

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Academy of Expeditionary Learning

CDS Code: 29 66357 0124834

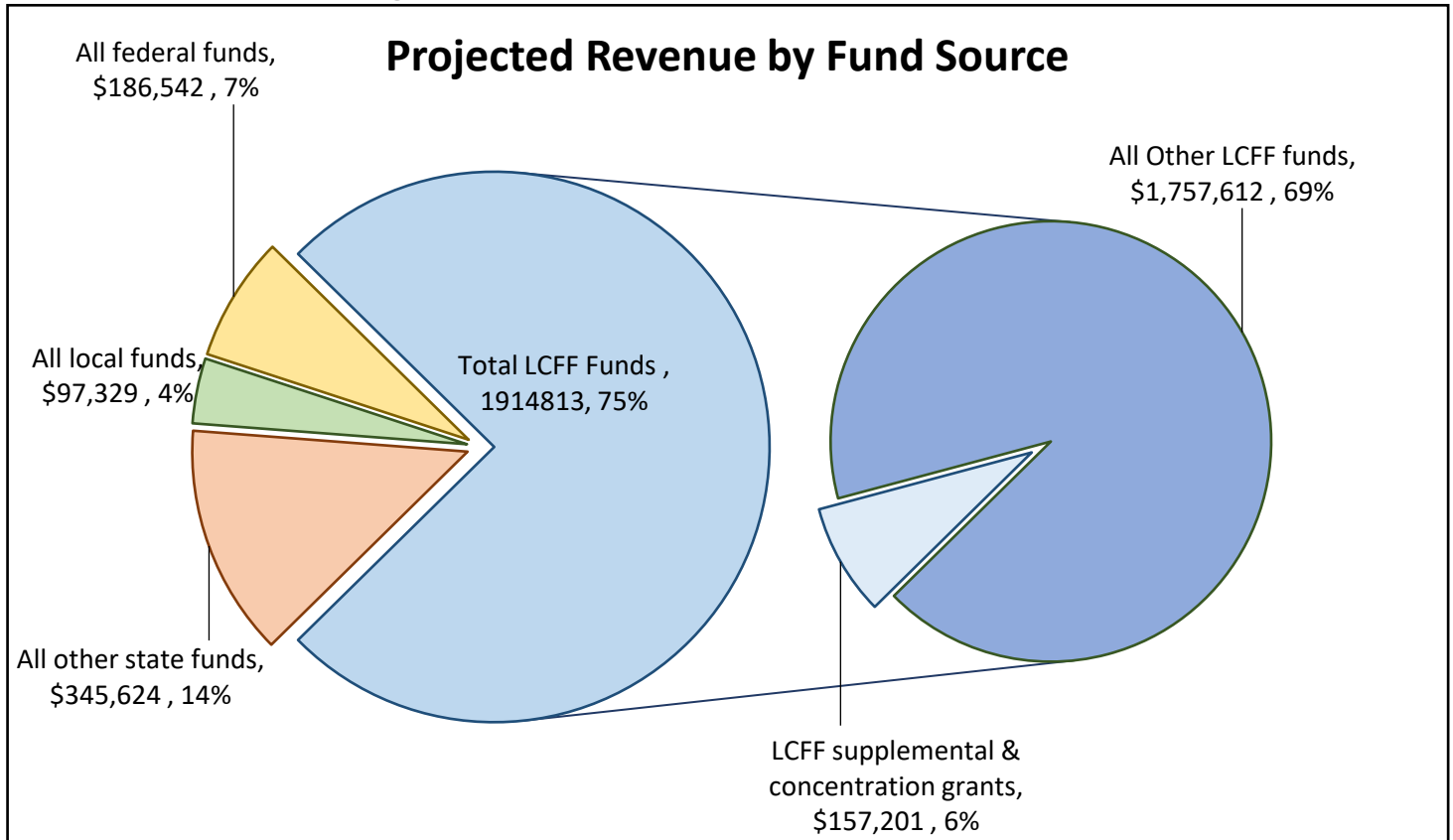
School Year: 2021 – 22

LEA contact information: Erica Crane, Principal; [ecrane@sierraacademy.net](mailto:ecrane@sierraacademy.net); (530) 268-2200

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

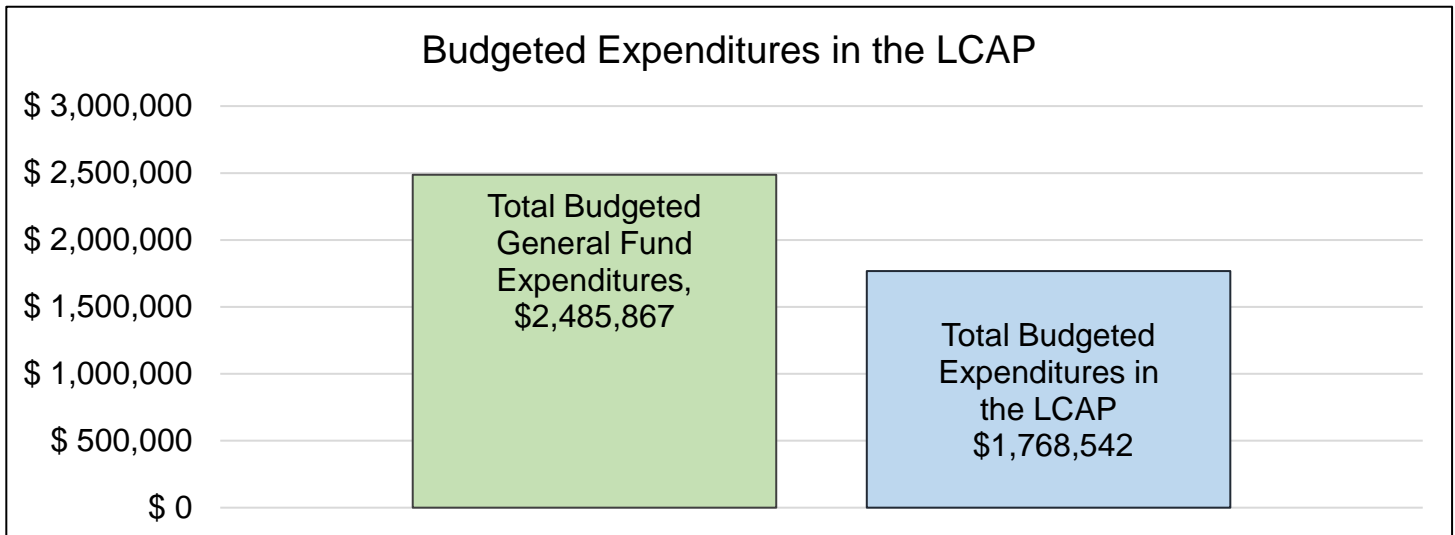


This chart shows the total general purpose revenue Sierra Academy of Expeditionary Learning expects to receive in the coming year from all sources.

