mental health needs due to the remote setting, and an increased number of students requiring mental health supports due to the lasting impacts of the pandemic. In order to address these challenges, we have worked with key stakeholders to ensure a streamlined referral procedure, and the availability of mental health supports as students transition back to campus.

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 impact of the pandemic and distance learning in our school community has surfaced many challenges and opportunities amongst our students and families. During 2020-21, we expanded our supports and reach to students and families in order to meet that need. In particular, some of our successes include:

- Increased weekly touchpoints with families: We have expanded, both in depth and breadth, the methods and opportunities for touchpoints with our students and families. Teachers and staff have greatly increased the number of touchpoints to families this year.
- Increased engagement/communication methods with families: We have added text messaging and parent communication platforms to our methods of engagement with our families. This has expanded the accessibility to families. In addition, the virtual format of meetings (conferences, SSC, ELAC, etc) has allowed families to engage more frequently.
- higher attendance at family events, cafecitos, meetings: Similar to the above, we have seen higher attendance numbers during our meetings and events, because of the increased methods of accessibility.

Challenges:

- Lack of organic face to face interactions: In-person interactions continue to be effective in building relationships and rapport. The lack of these opportunities is challenging, and the sense of community is enhanced when in person and on campus.
- Virtual attendance/remote participation challenges: The quality of interactions have been hampered by technological issues (internet spottiness, lack of face to face/video).

Analysis of School Nutrition

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

We have continued to find success in providing curbside pick up services for a free breakfast and lunch on our school site for all students (and the community) from 10 am to 1 pm daily, including on school breaks. In addition, all of our food service team members incorporated health and safety procedures, and no incidences of COVID spread. The primary challenge has been that daily meals distributed are a smaller percentage of our student/family population than anticipated. Some barriers may include transportation availability and convenience.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Providing nutritious meals to all students	$198,114	$111,020	No
Mental Health and Social and Emotional Well-Being	Providing mental health counseling and support	$87,301	$105,501	No
Pupil Engagement and Outreach	Pupil engagement & outreach	$33,639	$39,513	No

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.

For the action related to "Providing Nutritious Meals", we provided daily free meal service on campus for all as we had planned. We marketed and communicated this well throughout the year. However, for factors that include transportation or convenience in getting to campus, we distributed less meals than was expected.

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.

In 2020-2021 we dedicated ample time to reviewing student data. A lesson learned is how important it is to have a strong MTSS program. In 2021-24 LCAP we will continue to focus on strengthening services in Tier 1 through Tier 3. We are also focusing on data teaming structures, the interventions we offer students, and how to ensure that all students are supported regardless of their academic levels or stage of social emotional development. Moreover, we relearned the importance of focusing on our subgroups. We've put significant resources into ensuring strong designated and integrated ELD supports. We've also thought through how social emotional learning is embedded in our instructional day to ensure we support the mental health of our students. Finally, we continue to prioritize parent voice and ensuring that families are active participants in their students learning.

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

To assess learning loss we have multiple screeners that we will use including NWEA, STAR reading assessment benchmarks that will be administered strategically thorughout the year. We are researching a social emotional learning (SEL) screener. We have also thought through how to leverage our advisory time to create space to build strong relationships with our students and families. We will lean into our relationships and use our screeners to ensure that we follow our MTSS structures to provide students with appropriate tiered supports early in the academic year. We will continue to provide training for our staff in how to best support subgroups ranging from Universal Learning Design (UDL) practices to ELD strategies.

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.

While there were no substantive differences between contributing actions and services we identified, we found that as a result of the increased scale and depth of intervention, learning loss, and other support needs for our student groups, we increased the expenditure amounts (resources/FTE) directed towards these actions. An example of this was on the amount we devoted towards providing academic intervention supports to combat learning loss. For especially our english learners and our low-income students, this required a greater amount of support in the form of leadership team, associate teacher, and teacher time outside of regular classroom experiences. In addition, we had more opportunities for small group and one on one intervention time, that required additional academic interventionists to support this action. These increased expenditures were taken given the support needs that emerged through the year.

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 success and challenges experienced in 19-20 and 20-21 have provided clarity for the development of 21-22 through 23-24 LCAP. We continue to see the value in creating a strong MTSS system to ensure accurate and appropriate interventions and also continuing to focus on literacy and ELD. We will continue to leverage strategies that create a healthy student culture and result in more student investment and less issues with behavior and/or the need to utilize suspension. We will continue to leverage additional roles such as Academic Interventionist and Dean of Culture to provide targeted support. Finally, we will continue to leverage our mental health counselors for individual students and schoolwide programing.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Actions Related to the Distance Learning Program

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

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

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,459,856.00	1,419,955.00
	0.00	0.00
LCFF General Fund	1,024,834.00	944,221.00
LCFF General Fund and SPED Funding	136,814.00	121,312.00
LCFF General Fund and Title I	0.00	79,056.00
Not Applicable	0.00	0.00
Other	111,992.00	111,144.00
SPED Funding	82,250.00	83,895.00
Title I	81,400.00	80,327.00
Title II	2,816.00	0.00
Title III	19,750.00	0.00

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	1,459,856.00	1,419,955.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	421,124.00	639,024.00
2000-2999: Classified Personnel Salaries	697,586.00	479,694.00
4000-4999: Books And Supplies	92,007.00	97,992.00
5000-5999: Services And Other Operating Expenditures	249,139.00	203,245.00
Not Applicable	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,459,856.00	1,419,955.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF General Fund	286,760.00	413,948.00
1000-1999: Certificated Personnel Salaries	LCFF General Fund and SPED Funding	52,114.00	62,125.00
1000-1999: Certificated Personnel Salaries	LCFF General Fund and Title I	0.00	79,056.00
1000-1999: Certificated Personnel Salaries	SPED Funding	82,250.00	83,895.00
2000-2999: Classified Personnel Salaries	LCFF General Fund	419,494.00	263,595.00
2000-2999: Classified Personnel Salaries	LCFF General Fund and SPED Funding	84,700.00	59,187.00
2000-2999: Classified Personnel Salaries	Other	111,992.00	76,585.00
2000-2999: Classified Personnel Salaries	Title I	81,400.00	80,327.00
4000-4999: Books And Supplies	LCFF General Fund	72,257.00	97,442.00
4000-4999: Books And Supplies	Other	0.00	550.00
4000-4999: Books And Supplies	Title III	19,750.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF General Fund	246,323.00	169,236.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	34,009.00
5000-5999: Services And Other Operating Expenditures	Title II	2,816.00	0.00
Not Applicable	Not Applicable	0.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	536,673.00	550,057.00
Goal 2	143,710.00	211,539.00
Goal 3	330,862.00	316,649.00
Goal 4	41,966.00	44,433.00
Goal 5	406,645.00	297,277.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$387,007.00	$704,952.00
Distance Learning Program	$162,984.00	$181,566.00
Pupil Learning Loss	$807,708.00	$1,639,123.00
Additional Actions and Plan Requirements	$319,054.00	$256,034.00
All Expenditures in Learning Continuity and Attendance Plan	$1,676,753.00	$2,781,675.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$232,161.00	$275,011.00
Distance Learning Program		
Pupil Learning Loss	$327,330.00	$880,408.00
Additional Actions and Plan Requirements	$319,054.00	$256,034.00
All Expenditures in Learning Continuity and Attendance Plan	$878,545.00	$1,411,453.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$154,846.00	$429,941.00
Distance Learning Program	$162,984.00	$181,566.00
Pupil Learning Loss	$480,378.00	$758,715.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$798,208.00	$1,370,222.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alpha Cindy Avitia High School	Emma Karpowicz Principal	ekarpowicz@alphapublicschools.org 408-209-4458

Plan Summary [2021-22]

General Information

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

Alpha: Cindy Avitia High School (CAHS) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Led by Principal Emma Karpowicz and a team of dedicated and skilled teachers, Alpha: Cindy Avitia High School (ACAHS) prepares all students for college with the knowledge, skills, and self--discipline needed to succeed in college and beyond. Alpha supports families through every step of the college process to ensure students successfully apply to, enroll, and succeed throughout college. CAHS is a small, safe and tuition--free community school that opened its doors to its first class of 9th graders in the summer of 2015.

The school currently serves grades 9 to 12, and graduated its first class in 2018-19. ACAHS students are primarily Latino and Vietnamese, and reside in East San Jose. Many students will be the first in their families to attend college. The school is named in honor of Alpha's first board president, Cindy Avitia. Born and raised in East San Jose, Cindy served her community as an activist across many issues, a social and civil rights advocate, and an immigration attorney. Alpha is honored to memorialize Cindy, her commitment to empowering her community, and the spirit of service she embodied.

Reflections: Successes

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

Academic Results:
In a review of our data measures, including the most recent CA dashboard and local indicators in 2019, there are a number of outcomes that

show strong progress based on the most recent data available:

From the california dashboard, we see the the following progress from 2019:
On English Language Arts SBAC results, we had the following subgroup results:

- Hispanic students scored 19.5 points above standard (yellow).
- Socioeconomically Disadvantaged students scored 13.3 points above standard (yellow)
- English Learners increased their score by 32 points.

On Math SBAC results, we had the following highlight(s):

- English Learners increased their score by 35 points.

Student and Adult Culture:
Through the last three years, we have invested a great deal of resources in improving student, staff, and family community and culture. We have implemented additional structures such as culture walkthroughs, inclusion of Dean of Students, a focus on authentic family engagement and leadership, and student voice.

Some highlights we have seen are included here:
1) Suspension rate decreased to 4.1% in 2019-20 from 7.7% the year before.

2) On our bi-annual staff insight survey, which measures staff perception of various areas, we have seen the following growth in the past year (on a 10 point scale):

- Learning environment domain score, which is a rating on the school's overall environment/culture increased by 1.0;
- Teacher evaluation increased 1.4 points;
- Observation & Feedback increased 1.0 points;
- Commitment to Diversity, Equity, and Inclusion increased 0.6 points;
- Instructional Planning increased 0.7 points;
- Teacher compensation score was over the top quartile of other schools completing the survey.

3) Likewise, our family survey results, show the following highlights:

- 95%+ of families are proud Alpha parents
- 95%+ of families share their student is a proud CAHS student
- 90% of families share the school is effectively preparing their students
- 90% of families feel welcomed and heard by school staff.

Finally, we are proud of the work we have done to ensure that our students are college-ready. 60% of graduating CAHS students were accepted to 4-year colleges this year.

We believe these data points are a reflection of the actions/strategies we have prioritized, and our priorities/goals for the next LCAP cycle will

reflect continued focus on these areas.

Reflections: Identified Need

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

In a review of our data measures, including the CA dashboard and local indicators, there are a number of outcomes that show gaps/growth areas from 2019:
1) On our Math SBAC results, we had the following subgroup results (in 2019), which make up the majority of our students at CAHS:

- Hispanic students had a distance from standard (DFS) of 47.7 points.
- Socioeconomically Disadvantages students had a DFS of 50.2 points.

2) In 2019, while our suspension rate decreased significantly, it remained above the state rate.

While this data is almost two years old, we know that the impact of the pandemic on learning and learning loss has been significant. This is why our goals this upcoming year reflect a comprehensive push around academics and culture.

In particular, through our annual LCAP/ initiative planning process, we have identified the following initiatives based on the data, stakeholder input, and our student needs:

- CAHS teachers will enhance their use of literacy strategies to ensure the general education curriculum and coursework are accessible to all students and students express a greater enjoyment in reading;
- CAHS instructional staff, through PD and improved systems, will more effectively and frequently use and respond to student academic data to support struggling students to master grade-level standards;
- CAHS will focus on providing instructional staff with improved differentiated professional development focused on improving literacy strategies and applying student data;
- CAHS will build a culture of increased empowerment amongst staff through stronger structures and professional development with a reflective lens around Diversity, Equity, and Inclusion.