The total revenue projected for Sierra Academy of Expeditionary Learning is \$2,544,308.00, of which \$1,914,813.00 is Local Control Funding Formula (LCFF), \$345,624.00 is other state funds, \$97,329.00 is local funds, and \$186,542.00 is federal funds. Of the \$1,914,813.00 in LCFF Funds, \$157,201.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sierra Academy of Expeditionary Learning plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sierra Academy of Expeditionary Learning plans to spend \$2,485,867.00 for the 2021 – 22 school year. Of that amount, \$1,768,542.00 is tied to actions/services in the LCAP and \$717,325.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

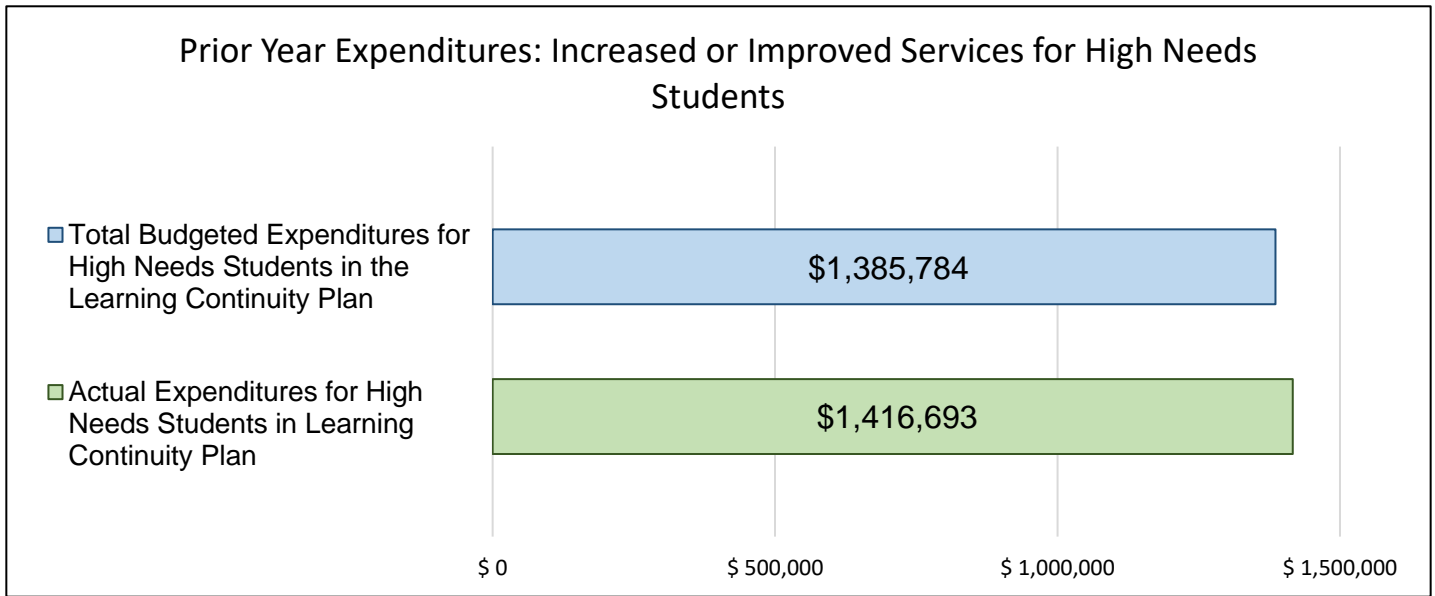
Insurance, Utilities, Janitorial, Business Services, District Oversight, Student Food Services

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

In 2021 – 22, Sierra Academy of Expeditionary Learning is projecting it will receive \$157,201.00 based on the enrollment of foster youth, English learner, and low-income students. Sierra Academy of Expeditionary Learning must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Academy of Expeditionary Learning plans to spend \$170,601.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

In 2020 – 21, Sierra Academy of Expeditionary Learning's Learning Continuity Plan budgeted \$1,385,784.00 for planned actions to increase or improve services for high needs students. Sierra Academy of Expeditionary Learning actually spent \$1,416,693.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra Academy of Expeditionary Learning	Erica Crane Principal	Ecrane@sierraacademy.net 530.268.2200

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

Students read, write, and speak the English Language proficiently, are mathematically proficient in skills and content, and are proficient in science, and social science skills and content.

Students have access to curriculum, instruction, and assessment that reinforces deep student thinking and problem solving.

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 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
 Local Priorities: NJUHSD 2020 Vision

### Annual Measurable Outcomes

Expected	Actual
A. Meet or exceed growth API target as applicable – (when applicable)	2019-20 CAASPP Testing cancelled
B. Meet or exceed district/comparable school achievement in CAASPP and CAHSEE (if available) state testing	2019-20 CAASPP Testing cancelled
D. SBAC Math 85%	2019-20 CAASPP Testing cancelled 2018-19 % Meeting or Exceeding Standard in Math SBAC All Students: 50% (19.6% increase from 17-18) Economically Disadvantaged: 41.7% (25.9% increase from 17-18) White 57.9% (37.9% increase from 17-18)
E. Science CST 85% Proficient	2019-20 CAST testing cancelled 2018-19 CAST 21.95% Met or Exceeded Standard
F. EL Students will move toward proficiency as documented by CDELT Scores (if applicable)	2019-20 ELPAC Annual Testing cancelled 2018-19 No Data reported
G. EAP Scores: ENG: Ready 50% Conditionally Ready: 36% Not Yet Ready: 10% Not Ready: 4% MATH: Ready 25% Conditionally Ready: 30% Not Yet Ready: 30% Not Ready: 15%	2019-20 CAASPP Testing cancelled 2018-19 84% ELA Ready or Conditionally Ready 48% Ready 36% Conditionally Ready 12% Not yet Ready 4% Not Ready 2018-19 50% Math Ready or Conditionally Ready 19% Ready 31% Conditionally Ready 19% Not yet Ready 30% Not Ready