LCAP Highlights

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

This year, Alpha Cindy Avitia High School went through an intensive annual initiative planning process that was closely linked to the LCAP and overall budgeting process, and included many stakeholder voices. Our annual process spanned December through June, and we identified the following initiatives/LCAP goals for 2021-22:

Our primary initiatives for CAHS are below:
Initiative #1: Improve Literacy Across our Campus

- Goal #1: CAHS teachers will enhance their use of literacy strategies to ensure the general education curriculum and coursework are accessible to all students and students express a greater enjoyment in reading;
- Goal #2: CAHS instructional staff, through PD and improved systems, will more effectively and frequently use and respond to student academic data to support struggling students to master grade-level standards
- Goal #3: CAHS will focus on providing instructional staff with improved differentiated professional development focused on improving literacy strategies and applying student data

Initiative 2: Build a Culture of Empowerment

- Goal #4: CAHS will build a culture of increased empowerment amongst staff through stronger structures and professional development with a reflective lens around Diversity, Equity, and Inclusion.
- Goal #5: CAHS will build a culture of increased empowerment amongst families by engaging parents through communication, learning opportunities, and collaboration to promote student success. (State Priority #3)
- Goal #6: CAHS will build a culture of increased empowerment amongst students by fostering a safe and suppportive environment and supporting structures where students have authentic voice and input (State Priorities 1,5,6)

Our other initiatives (Broad and Maintenance Goals) are as follows:

- Goal #7: Hire, develop, sustain, and value a high quality faculty & staff. (State Priority #1)
- Goal #8: Maximize additional services and supports for all students in order to increase and improve student access and success in college. (State Priorities 2, 5, 8)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

none

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

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

The school engaged a wide range of stakeholders in the LCAP creation process this year. The stakeholder groups included school leadership, Alpha network leadership, Alpha network staff, school staff (including teachers, support staff, and operations staff), students, families within school site council and English Language Advisory Committee, and the Alpha Board of Directors.

Input from school leadership, staff, and network leadership was collected through the overall annual initiative planning process, which took place between October 2020 and June 2021, during which the school followed the following process:

- Review of student data (including achievement, growth, cultural measures)
- Gap/SWOT Analysis with leadership team, Alpha Board, and SSC/ELAC;
- Creation of first draft of priorities/LCAP goals by school teams;
- Input and Feedback process with school staff, SSC, and ELAC to refine first draft of priorities/LCAP goals;
- Drafting of 2nd draft of priorities/LCAP goals and associated budget 1.0;
- Creation of metrics, actions and strategies
- Resource request process and procurement processes based on the draft priorities/LCAP goals;
- Staffing plan for 2021-22 based on draft priorities/LCAP goals;
- Input on budget, metrics, and actions/strategies through staff meetings and SSC and ELAC
- Review by SELPA for additional input
- Review and Approval of LCAP goals by SSC
- Public hearing of proposed LCAP, Annual Update, Budget Overview for Parents on June 16;
- Approval of local indicators, budget, Annual Update, Budget overview for parents, and LCAP by Alpha Board of Directors on June 24.

In addition to the annual priority/goals-setting process above, there were two opportunities to get survey feedback on key performance from families. Overall and qualitative results fed into feedback that was incorporated in annual planning. Students and staff also participated in quarterly surveys throughout the year around related key measures.

In addition to the above opportunities for feedback, the school, which holds "cafecitos" with the principal monthly.

A summary of the feedback provided by specific stakeholder groups.

The input/feedback we received during the process detailed above was aligned closely across stakeholder groups, and helped us create buy-in for our priorities/goals. The primary questions and input asked revolved around the questions "What are the greatest strengths of the school helping our students succeed?" and "What are the key areas of growth for the school that can best help our students succeed?"

From the family survey, the following quantitative data was collected:

- 90% of our families agree the school is effectively preparing their student to be successful in college.
- 96% agree that their student is proud to a member of the school
- 90% agree they feel welcomed and heard by school staff
- 90% agree that the school does a good job of family engagement
- On average, the school's families rate the school a 8.5 out of 10.

From the various meetings, as well as from our surveys, there were a number of key recurring growth areas that were highlighted:

- We need to better integrate literacy and english language development strategies into all of our classes;
- We need to continue the work of creating a robust MTSS system that include advanced tier interventions that are available for all students, regardless of eligibility for special education or other student support services.
- We need to continue to create systems and structures for ongoing progress monitoring of student data that is collected and discussed in collaboration for stronger tiered supports.
- We need to take advantage of the strong communication and engagement of students, staff, and families that has happened during the pandemic, and build on the consistency found here to create more empowerment amongst all stakeholder groups.

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

Our School Site Initiatives and our LCAP Goals, Action Steps and Metrics have been developed incorporating stakeholder input collected through the processes described above. In particular, through our annual initiative planning process, we have identified the following initiatives/goals based on the data, stakeholder input, and our student needs.

Our primary initiatives this year are::
Improve Literacy Across our Campus:

- CAHS teachers will enhance their use of literacy strategies to ensure the general education curriculum and coursework are accessible to all students and students express a greater enjoyment in reading;
- CAHS instructional staff, through PD and improved systems, will more effectively and frequently use and respond to student academic data to support struggling students to master grade-level standards
- CAHS will focus on providing instructional staff with improved differentiated professional development focused on improving literacy strategies and applying student data

Create a Culture of Empowerment:

- CAHS will build a culture of increased empowerment amongst staff through stronger structures and professional development with a reflective lens around Diversity, Equity, and Inclusion.
- CAHS will build a culture of increased empowerment amongst families by engaging parents through communication, learning opportunities, and collaboration to promote student success. (State Priority #3)
- CAHS will build a culture of increased empowerment amongst students by fostering a safe and supportive environment and supporting structures where students have authentic voice and input (State Priorities 1,5,6)

Additional Goals include:

- Hire, develop, sustain, and value a high quality faculty & staff. (State Priority #1)
- Maximize additional services and supports for all students in order to increase and improve student access and success in college. (State Priorities 2, 5, 8)

Goals and Actions

Goal

Goal #	Description
1	CAHS teachers will enhance their use of literacy strategies to ensure the general education curriculum and coursework are accessible to all students and students express a greater enjoyment in reading

An explanation of why the LEA has developed this goal.