H. AP Scores: 85% score 3 or higher	33% - AP Chem; 66% AP Calculus
I. Maintain EL Reclassification Rate	2019-20: 0/0 EL's 2018-19: 100%
J. Maintain 100% highly qualified teachers with no misassignments	Not met 2019-20: 72% of teachers fully credentialed. 0 teachers misassigned.
K. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards to support the implementation of adopted state standards.	Met: 100%
L. Meet 100% A-G requirements in our course offerings	2019-20: 78.14% of students enrolled in courses required for UC/CSU Admission 2018-19 100% of Graduates completed all courses required for UC/CSU admission
M. 90% of students at each grade level will show evidence of earning the majority of credits applicable to reaching graduation and credit requirements as outlined in the SAEL charter, including unduplicated students and students with exceptional needs.	Met: 100%
N. EL Implementation Review Score on par with Credentialing Process Goals	Met
O. 90% of Student, Family, Staff Survey Results show positive growth	Did not administer the usual climate survey. Based on CHKS: Met for students, family, and staff.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hire and retain appropriately, highly qualified staff	\$886,954 Base 1000-1999: Certificated Personnel Salaries Certificated Teacher Salaries \$297,787	\$884,425 Base 1000-1999: Certificated Personnel Salaries Certificated Teacher Salaries \$238,564 Base

	<p>Base 3000-3999: Employee Benefits Benefits for all staff \$84,000 Special Education 1000-1999:Certificated Personnel Salaries Special Education Funding</p>	<p>3000-3999: Employee Benefits Benefits for all staff \$84,000 Special Education 1000-1999:Certificated Personnel Salaries Special Education Funding</p>
<p>Staff will create and implement CCSS-aligned interdisciplinary, project-based curriculum. Staff will be provided with professional development to do so. (This is modified because "Staff will be provided with financial support and time to invest it in the creation of this during the first year of the school" is no longer included here.)</p>	<p>\$34,000 Base 5000-5999: Services And Other Operating Expenditures Contract with Expeditionary Learning \$3,000 Base 4000-4999: Books and supplies Approved texts and curriculum materials Materials \$4,200 Base 5000-5999: Services And Other Operating Expenditures Jump Rope mastery based grading program</p>	<p>\$34,000 Base 5000-5999: Services And Other Operating Expenditures Contract with Expeditionary Learning \$3,152 Base 4000-4999: Books and supplies Approved texts and curriculum materials Materials \$3,700 Base 5000-5999: Services And Other Operating Expenditures Jump Rope mastery based grading program</p>

Have shifted this Action to be more specifically embedded under the "Strategic Use of Technology" Goal to be clearer in documentation and the streamlining of actions.		
This Action is redundant to first action and should remain be more specifically embedded above and not here as well to be clearer in documentation and the streamlining of actions		

## 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 implemented as planned with a shift to distance learning.

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

As a project-based, hands-on experiential learning model, the shift to online learning was a huge challenge, but we continued to be able to implement our curriculum with adaptations for the virtual landscape. We are proud of 100% student engagement, 100% graduation rate with no dropouts and 100% acceptance to a college or program of the student's choice. Each graduating student received a personalized and unique graduation experience as school leaders drove to every student's house to ensure their special day was celebrated appropriately.

It was very challenging to shift to a completely different model while keeping students on track.

## Goal 2

Students and families will become CREW at SAEL and develop an ownership of the character traits and the culture that results from learning and teaching about those.



Students will develop an ownership of the SAEL character traits and CREW culture. (The character traits are: Grit, Integrity, Craftsmanship, Advocacy, Collaboration, Curiosity. CREW is a class and a way of being: we are CREW, not passengers.)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:     NJUHSD 2020 Vision

### Annual Measurable Outcomes

Expected	Actual
A. 95% School Attendance Rates	95.31%
B. <2% Chronic Absenteeism Rates	Not met 2018-19: 23.4%
C. N/A Middle School Drop Out Rates	Not applicable
D. <1% High School Drop Out Rates	Met 2019-20: 0%
E. 99% High School Graduation Rates	Not met 2019-20 Four Year Cohort Graduation Rate: 93.3%
F. <5% Pupil Suspension Rates	Met 2019-20: 4.1%
G. <5% Pupil Expulsion Rates	Met 2019-20: 1.04%
H. 90% Positive Growth Students, Family, Staff Surveys	Did not administer the usual climate survey. Based on CHKS: Met for students, family, and staff.
I. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year	Fall Student-led Conferences participation--100% Fundraising cancelled due to pandemic. All other family meetings (in-person and virtual), estimated 40%
J. 100% existence of Parent Attendance at Family and Site Council Meetings	Met

K. At least one Parent involved on SAEL Board as evidenced by membership number	Met
L. 95% IEP, 504, Transition, SST Parent Attendance	Met
M. 90% of students Crew Mastery Grades and Character Survey results demonstrate growth on character traits	Met
N. 100% participation in Student Led Conferences	100% Fall ; n/a Spring due to pandemic.
O. 95% passing in 10th Grade Passages	No data. Canceled due to pandemic.
P. EL Implementation Review Score on par with Credentialing Process Goals	Met
Q. Monitor and maintain Exemplary/Good Overall ratings in facilities review and work with NJUHSD if there is an issue	Overall Rating: Good
R: Efforts are made in seeking parent input in the decision making process, including parents of unduplicated pupils and pupils with exceptional needs.	Met

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
SAEL will create spaces conducive to learning and collaborative work	\$50,000 Base 4000-4999: Books And Supplies Materials and supplies budget	\$30,504 Base 4000-4999: Books And Supplies Materials and supplies budget
The curriculum has been created and is no longer an action needed to be taken. It is no longer an action to create Crew Curriculum. This action has shifted to be to be clearer in documentation and the streamlining of actions.	\$0	n/a
In an effort to be clearer in documentation and the streamlining of actions, this action has been removed as it is no longer a specific, separate focus.	\$0	n/a

Fieldwork, service, and adventure as character building activities will be regular aspects of the school program	\$22,000 Base Fieldwork budget	\$29,167 Base Fieldwork budget
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## Goal Analysis

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

We used budgeted funds for the actions and services. Fieldwork was implemented up until the school closure.

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

It was very challenging having to shift our hands-on experiential model to a distance learning format. The fieldwork was successfully implemented up until the school closure, but since it is so essential to our instructional model we found ways to adapt the fieldwork experience to a virtual format when possible. For example, we were able to hold a remote campout as a fieldwork experience for students.

We were successfully able to shift our advisory program to four days each week synchronously and this structure very much supported our students to be able to engage and persist.

## Goal 3

Students will create high quality student work and a culture and ethic of excellence at SAEL.

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 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: NJUHSD 2020 Vision

### Annual Measurable Outcomes

Expected	Actual
A. 100% core staff participation in High Quality Student Work in Protocol	Met: 100%
B. 100% core staff participation in Looking at Student Work Protocol	Met: 100%
C. EL Implementation Review Score on par with Credentialing Process Goals	Met
D. 90% Positive Growth Students, Family, Staff Surveys	Did not administer the usual climate survey. Based on CHKS: Met for students, family, and staff.
E. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year	Fall Student-led Conferences participation--100% Fundraising cancelled due to pandemic. All other family meetings (in-person and virtual), estimated 40%
F. 95% IEP, 504, Transition, SST Parent Attendance	Met
G. 100% participation in Student Led Conferences where High Quality Work is present	100% Fall ; n/a Spring due to pandemic.
H. 95% passing in 10th Grade Passages where High Quality Work is present	Canceled due to pandemic.
I. EL Implementation Review Score on par with Credentialing Process Goals	Met
J. 100% of students demonstrate progress toward graduation requirements on transcripts	Met

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Teachers will engage in professional development to learn about high quality student work, create a growth mindset, and craft Crew curriculum around craftsmanship. (The action is unchanged, but the Budget Expenditure categories have shifted.)</p>	<p>\$35,000 Base 5000-5999: Services And Other Operating Expenditures Staff Additional PD days (beyond the 180 school day)</p>	<p>\$35,000 Base 5000-5999: Services And Other Operating Expenditures Staff Additional PD days (beyond the 180 school day)</p>
<p>In an effort to be clearer in documentation and the streamlining of actions, this action has been removed as it is no longer a specific, separate focus.</p>	<p>\$0</p>	<p>\$0</p>

## Goal Analysis

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

This action was implemented as planned.

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

We worked with Expeditionary Learning as planned to support teachers in crafting CREW curriculum around craftsmanship, developing growth mindset, and requiring and analyzing high quality student work. Our work was very focused on meeting the CCSS standards through an expeditionary learning model, and after the school closure, we had to do so without much of the aspects and benefits of the expeditionary model.

## Goal 4

Students use technology to enhance and explain their learning, to finding solutions to problems, and to show technological literacy.

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)

Local Priorities:     NJUHSD 2020 Vision in relation to specific use of Tech

### Annual Measurable Outcomes

Expected	Actual
H. 100% of students engaged in 1:1 Chromebook program	Met: 100%
I. 100% of students participate in biannual Student Led Conferences	100% Fall ; n/a Spring due to pandemic.
J. 100% of students have electronic portfolios	Met: 100%
K. 100% of students participate fully in SBAC testing using Chromebooks	2019-20 CAASPP Testing cancelled
L. 55% of student work in LASW and HQSW protocols demonstrate use of technology	Met
M. 100% of IEP goals involving technology use or accommodations are implemented	Met
N. 100% of students without internet access at home can use their Chromebook offline (Strategic Use of Technology)	Met

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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Students with have one to one Chromebooks and access to Google Apps for Education for use at home and at school to support the strategic use of technology in advancing academic achievement and completing high quality work	\$6,000 Base 4000-4999: Books and Supplies Tech budget	\$6,011 Base 4000-4999: Books and Supplies Tech budget
This action was invested in and accomplished in SY 18-19 so is no longer an specific action needed or a focus at this time.	\$0	\$0
In an effort to be clearer in documentation and the streamlining of actions, this action has been removed as it is no longer a specific, separate focus.	\$0	\$0

## Goal Analysis

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

This action was implemented as planned.

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

It was challenging to have to switch quickly to relying even more heavily on technology without teachers there to explain how to navigate the technology. We made the transition successfully because we were already preparing with equipment, technology needs surveys, and using Google Classroom. Zoom was new, but all the other technological aspects were well underway, so it wasn't as difficult as it could have been in prior years.

## Goal 5

Students will meet all the graduation requirements for SAEL to ensure all doors are open to them upon graduation (ie. Four year college, trade school, military or military academy, gap year program, etc)

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 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities: Specifically College and Career Readiness in NJUHSD 2020 Vision

### Annual Measurable Outcomes

Expected	Actual
A. Maintain WASC Accreditation	Met
B. Maintain A-G class certification	Met
C. Maintain NCAA class certifications	Met
D. Student Transcripts demonstrate 100% of students on track to graduate to meet UC/CSU requirements	Met
E. Meet or exceed CAASPP passage rates of the local comparables/district (if applicable)	2019-20 CAASPP Testing cancelled
F. SBAC ELA: 90% proficient	2019-20 CAASPP Testing cancelled
G. SBAC MATH: 90% proficient	2019-20 CAASPP Testing cancelled
H. 100% of graduating seniors applied to college of their choice	Met
I. 100% of graduating seniors accepted into a college or other specific program of their choice	Met
J. 80% "Prepared" and 20% approaching prepared according to new College and Career Indicator in LCFF rubrics	No Dashboard in 2020 due to lack of data.



**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>SAEL staff will support the WASC accreditation and certification of SAEL courses as A-G, along with offering appropriate AP coursework</p>	<p>\$79,506                      Supplemental and Concentration                      1000-1999: Certificated Personnel Salaries                      To increase and improve services our Supplemental and Concentration funds that go to Certificated Staff Salaries for Guidance Counselor and .1FTE New English Teacher for push in \$65,728                      Supplemental and Concentration                      2000-2999: Classified Personnel Salaries                      To increase and improve services our Supplemental and Concentration funds that go to Certificated Staff Salaries for</p>	<p>\$79,506                      Supplemental and Concentration                      1000-1999: Certificated Personnel Salaries                      To increase and improve services our Supplemental and Concentration funds that go to Certificated Staff Salaries for Guidance Counselor and .1FTE New English Teacher for push in \$65,728                      Supplemental and Concentration                      2000-2999: Classified Personnel Salaries                      To increase and improve services our Supplemental and Concentration funds that go to Certificated Staff Salaries for Character Dean, Tech Coordinator</p>

	Character Dean, Tech Coordinator	
All students will have access to CTE pathways that provide access to and opportunities for experiences that ensure college and career readiness	\$11,400 Base 5000-5999: Services and Other Operating Expenditures BTSA/NCTIP for three CTE teachers	\$8308 Base 5000-5999: Services and Other Operating Expenditures BTSA/NCTIP for three CTE teachers
In an effort to be clearer in documentation and the streamlining of actions, this action has been removed as it is no longer a specific, separate focus.	\$0	n/a
The SAEL website and calendar will stay up to date with opportunities for family engagement in the college and career process	\$225 Base Yola website budget Google Apps for Education Facebook site	\$225 Base Yola website budget Google Apps for Education Facebook site

## 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 were implemented as planned.

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

Prior to the school closures, all of our college preparedness actions were well underway and our success is documented with our favorable outcome data, such as our 100% graduation rate. After the school closure, we maintained our 1:1 college counseling support for families to help them navigate the college preparedness process

During the pandemic, it was very hard for our graduates, despite all the preparation and supports, to determine the best next steps for themselves and their families in such uncertain times.