In identifying our primary initiatives, we went through a process of input/feedback that included collecting student, staff, and family input, and using academic data to identify needs.
Our most recent data dashboard shows that overall, we have room for improvement in ELA, specifically student reading levels.

Average reading levels in each grade based on STAR lexile:

- 9th grade average reading level is at a 6th grade
- 10th grade average reading level is at a 6.4 grade
- 11th grade average reading level is at a 6.6 grade
- 12th grade average reading level is at a 8.1 grade

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students will make or exceed typical growth goals for the STAR Reading assessment	Baseline to be established in 2021-22				TBD
% of Students who have access to standards-aligned instructional materials and internet and devices, for use at school and at home.	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students reclassified this year	14.9%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement StudySync Curriculum	ELA teachers continue to implement the StudySync curriculum, and incorporates one literacy strategy in their classes	$8,795.00	No
2	Purchase and Provide Training for High Quality Curriculum	School will purchase and provide training for wide range of high quality curriculum.	$37,970.00	No
3	Provide Blended Learning & Software Supports for All Students	School will provide a wide range of blended programming, accessible to all students to scaffold class instruction and provide additional learning and practice outside of class.	$11,691.00	No
4	Provide Chromebooks & Hotspots to All Students	School will provide chromebooks and hotspots in a 1:1 environment for all students, in order to reinforce classroom instruction.	$118,081.00	No
5	Staff an English Language Development specialist	Continue to staff an English Language Development specialist at the school to provide designated instruction and teacher support for integrated ELD.	$89,657.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	CAHS instructional staff, through additional supports and improved systems, will more effectively and frequently use and respond to student academic data to support struggling students to master grade-level standards, with a focus on our English Learners and Low Income Students.

An explanation of why the LEA has developed this goal.

GPA is the largest factor in college admissions, especially as many UCs and CSUs have moved away from accepting SAT scores. In order to drive towards this goal, our instructional staff must constantly reflect and respond to student data to support students in closing academic gaps and meeting grade level requirements.

As of February 2021, the follow % of students had below a 2.0 GPA which only allows them to apply to community college:

- 9th grade: 54%
- 10th grade: 43%
- 11th grade: 37%
- 12th grade: 32%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of instructional staff respond agree or strongly agree to the following: Students at my school can achieve the academic standards for their grade level	Baseline to be collected in 2021-22				80%
% of students with a 2.0+ GPA	82%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with a 3.5+ GPA	22%				40%
CA Dashboard Color Tier for ELA Performance for "All Students"	Yellow (2019)				Green
CA Dashboard Color Tier for Math Performance for "All Students"	Yellow (2019)				Green
Average Score on the Implementation of State Standards Self-Reflection Tool	2.5				3.8

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Data Analysis Structures, focused on ELs and Struggling Student Groups	Data/student work analysis done in coaching meetings, department level, and quarterly as a school, with a focus on action planning interventions for english learners, low-income, and struggling student groups.	$274,696.00	Yes
2	Additional tiered interventions for students	Provide additional tiered interventions and strategies for students who are struggling, as part of the MTSS framework. Regular meetings with staff (teachers, leaders, ed specialists, mental health counselors) will identify appropriate tier 2 and 3 interventions for students.	$24,105.00	Yes
3	Improve use of Data Analysis Tools	Use of data analysis tools, such as Educlimber, in order to effectively progress monitor students and use the data during individual coaching sessions, leadership team meetings, and department meetings.	$59,190.00	No

Action #	Title	Description	Total Funds	Contributing
4	Increased Supports for Students with Disabilities	Increase in education specialist FTE in order to iterate on Academic Intervention class for students with larger academic gaps; co-teaching in focus classes (all English classes; Algebra I, Geometry, Algebra II). Other focus areas for SWDs include an increase in structured protocols for GE/SPED collaboration and RTI cycles for students with IEPs who are failing core classes.	$83,318.00	No
5	Hire Academic Interventionists	Hiring Academic Interventionists to support instruction in the classroom, and provide targeted support to small groups of students and one to one support; in order to implement tier 2 interventions as needed.	$145,677.00	Yes
6	Hire Associate Teacher	Hiring an Associate Teacher to provide additional classroom support, as well as work with small groups of students to support tier 2 strategies.	$61,365.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	CAHS will focus on providing instructional staff with improved differentiated professional development focused on improving literacy strategies and applying student data

An explanation of why the LEA has developed this goal.

As our school reopens it's campus fully next school year, our instructional team will need to revisit teaching strategies to support our students in the classroom. Literacy strategies must show up in all classes, not just our ELA ones. And, all teachers should be equipped with a variety of literacy tools to use daily in their lessons - both to support students in accessing text and building a culture of reading.

Per the TNTP Insight Survey administered in Fall 2020, we received the following data:

- 28% of teacher responded agree or strongly agree to: Professional development opportunities at my school are well planned and facilitated.
- 28% of teacher responded agree or strongly agree to: My school is committed to improving my instructional practice.
- 34% of teacher responded agree or strongly agree to: My school assesses whether the professional development it provides helps teachers improve their instruction."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of instructional staff who agree or strongly agree to the following: Professional Development at my school is well planned	Baseline collected in 2021-22				90%
% of instructional staff who agree or strongly agree to the following: My school assess whether the professional	Baseline collected in 2021-22				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
development it provides helps teachers improve their instructions					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Differentiated Professional Development for Staff	Teachers and staff will attend and engage in differentiated PD each Wednesday bsaed on current academic and instructional needs, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing ELD strategies.	$449,057.00	Yes
2	Weekly Coaching & Development Meetings	All teachers will have a weekly observation and coaching meeting with a school leadership team member, to continuously improve their instructional practice.	$89,780.00	No
3	All-Staff Stepback Days	Quarterly All-Staff Stepback Days will be held to analyze and create action/learning plans around student grades, assessments, and culture data assessments.	$107,736.00	No
4	Improved Standardized Assessment Structure, with focus on EL and struggling student groups	• Continue to iterate on our standardized assessment structure, which will help us identify, monitor, and adjust supports/strategies to maximize student growth in service of our MTSS framework, with a particular focus on additional assessments and analysis towards implementing interventions (ELPAC, Star, and internal).	$243,882.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	CAHS will build a culture of increased empowerment amongst staff through stronger structures and professional development with a reflective lens around Diversity, Equity, and Inclusion.