## 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
Retention of all teaching staff and paying all personnel related expenses essential to support both in person full and hybrid school options	\$1,339,034	\$1,369,943	Y

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

We fully implemented this action.

#### 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 have been able to successfully retain our teachers and support personnel to ensure high quality in person instruction or distance learning. We have not, up to the time of writing, been able to offer in-person instructional offerings. In accordance with public health guidelines and in consultation with our stakeholders, we have so far focused on ensuring a quality distance learning.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Tech expenses to support Chromebooks, hot spots, internet services, etc.	\$30,000	\$30,000	Y
Screencastify to support teachers with creating engaging lessons during distance learning, including the ability to record strategy elements of the lesson for posting on Google Classroom for all students, including those unable to engage in a synchronous Zoom class that day	\$1,000	\$1,000	Y

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

All actions have been implemented.

### 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.

#### Continuity of Instruction

We fully implemented our distance learning program as planned, continuing to offer all required courses to ensure our students are eligible for 4 year colleges and universities. We have continued to use Google Classroom across classes to ensure all students know where to find necessary assignments, lessons, and information. We had to stop the fieldwork element of our instructional model during distance learning which was challenging because it is a core element of our program. We were able to continue Crew as planned, plus added extracurriculars based on student feedback. We added synchronous classes per grade level as planned and provided office hours to further support students individually or in small groups. We have maintained full staffing, maintained similar course passage rates and credit accumulation.

## **Device and Connectivity**

In order to ascertain who may need support, all students were verbally surveyed last year and identified by any engagement issues faced in 19-20. All students were surveyed again about internet support in Enrollment Packets this school year, and students and families were encouraged to reach out if they needed connectivity support. All incoming 9th students were also called by their Crew Advisor to check in and connectivity was asked about. All students with IEPs were called by the Special Education Coordinator and connectivity was also asked about. This reach out and seeking of information provided the school with a list of students and families to then get follow up about connectivity. This meant calls, driving to homes, and staff practicing with hot spots throughout the county to see which interventions may be most helpful in which areas. Hot spots were then distributed via pick up and drop off. Families were called and troubleshooting happened for current internet bandwidth that may need a boost or the offer of phones or paying phone bills if that was more helpful than a hot spot that may or may not provide connectivity in certain spaces in the County. Families in unique circumstances have received 1:1 troubleshooting with a specific staff member in order to see which intervention may be the most effective for their family circumstances. Students identifying as homeless were given hot spots and those have unlimited data and can work in most places where there is also cell coverage. Connections with other school sites in some of the most isolated parts of the County have allowed for students to utilize those spaces and the internet where other interventions may not be able to happen. All the students without connectivity in 19-20 were first on the list in 20-21 to follow up on their interventions, provide a new solution, or to troubleshoot the new situation that may need an intervention different than last year. There is an ongoing spreadsheet monitoring potential and current connectivity issues for families and students, current interventions, and notes for all situations so all staff are on the same page about what has happened to support and what interventions may need to be tried next.

## **Pupil Participation and Progress**

Our students have continued to be on track 100% with credit accumulation and comparable course passage rates. We have maintained contact with all students and families throughout the school closure using Jump Rope for grade update approximately every two weeks, as we did previously during in person instruction.

## **Distance Learning Professional Development**

We provided our teachers professional development to support their implementation of distance learning, as well as individual teacher coaching to support their development.

## **Staff Roles and Responsibilities**

We have successfully shifted the roles of our Office Manager, Technology and Business Manager and Character Dean as planned to better support the distance learning model as planned.

### Support for Pupils with Unique Needs

Our students with disabilities have continued to receive all accommodations in their IEP's as appropriate in a distance learning setting. Our Special Education Coordinator has regular office hours with these students to ensure they are getting the support they need to be successful with distance learning. All of our students who are struggling academically have received individualized or small group support through office hours with their teacher or a tutor.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Remind to support more seamless Crew Advisor to Crew student contact and reengagement interventions	\$750.00	\$750.00	Y

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

This action was implemented as planned.

### 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 are proud that all incompletes from 2019-20 have been replaced with passing grades as planned based on interventions planned and provided. We used assessment data as planned to determine appropriate supports for each student. We implemented office hours as planned to provide the necessary support individually or in small groups..

## **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 were successfully able to continue our Crew class and have students loop with their previous Crew cohort and teacher to ensure each student had at least one adult that they had a strong relationship with to meet with regularly during distance learning. Monitoring student health becomes a part of Crew with an explicit curriculum built in to solicit that information from students. The Guidance Counselor gives specific input on this curriculum, provides PD to staff, and is available for any issue that arises. In addition the consultation is available from Guidance Counselor and Character Deans for parents/guardians, staff, and students using drop ins, through the Guidance Newsletter, and on the Guidance website. Trauma informed practices are embedded in PD and in Crew and throughout the school program. We were able to implement our extracurricular activities as planned in a virtual format to support students in developing connections over common interests. We also offered afternoon drop in Zoom mental health support twice each week during fall and daily in spring.

The SAEL character traits continue to be important at SAEL and are discussed and proactively used in all classes to lift students up and give them explicit teaching and learning opportunities in positive habit building: Integrity, Curiosity, Collaboration, Advocacy, Craftsmanship, and Grit. Growth Mindset is a huge part of the school program and is modeled by all staff with students to ensure that learning and progress with temporary failure is better and more courageous than getting things right. This allows for feedback to be normalized and embedded in all assignments as they are provided as opportunities to learn and grow.

## **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.

We fully implemented our plan for pupil and family engagement and are proud that we have maintained contact with 100% of our students throughout the school closure.

We have called, emailed, and driven to the homes of students to ensure engagement is 100% in distance learning. This means tracking engagement in synchronous classes, with work completion, and analyzing data across subgroups to ensure equity of access and engagement. Families are reached out to individually if they express any need for support and students with Special Needs were individually contacted multiple times throughout distance learning to ensure they are being connected with, supported, and all needs are being met to achieve their goals. There is a Student Success Team meeting regularly to discuss any students not engaging and

documenting all follow up efforts while cross referencing grades and progress toward graduation. The "case loads" for Guidance Counselor and Character Dean were utilized for ongoing support for students who may need it in order to document, secure, and provide necessary outreach to support all learners in distance learning. Re-engagement can be individualized based on knowledge of the family and student as well as clearly implemented by leveraging staff member relationships that already exist as well as those clearly being built. All incoming 9th Crew Advisors called home to establish those relationships before the first day of school even happened. Creating a sense of belonging and what we call "CREW" along with the inclusion of explicit teaching and referencing of a growth mindset and what it takes to build one has helped the school have real, vulnerable conversations with our families who may need a specific intervention or method of support in order to get the student on track and supported. When there are students who may need consistent follow up, a "case manager" role or type role is played by the Character Dean, Guidance Counselor, or Special Education Coordinator in order to keep weekly or daily follow ups happening to keep contact and connection.

## Analysis of School Nutrition

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

SAEL continued to work with our meal provider, Central Kitchen, a program offered through another local school district, to provide safe meals to families. Students and families could drive through to safely get lunch and breakfast to consume off site. Multiple sites are available for families throughout the County. This information was distributed widely via email, all-call, posts on social media, and posts on our Advisory class Google Classrooms. During phone calls home, during Advisory Class, and in Connection Week check ins, Advisors are encouraged to ask about how families are doing and to offer this information about food or to refer the family to the Guidance Counselor for additional support.

Since we have a large and rural county food distribution is challenging. We don't have tracking data to know which of our students are utilizing the service. We have conducted outreach to our families and none have responded with concerns, but we don't have the local data and ability to address the need that we would during in person instruction.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing



In-Person Instructional Offerings	An increase in cleaning services / janitorial personnel costs will be necessary if there are hybrid or in person offerings	\$15,000	\$15,000	Y
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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.

n/a

## Overall Analysis

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

The 2019-20 and 2020-21 school years have been challenging in a variety of ways for our staff, our families, and our students. We have seen the impact of regular family engagement and family communication as we have navigated this difficult time quickly transitioning from in-person to a distance learning format, planning for the 20-21 school year and then needing to revise those plans based on public health requirements. Our family engagement, family communication, and family education efforts have succeeded in helping families feel comfortable sending their children back to school for in-person instruction and maintaining a high daily attendance rate throughout the year. Many of the family engagement practices we utilized during the pandemic will be continued in the future.

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

Sierra Academy of Expeditionary Learning will continue to use assessment data to monitor student progress. The data will be used to inform academic supports, including academic intensives, crew, and office hours. We will continue to use our SST process to identify and support individual students as needed. Our Special Education staff and contract instructors will provide individualized or small group support to students with disabilities in the general education classroom or separately as specified in each student's IEP. Teachers.

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.

n/a

## **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 analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Sierra Academy of Expeditionary Learning instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We saw that our use of assessment data and our intervention planning successfully supported our students, and we will continue with these practices. We plan to carry into the 21-24 plan the capabilities around Advisory and individualized social emotional supports. Teachers will engage in professional development on trauma-informed instructional practices in order to support our students

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Analysis of In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

## **Analysis of the Distance Learning Program**

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

## **Analysis of Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education  
January 2021

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra Academy of Expeditionary Learning	Erica Crane Principal	Ecrane@sierraacademy.net 530.268.2200

## Plan Summary 2021-2022

### General Information

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

Sierra Academy of Expeditionary Learning (SAEL) launched in the 2014-2015 school year and serves students in grades 9-12. SAEL moved into the beautiful and historic Nevada City Elementary building in July 2018 and are very excited to be the sole occupants and to have a 10 year lease that will ideally become our forever home. Students and families chose SAEL for its nationally recognized Expeditionary Learning (EL Education) curriculum model. On its first ever annual EL Implementation Review, which is performed by an outside reviewer using a research-based methodology, SAEL performed on the level of a school that was in its fourth year implementing the model scoring 58 points above the normal first year school target. Community members from the locally successful Grass Valley Charter School sought to create a high school that used the same methods of teaching and learning. Our students come to SAEL from over 17 different schools in both Placer and Nevada counties. Several of our families moved to the area from out of state for SAEL specifically. The parent/guardian population includes families that work in a variety of local services and industries. There are many ties to the tech industry, the production of goods, farming, social service organizations, local shops, and general service jobs. With approximately 100,000 residents, Nevada County is the 36th most populated in California. 67% of its population is found in the incorporated areas of Grass Valley, Nevada City, and Truckee with the remaining 33% living in unincorporated, outlying rural areas. Although the population has grown over the past decade, it is a relatively slow growth in comparison to the neighboring Placer, Sutter, and Yuba counties due to slow economic conditions. About 23% of adults in the community have a higher ed degree. Sierra Academy of Expeditionary Learning offers a unique curriculum model that incorporates project-based, hands-on, college preparatory academics with embedded service, fieldwork, and adventure. Our curriculum is based on state standards and the school launched using Common Core to design interdisciplinary, semester long units of study called Expeditions.

In 2019-20 SAEL, served 183 students with diverse needs and backgrounds: approximately 81 (44%) students qualify for Free or Reduced Lunch; 0 (0%) students are English Learners; and 2 (1%) students are Re-designated Fluent English Proficient. In addition, about 33 (18%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 44.72%. Approximately 70% of SAELs students identify as being white, 15% as Hispanic or Latino.



The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Sierra Academy of Expeditionary Learning which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on two goals: Students are proficient readers, writers, and thinkers with mastery of mathematical, scientific, social science skills and content demonstrated through high quality work products in order to be prepared for college and career; Students, families and staff will become CREW at SAEL, actively engaged in support of a positive culture and climate. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Sierra Academy of Expeditionary Learning based on student achievement data to include SBAC, ELPAC, and interim assessment data, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

## **Reflections: Successes**

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21 through the engagement efforts of our Crew Advisors, Guidance Counselors, and Character Deans.

We maintained high attendance and low suspensions in alignment with our targets. Our College and Career Readiness rate increased from 40.9% in 2018-19 to 60% in 2019-20 and our graduation rate is 93.3%. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

## Reflections: Identified Need

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

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators.

Based on the 2019 CA Dashboard and our internal attendance data, we have identified Chronic Absenteeism as a continuing need, overall, and especially for our Socioeconomically Disadvantaged subgroup. We will use our Office Manager, Character Dean, and Guidance Counselor to identify and intervene when students become in danger of becoming chronically absent.

## LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

**GOAL 1:** Students are proficient readers, writers, and thinkers with mastery of mathematical, scientific, social science skills and content demonstrated through high quality work products in order to be prepared for college and career. In terms of student achievement (Goal 1), we will continue providing a comprehensive interdisciplinary, project-based, standards-aligned instructional program in conjunction with a comprehensive Academic Supports program. Teachers will be supported through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching. We will provide individualized College and Career Counseling for all students and a comprehensive SPED program for our students with IEPs.