An explanation of why the LEA has developed this goal.

Through this year, we have had many reflective conversations that have involved our staff stakeholders to ensure their voices are heard. We have a variety of opportunities within our instructional team to continue to empower voices, however we would like to focus on developing those structures and building leadership with our our staff team, particularly through a DEI lens.

Per the TNTP Insight Survey administered in Fall 2020, we received the following data:

- 36% of teachers agree or strongly agree to: My school's curriculum reflects the culture, norms, and values of our students and families
- 50% of teachers agree or strongly agree to: At my school, my perspective is respected even when it is not aligned with the majority
- 54% of teachers agree or strongly agree to: Students at my school value each other's differences (e.g. gender, race, culture, ability, sexual identity, learning differences)
- 46% of teachers agree or strongly agree to: My school has established systems that ensure families are well-informed about the school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• % of instructional staff who agree or strongly agree to the following: My school's curriculum reflects the culture, norms, and values of our students and families	Baseline collected in 2021-22				80%
% of instructional staff who agree or strongly	Baseline collected in 2021-22				80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
agree to the following: At my school, my perspective is respected even when it is not aligned with the majority					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monthly Professional Development around DEI Values	Instruction Partners will facilitate monthly DEI PD for all CAHS team	$6,000.00	No
2	Develop and Empower Instructional Leadership Team	Instruction Partners gradually train a instructional leadership team to facilitate DEI PD by the end of the school year	$18,000.00	No
3	Implementation of Related Strategies from PD	Professional Development will highlight strategies for teachers to use to incorporate into their classrooms	$99,544.00	No
6				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	CAHS will build a culture of increased empowerment amongst families by engaging parents through communication, learning opportunities, and collaboration to promote student success. (State Priority #3)

An explanation of why the LEA has developed this goal.

This past year has highlighted the importance of what we consider are the pillars of building an authentic community with families in support of student learning: communication & transparency, authentic engagement, and partnership in decision making. Our survey data shows that we have had successes but also have room to progress this coming year:

- 88% of families feel welcome and heard by the school
- 95% of Families who feel the school does a good job of family engagement

Input received from stakeholders through the LCAP / Site-Based Initiative setting process highlighted the need to build upon the successes this year of:

- The consistency and quality of communication;
- Frequency and attendance of school events and workshops
- Partnership in decision making within structures, such as SSC and ELAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Families who feel welcome and heard by the school (according to bi-annual survey)	88%				90%
% of Families who feel the school does a good job of family engagement (according to bi-annual survey)	95%				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Families who agree that school listens to family voice in input and decision making (according to bi-annual survey)	Baseline will be collected in 2021-22				90%
Average Score on Family Engagement Self-Reflection Tool	3.0				3.4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Learning Center Supports	Maintain and improve services from Alpha Parent Learning Center & Parent Learning Center Lead to provide resources and support for Alpha families through education and connections to resources.	$44,682.00	No
2	Improve Family / Staff Communication	Improve various ways to communicate with families and collect authentic input and feedback, including: • Increased informal touchpoints between staff and families • Family surveys in Fall and Spring with follow up meetings • Family conferences - 3 times per year • Further development of School Site Council structure with improved attendance • Further development of English Language Advisory Committee structure with improved attendance	$500.00	No
3	Parent Communication	Improved parent communication systems, including Infinite campus parent portal app, messenger, and Deanslist messenger.	$250.00	No

Action #	Title	Description	Total Funds	Contributing
4	Parent Leadership Trainings	Maintain parent leadership training meetings to help families develop the skills to advocate for their students.	$5,720.00	No
5	Robust Parent Community Events	Create a community programming scope and sequence for the school year, including workshops, family events, and Cafecito.	$17,926.00	No
6	Implement stronger SSC & ELAC meeting process & structures	Implement Stronger SSC and ELAC Meeting process and structures to increase participation and access for all families, and to increase family input and feedback	$12,267.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	CAHS will build a culture of increased empowerment amongst students by fostering a safe and suppportive environment and supporting structures where students have authentic voice and input (State Priorities 1,5,6)

An explanation of why the LEA has developed this goal.

CAHS is committed to fostering an environment that allows students to develop the leadership skills they will need to bring positivity and change to their communities. Our ability to foster this environment is dependent on creating classrooms where students feel safe, motivated, and challenged. Analysis of student attendance, engagement, suspension, and survey data show that students are engaged (95.8% attendance/engagement rate), and scored a 3.06 average (out of 4) on the student culture survey.