**GOAL 2:** Students, families and staff will become CREW at SAEL, actively engaged in support of a positive culture and climate. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning as well as supportive practices in character, attendance, and student activities as well as a clean and safe environment. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, trainings, and opportunities for input. These

opportunities include College workshops, Coffee with the Principal, student-led conferences, and Intensive Showcases. We will use multiple methods of communication to keep parents informed, including our website, emails, Jump Rope, and newsletters.

## **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.

[Identify the eligible schools here]

### **Support for Identified Schools**

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

[Describe support for schools here]

### **Monitoring and Evaluating Effectiveness**

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

[Describe monitoring and evaluation here]



# Stakeholder Engagement

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

- Parents provided input through surveys 8/6/20, 9/15/20, 12/4/20, and 2/16/21 on engagement and support this year and through the mid-April climate survey.
- Teachers and other staff provided feedback through surveys, staff meeting discussions, and check-ins. Informal exit ticket surveys were given in staff meetings on 10/30/20 and 2/5/21. A climate survey was conducted in mid-April 2021.
- Student input was solicited through surveys on their experience, perspectives, and needs. Student surveys were conducted on 8/6/20, 9/15/20, 12/4/20, and 2/16/21 about engagement and support this year. Students also participated in the mid-April climate survey.
- The School Site Council is composed of parents and staff. The SSC met throughout the year to reflect on data and provide input on LCAP plan development.
- SSC Meetings this year: Aug 10, Sep 3, Oct 14, Nov 12, Dec 3, Feb 11, March 11, and May 19th.
- The SAEL Board of Directors has met monthly throughout the year (calendar and minutes are available on the school website). The LCAP was reviewed and discussed in the April 15, May 20, and June 14th meetings.
- We conducted a public hearing for the LCAP on May 20. In the hearing, we solicited input from the public on the LCAP. We promoted parent participation in public meetings and public hearings through emails, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access.

A summary of the feedback provided by specific stakeholder groups.

Parents: Appreciating support from teachers and communication from school, hard to do our learning model from a distance, glad there is Crew/advisory. Making sure there is support for learning, incorporating aspects of the learning model in funding (ie Staffing, Crew, Fieldwork)

Teachers/School Staff/Administrators: Appreciating support, having their input heard, finding it very difficult to teach both students at distance and in person, hard to do our learning model from a distance

Students: Distance learning is more difficult for the majority and students did not sign up for this type of independent study learning model, grateful for Crew, responsive teachers, opportunities for connection

Mixed Groupings: Appreciative of staff, open communicating, weighing community input, supporting all students

SELPA: Our SELPA provided specific questions to help flesh out where in the LCAP we are documenting specific supports for students with disabilities around state and local priorities.

A public hearing for the LCAP was held on 5/20/21, and the plan was approved on 6/17/21.

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

The following items were added to the LCAP based on the questions provided by our SELPA:

State Standards: Special Education teachers collaborate with general education teachers to determine how to best support students with disabilities.

School Climate: we will incorporate a school climate survey into our LCAP metrics to ensure we are meeting the needs of all of our students, including those with disabilities.

Student Achievement: Allow for Incompletes for students who may need more support, additional time, or greater intervention to show mastery in classes required for graduation.

Student Engagement: we have added a specific action to support our attendance initiative and the personalized nature of the outreach and support will particularly support the diverse needs of students with disabilities.

The following items were influenced by stakeholder feedback:

Specific actions around staffing for our learning model: Instructional model, Academic support, Character, Social Emotional Support

# Goals and Actions

## Goal 1

Goal #	Description
1	Students are proficient readers, writers, and thinkers with mastery of mathematical, scientific, social science skills and content demonstrated through high quality work products in order to be prepared for college and career.

An explanation of why the LEA has developed this goal.

We are proud of our students' academic progress. However, there are opportunities for additional growth, specifically in Math and Science. Actions that support this goal will help ensure our students continue to make progress in these areas.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students Meeting/Exceeding Standard on Math and English SBAC for all students and numerically significant subgroups	2018-19 ELA All Students: 94% SED: 83.3% White: 94.4%  2018-19 Math All Students: 50% SED: 41.7% White: 57.9%				ELA All Students: 95% SED: 90 White: 95%  2018-19 Math All Students: 70% SED: 62% White: 78%
% of students meeting/exceeding standard on CA Science Test (CAST)	2018-19 CAST All students: 21.95%				45%
% of 11th grade students demonstrating college readiness on EAP in Math and English	2018-19 ELA Ready: 48% Conditionally Ready: 36%				ELA: Ready: 60%

	<p>Not Yet Ready: 12%</p> <p>Not Ready: 4%</p> <p>2018-19 Math</p> <p>Ready: 19.23%</p> <p>Conditionally Ready: 30.77%</p> <p>Not Yet Ready: 19.23%</p> <p>Not Ready: 30.77%</p>				<p>Math:</p> <p>Ready: 40%</p>
% of students scoring 3 or higher on AP exams	AP Chemistry 2020: 34% scoring 3 or above				75%
EL Reclassification Rate	2019-20: 0% 0 EL's				20%
% of English learners improving on ELPAC	0 EL's				75%
% appropriately credentialed and assigned teachers	2020-21: 82% fully credentialed 0 misassigned				100%
% implementation of all adopted content standards, including ELD standards	100%				100%
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home.	100%				100%
% of students that have access, and are enrolled in, a broad	2019-20: 78.14% of students enrolled in				100%



course of study meeting A-G requirements	courses required for CSU/UC admission				
A-G or CTE pathway course completion rate	2019-20 100%				100%
% college acceptance	100% accepted into a college or other specific program of their choice				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Program	<ul style="list-style-type: none"> <li>● Teacher-designed curriculum</li> <li>● interdisciplinary, project based curriculum and instructional practices</li> <li>● Intensives--classes that occur over a two-week period, either enrichment or academic support</li> <li>● budget : teacher salaries, CPM, tech (Chromebooks)</li> </ul>	\$875,015	N
2	Academic Supports	<ul style="list-style-type: none"> <li>● Intensives--academic support</li> <li>● Teachers monitor progress in teams and make adjustments to instruction, provide individualized support, or support through the Crew structure for any student struggling.</li> <li>● Office hours</li> <li>● SST Team</li> </ul>	\$170,601	Y
3	Professional Development & Coaching	<ul style="list-style-type: none"> <li>● Project-based curriculum and assessment refinement</li> <li>● Continuous improvement practice to support equitable instruction for all learners</li> <li>● Trauma-informed practices</li> <li>● High quality student work analysis</li> <li>● Expeditionary Learning training</li> <li>● Instructional coaching by instructional guide</li> </ul>	\$112,938	N