Based in stakeholder input through the LCAP / Initiative setting process, we hope to continue/maintain the positive and joyful school culture that we have been building, through supports such as the work of our Dean of Students, PD for teachers, and a focus on student leadership.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA	95.8%				95%
Annual Suspension Rate	4.1%				<5%
Average Student Culture Score	3.06				3.5+
% of Families who agree that the school's facilities are clean and welcoming.	87%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain Effective Attendance Procedures	Support and maintain high attendance through systems and procedures including communication procedures for absences and tardies, supportive conferences with student and family to problem solve truancy, and school and classwide incentives for high attendance.	$272,071.00	No
2	Student Behavior Data via Deanslist	Use Dean's List or other systems to effectively track student behavior and culture data, which supports analysis, problem solving for strategies, and communication to families.	$7,510.00	No
3	Access to Mental Health Counselors & Partnership with FACTR	Access to student and family mental health counseling through school-based counselors and external providers (FACTR)	$116,822.00	No
4	Comprehensive Student Activities/Events Calendar	Increase the resources we put towards enhancing non-academic student experiences (student events, field trips, etc)	$250,050.00	No
5	Partnership with the City Peace Project	Partnership with the City Peace Project to provide support services to students through personal mentorship that emphasizes essential disciplinary skills, fosters consistent accountability, and instills character defining values in students	$2,250.00	Yes
6	School Operations Accountability	Maintain schools operations accountability measures, through the continued development of the school based operations team, Ops Team specific PD, and monthly facilities walkthroughs.	$32,266.00	No
7	Maintain Dean of Students to support implementation of our multi-tiered	School will maintain a Dean of Students to support the implementation of our multi-tiered intervention strategies. The Dean of Students will work directly with students, and will also support teachers and other staff to equip them with strategies that will help students feel safe, motivated, and challenged in classrooms and around campus.	$84,733.00	Yes

Action #	Title	Description	Total Funds	Contributing
	intervention strategies			
8	Enhance Student Government	• Enhance Student Government by ensuring the following: • Process by which SG represents the diversity of our student body and more actively collects and responds to student feedback • Create a better structure that encourages all students to have the opportunity to run for Student Government • Create a clearer and more consistent process for Student Government meetings and invite members to ILT meetings	$14,291.00	No

Goal Analysis [2021-22]

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

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

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

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

Goals and Actions

Goal

Goal #	Description
7	Hire, develop, sustain, and value a high quality faculty & staff (State Priority #1)

An explanation of why the LEA has developed this goal.

More than ever, it is clear to us through our data that having fully credentialed, experienced, and talented teachers is a key enabler in our student success. Those teachers who have been with us the longest have shown to have higher success, both academically and in building strong, lasting relationships with students. This highlights the importance of investing greatly in ensuring the teachers we hire are highly and appropriately qualitifed, that there are many structures in place for development, and that our structures and compensation systems reflect this value to retain high quality teachers and staff.

All of stakeholder groups, through the LCAP / initiative setting process, have highlighted the importance of hiring, developing, and retaining high quality faculty and staff as a key enabler in our success in achieving all of our other goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of core teachers who have an appropriate credential or permit to teach.	100%				100%
% of teachers who receive regular, weekly CCSS-aligned professional development, including ELD PD.	100%				100%
Average learning environment score on the Staff Insight Survey	5.4				6.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Teacher Retention	71%				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff	School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including: • Network-based teacher recruitment team • Partnership with Alder Graduate School to run an Alpha-specific Teacher Residency program • Family, staff, and student inclusion within interview/hiring process for key roles • Transparent teacher salary scale, with differentiated pay depending on certification status	$87,142.00	No
2	All teachers provided with certification/credential support	All teachers will be provided with certification/credential support with a bi-annual review around assignment and credential status.	$12,449.00	No
3	Leadership Pathway for Teachers	Providing teachers with leadership opportunities, including being mentor to teacher residents and others and being a department or teacher lead with additional responsibilities.	$53,516.00	No
4	Teacher access to Professional Development	In addition to internal Professional Development, Teachers have the resources to choose external Professional development according their own development goals, which is largely targeted towards ELD and MTSS tier 2 intervention supports.	$132,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Healthy Teacher Compensation & Benefits	Implementing additional teacher salary and benefit compensation, such as providing additional mental health and wellness days, and regularly revaluating our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities.	$31,122.00	No

Goal Analysis [2021-22]

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

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

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Goals and Actions

Goal

Goal #	Description
8	Maximize additional services and supports for all students in order to increase and improve student access and success in college. (State Priorities 2, 5, 8)

An explanation of why the LEA has developed this goal.

Alpha's long term goal is to have 75% of our students graduate from college in 6 years or less. Our data shows that 84% of our students have graduated within 4 years and that 78% of 2020-21 graduating class have been accepted into 4 year colleges. However, through the work of our college counselors and our alumni engagement manager, there are a wide range of supports needed, outside of their classes, in order to prepare and ensure continued success for our students in reaching and succeeding in college.

Similarly, the stakeholder input from our LCAP / Initiative setting process, highlighted the desire to continue to expand the frequency and level of support for preparing students and families about the college access process, as well as to further bolster our AVID program to support our students in preparing them for college.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of seniors who will graduate from HS in 4 years	90% (2019-20)				90%
% of seniors who are accepted to a 4-year college	78%				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Prep Seminars	Juniors and Seniors will participate in College Seminars to prepare for the SAT and college applications	$73,138.00	No

Action #	Title	Description	Total Funds	Contributing
2	Maintain College Counselors	Alpha will have two full-time College Counselors who lead Junior and Senior College Seminars in addition to supporting students and families schoolwide on college-going culture	$176,483.00	No
3	Hire FTE for AVID Program	Hiring an AVID teacher and AVID tutors (CAHS). The additional support will allow CAHS to enhance its AVID program, which prepares students through its college readiness curriculum, and will be offered to all students.	$87,400.00	Yes
4	Alumni Engagement	All CAHS alumni will have access to alumni support services to help with navigate and connect to resources.	$81,608.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.72%	1,553,510

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.

When reviewing our data, and based on input and feedback from our teachers, staff, and students, we identified that through an instructional lens, the performance of our low-income students and our English Learners lags behind that of our overall population. An data example of this finding is from our 2019 Dashboard results, which shows that for ELA, our low income students declined 28 points, and in math, our low income students had a distance from standard of 50.2 points.

In order to address this growth area related to our support of low-income students and english learners, we have chosen to primarily focus on a number of actions and strategies around building aspects of our MTSS framework and literacy supports (ELA and English Language Development), that we believe will be especially effective for these unduplicated students. The actions and strategies are:

- Hiring Academic Interventionists to support instruction in the classroom, and provide targeted support to small groups of students and one to one support, including executing on ELA intervention strategies during the REACH block.
- Hiring an Associate Teacher to provide additional classroom support, as well as work with small groups of students to support tier 2 strategies. This will allow for additional focused intervention small group time for students who need it the most.
- School will continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. This strategy will support our English Learners through direct support and through the work that the ELD specialist does through PD and coaching of teachers.
- Provide additional tiered interventions and strategies for students who are struggling, as part of the MTSS framework. Regular meetings with staff (teachers, leaders, ed specialists, mental health counselors) will identify appropriate tier 2 and 3 interventions for students.

- Data/student work analysis done in coaching meetings, department level, and quarterly as a school. In the context of our MTSS framework, the analysis puts a distinct focus on action planning interventions and actions to support our EL, low-income, and struggling student groups.
- Continue to iterate on our standardized assessment structure, which will help us identify, monitor, and adjust supports/strategies to maximize student growth in service of our MTSS framework, with a particular focus on additional assessments and analysis towards implementing interventions (ELPAC, Star, and internal).
- On-going schoolwide and department specific PD based on current academic and instructional needs, which may include lesson support, curriculum support, cross-grade collaboration time, as well as an increasing focus on implementing ELD strategies.
- Hiring an AVID teacher and AVID tutors (CAHS). The additional support will allow CAHS to enhance its AVID program, which prepares students through its college readiness curriculum, and will be offered to all students.

These actions and strategies above are provided on a school-wide basis, and we expect that our more effective MTSS framework and related strategies will benefit all students at our school. Still, based on the data and our stakeholder input, we know these strategies will more significantly directed towards and will impact our low income and english learner students.

From a student culture perspective, while our 2019 data also showed that while our suspension rate decreased significantly, the majority of our suspensions (18 out of 21) were given to our unduplicated low income students. In addition, our leaders, staff, and families highlighted the importance of a well rounded, positive, and targeted response to behaviors.

In order to address this growth area related to our support of low-income students, we have chosen to primarily focus on a number of actions and strategies around behavior and positive student culture supports. The actions and strategies are:

- School will hire and train a Dean of Students to support the implementation of our multi-tiered intervention strategies. The Dean of Students will work directly with students, and will also support teachers and other staff to equip them with strategies that will help students feel safe, motivated, and challenged in classrooms and around campus.
- Partnership with the City Peace Project to provide support services to students through personal mentorship that emphasizes essential disciplinary skills, fosters consistent accountability, and instills character defining values in students.

Each of these actions and strategies will provide additional human resources that will enhance our MTSS and overall student culture strategies by providing direct support to students, PD support for teachers, as well as culture data analysis (culture surveys, attendance, referrals) that will more quickly identify trends, needed interventions, and action plans based on these data. These actions and strategies will be provided on a school-wide basis, and we expect that this will benefit all students at our school, with a more significant impact on our low-income students.

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

As share above, we have identified actions and strategies that address our primary goals around enhancing our MTSS framework, ELA/ELD programming, and positive student culture. These actions and strategies were developed with our low-income and english learner students in mind, as they are meant to increase and/or improve services towards these groups. Below is a description of how we will do so:

- Hiring Academic Interventionists to support instruction in the classroom, and provide targeted support to small groups of students and one to one support, including executing on ELA intervention strategies during the REACH block. These are additional FTE relative to previous years in order to support the execution of our MTSS framework, and their work with low income and english learners will be prioritized. In addition, the amount of time spent in direct support and the strategies used that will be targeted towards individual students, will improve and increase services.
- Hiring an Associate Teacher to provide additional classroom support, as well as work with small groups of students to support tier 2 strategies. Similarly to the academic interventionists, the associate teacher will target their work primarily to our unduplicated students, an similarly support tier 2 interventions.
- School will continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. This strategy will support our English Learners through direct support and through the work that the ELD specialist does through PD and coaching of teachers.
- On-going schoolwide and department specific PD based on current academic and instructional needs, which may include lesson support, curriculum support, cross-grade collaboration time, as well as an increasing focus on implementing ELD strategies. This focus on ELD strategies is meant to support building instructional skills for all of our teachers to support english learners and those RFEP who have transitioned recently. This is an added focus relative to previous years.
- Data/student work analysis done in coaching meetings, department level, and quarterly as a school. In the context of our MTSS framework, the analysis will include a distinct focus as part of the protocol/guiding questions/targeting on action planning interventions and actions to support our EL, low-income, and struggling student groups.
- Continue to iterate on our standardized assessment structure, which will help us identify, monitor, and adjust supports/strategies to maximize student growth in service of our MTSS framework, with a particular focus on additional assessments and analysis towards implementing interventions (ELPAC, Star, and internal). The focus of enhancement going forward is approaching assessments and analysis with a particular lens on how our English Learners, low-income, and other struggling student groups are performing, and identifying actions/higher tier interventions for implementation.
- Provide additional tiered interventions and strategies for students who are struggling, as part of the MTSS framework. Regular meetings with staff (teachers, leaders, ELD specialist, ed specialists, mental health counselors) will identify appropriate tier 2 and 3 interventions for students. This action will increase services to our unduplicated population as it is focused on utilizing the various resources we have towards students who need intervention. From our data, this significantly impacts our low income and EL populations at CAHS.
- Hiring an AVID teacher and AVID tutors (CAHS). The additional support will allow CAHS to enhance its AVID program, which prepares students through its college readiness curriculum, and will be offered to all students. The added FTE will increase services towards implementing this AVID curriculum, which is targeted towards low income students and students who need additional supports to access college.
- School will hire and train a Dean of Students to support the implementation of our multi-tiered intervention strategies. The Dean of Students will work directly with students, and will also support teachers and other staff to equip them with strategies that will help

students feel safe, motivated, and challenged in classrooms and around campus. This action will increase both the capacity/FTE directed towards this work, and also more efficiently direct the time and strategies used by these roles within the context of an MTSS framework (team, shared interventions, action plan). Our low income students will be a primary focus given the data that shows higher suspension and referral rates.

- Partnership with the City Peace Project to provide support services to students through personal mentorship that emphasizes essential disciplinary skills, fosters consistent accountability, and instills character defining values in students. This is a resource that similar to the previous action, will be principally directed towards our low income students given our data. It will be an additional resource to provide positive coaching support for our students, many of which are from the subgroups mentioned.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,680,056.00	$462,493.00	$132,760.00	$249,621.00	$3,524,930.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,162,943.00	$1,361,987.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Implement StudySync Curriculum	$8,795.00				$8,795.00
1	2	All	Purchase and Provide Training for High Quality Curriculum	$37,970.00				$37,970.00
1	3	All	Provide Blended Learning & Software Supports for All Students	$11,691.00				$11,691.00
1	4	All	Provide Chromebooks & Hotspots to All Students	$118,081.00				$118,081.00
1	5	English Learners	Staff an English Language Development specialist	$89,657.00				$89,657.00
2	1	English Learners Foster Youth Low Income	Student Data Analysis Structures, focused on ELs and Struggling Student Groups	$274,696.00				$274,696.00
2	2	English Learners Low Income	Additional tiered interventions for students	$24,105.00				$24,105.00
2	3	All	Improve use of Data Analysis Tools	$59,190.00				$59,190.00
2	4	Students with Disabilities	Increased Supports for Students with Disabilities		$83,318.00			$83,318.00
2	5	English Learners Low Income	Hire Academic Interventionists		$145,677.00			$145,677.00
2	6	Low Income	Hire Associate Teacher		$61,365.00			$61,365.00
3	1	English Learners Low Income	Differentiated Professional Development for Staff	$449,057.00				$449,057.00
3	2	All	Weekly Coaching & Development Meetings	$89,780.00				$89,780.00
3	3	All	All-Staff Stepback Days	$107,736.00				$107,736.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Improved Standardized Assessment Structure, with focus on EL and struggling student groups	$243,882.00				$243,882.00
4	1	All	Monthly Professional Development around DEI Values	$6,000.00				$6,000.00
4	2	All	Develop and Empower Instructional Leadership Team	$18,000.00				$18,000.00
4	3	All	Implementation of Related Strategies from PD	$99,544.00				$99,544.00
5	1	All	Parent Learning Center Supports			$44,682.00		$44,682.00
5	2	All	Improve Family / Staff Communication			$500.00		$500.00
5	3	All	Parent Communication			$250.00		$250.00
5	4	All	Parent Leadership Trainings			$5,720.00		$5,720.00
5	5	All	Robust Parent Community Events	$17,926.00				$17,926.00
5	6	All	Implement stronger SSC & ELAC meeting process & structures	$12,267.00				$12,267.00
6	1	All	Maintain Effective Attendance Procedures	$272,071.00				$272,071.00
6	2	All	Student Behavior Data via Deanslist	$7,510.00				$7,510.00
6	3	All	Access to Mental Health Counselors & Partnership with FACTR	$116,822.00				$116,822.00
6	4	All	Comprehensive Student Activities/Events Calendar	$250,050.00				$250,050.00
6	5	Low Income	Partnership with the City Peace Project	$2,250.00				$2,250.00
6	6	All	School Operations Accountability	$32,266.00				$32,266.00
6	7	Low Income	Maintain Dean of Students to support implementation of our multi-tiered intervention strategies		$84,733.00			$84,733.00
6	8	All	Enhance Student Government	$14,291.00				$14,291.00
7	1	All	School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff	$87,142.00				$87,142.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	2	All	All teachers provided with certification/credential support	$12,449.00				$12,449.00
7	3	All	Leadership Pathway for Teachers	$53,516.00				$53,516.00
7	4	English Learners Low Income	Teacher access to Professional Development	$132,190.00				$132,190.00
7	5	All	Healthy Teacher Compensation & Benefits	$31,122.00				$31,122.00
8	1	All	College Prep Seminars				$73,138.00	$73,138.00
8	2	All	Maintain College Counselors				$176,483.00	$176,483.00
8	3	Low Income	Hire FTE for AVID Program		$87,400.00			$87,400.00
8	4	All	Alumni Engagement			$81,608.00		$81,608.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,215,837.00	$1,595,012.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$89,657.00	$89,657.00
Schoolwide Total:	$1,126,180.00	$1,505,355.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**5**	Staff an English Language Development specialist	Limited to Unduplicated Student Group(s)	English Learners		$89,657.00	$89,657.00
2	**1**	Student Data Analysis Structures, focused on ELs and Struggling Student Groups	Schoolwide	English Learners Foster Youth Low Income	All Schools	$274,696.00	$274,696.00
2	**2**	Additional tiered interventions for students	Schoolwide	English Learners Low Income	All Schools	$24,105.00	$24,105.00
2	**5**	Hire Academic Interventionists	Schoolwide	English Learners Low Income	All Schools		$145,677.00
2	**6**	Hire Associate Teacher	Schoolwide	Low Income			$61,365.00
3	**1**	Differentiated Professional Development for Staff	Schoolwide	English Learners Low Income	All Schools	$449,057.00	$449,057.00
3	**4**	Improved Standardized Assessment Structure, with focus on EL and struggling student groups	Schoolwide	English Learners Foster Youth Low Income	All Schools	$243,882.00	$243,882.00
6	**5**	Partnership with the City Peace Project	Schoolwide	Low Income	All Schools	$2,250.00	$2,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
6	**7**	Maintain Dean of Students to support implementation of our multi-tiered intervention strategies	Schoolwide	Low Income	All Schools		$84,733.00
7	**4**	Teacher access to Professional Development	Schoolwide	English Learners Low Income	All Schools	$132,190.00	$132,190.00
8	**3**	Hire FTE for AVID Program	Schoolwide	Low Income	All Schools		$87,400.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.