		<ul style="list-style-type: none"> <li>● budget (Exped. Learning, admin salary, part of Instructional Guide salary)</li> </ul>		
4	Special Education	<ul style="list-style-type: none"> <li>● Special education teacher provides individualized or small group support to students with disabilities in the general education classroom or separately as specified in each student's IEP.</li> <li>● Special Education teachers collaborate with general education teachers to determine how to best support students with disabilities.</li> <li>● Allow for Incompletes for students who may need more support, additional time, or greater intervention to show mastery in classes required for graduation.</li> </ul>	\$149,784	N
5	College & Career Counseling	<ul style="list-style-type: none"> <li>● 1:1 college and career counseling</li> <li>● Senior Project class--create individ plan</li> <li>● Assist with FAFSA and college applications</li> <li>● College visits embedded in field work and intensives wherever possible</li> <li>● Guidance website and newsletter for parents</li> <li>● The College March annual event with Exped. Learning (EL ) Education</li> </ul>	\$29,000	N

## Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

## Goal 2

Goal #	Description
2	Students, families and staff will become CREW at SAEL, actively engaged in support of a positive culture and climate.

An explanation of why the LEA has developed this goal.

A positive culture and climate is a necessary component of our school model. In 2018-19, the CA Dashboard indicated Level Yellow for Suspensions at 11%. We have improved our suspension rate since then, but we must continue our actions to support a positive school culture.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% School Attendance Rate	19-20: 95.31%				95%
% Chronic Absenteeism Rate for all students and numerically significant subgroups	2018-19: All students: 23.4% SED: 30.2% SWD: 26.7% Hispanic/Latinx: 24% White: 22.9% Two or More Races: 28.6%				10%

% High School Drop Out Rate	2019-20: 0%				0%
% High School Graduation Rates for all students and numerically significant subgroups	2019-20 All students: 93.3% SED: 93.8% White: 95.5%				96%
% Pupil Suspension Rates for all students and numerically significant subgroups	2019-20 All students: 4.1% SED: 5.5% SWD: 12.1% Hispanic/Latinx: 3.3% White: 5% Two or More Races: 0%				<1%
% Pupil Expulsion Rates for all students and numerically significant subgroups	20119-20 All students: 1% SED: 2.2% SWD: 6.1% Hispanic/Latinx: 0% White: .7% Two or More Races: 0%				0%
% of parent and student surveys that show positive response to school safety and connectedness	<u>Parent Survey 2020</u> School is a safe place for my child: 73%				75%

Data source: CHKS; CSPS	School has adults who really care about students 74% <u>Student Survey 2020</u> School perceived as very safe or safe: 9th grade: 75% 10th grade: 65% 11th grade: 68% 12th grade: 89%  School Connectedness: 9th grade: 73% 10th grade: 60% 11th grade: 82% 12th grade: 82%				
# of Parents involved on SAEL Board as evidenced by membership number	20-21: 4				3-4
% participation in Student Led Conferences	2019-20 Fall: 100%				100%
Monitor and maintain Exemplary/Good Overall ratings in facilities review	Good				Good

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Character	<ul style="list-style-type: none"> <li>● Fieldwork <ul style="list-style-type: none"> <li>i. each semester students have at least one multi-day fieldwork opportunity</li> <li>ii. embedded in curriculum based on standards</li> </ul> </li> <li>● service <ul style="list-style-type: none"> <li>i. embedded in curriculum based on standards</li> <li>ii. each expedition tries to have an element of service</li> </ul> </li> <li>● adventure <ul style="list-style-type: none"> <li>i. opportunities for physical adventures (ie. rock climbing, rafting, hiking)</li> </ul> </li> <li>● Restorative Justice Approach <ul style="list-style-type: none"> <li>i. school-wide behavior matrix</li> <li>ii. opportunities for reflection</li> </ul> </li> </ul>	\$15,500	N
2	Social Emotional Support	<ul style="list-style-type: none"> <li>● Advisory Program <ul style="list-style-type: none"> <li>i. created advisory curriculum <ul style="list-style-type: none"> <li>1) team building, belonging, equity work, healthy communication</li> </ul> </li> <li>ii. student-led conferences goal-setting and present twice annually</li> </ul> </li> <li>● Individualized Supports <ul style="list-style-type: none"> <li>i. SST Process</li> <li>ii. Check-Ins by Dean and Guidance Counselor</li> </ul> </li> </ul>	\$25,000	N
3	Attendance Initiatives	<ul style="list-style-type: none"> <li>● Office Manager to identify students in danger of becoming chronically absent.</li> <li>● Attendance Team meets to review data</li> <li>● Outreach to students at risk of chronic absenteeism from Character Dean, Guidance Counselor, or Crew Advisor.</li> <li>● SST Process to meet individual student needs</li> </ul>	\$65,462	N
4	Health & Safety	<ul style="list-style-type: none"> <li>● Annual update of Safety Plan, Safety and Risk Management Plans</li> <li>● Annual Safety Training &amp; Drills</li> <li>● Facilities Maintenance &amp; Improvements</li> <li>● Health &amp; Safety plans and protocols per public health guidance</li> </ul>	\$210,120	N

5	Family Engagement	<ul style="list-style-type: none"> <li>● Family Meetings <ul style="list-style-type: none"> <li>i. Monthly Coffee with Principal</li> <li>ii. Student-led Conferences 2x annual</li> <li>iii. Two all-family meetings per year</li> <li>iv. Celebrations of Learning 2x annual where students present</li> <li>v. Intensive Showcase 2X annual students present</li> </ul> </li> <li>● Family Communication <ul style="list-style-type: none"> <li>i. Website, emails</li> <li>ii. Jump Rope (mastery-based grading online with parent access)</li> </ul> </li> </ul>	\$82,638	N
6	Student Activities	<ul style="list-style-type: none"> <li>● Varsity Sports (cross country, basketball, track, soccer, volleyball)</li> <li>● CREW Council student leadership group</li> <li>● Clubs <ul style="list-style-type: none"> <li>i. Equity Club, GSA, Robotics, Eco Club, Art Club, Fitness Club, Music Club, Ski/Snowboard Club (offering varies year to year)</li> </ul> </li> <li>● Dances</li> <li>● EL Education Better World Day (Nationwide student-led event)</li> </ul>	\$32,484	N

## Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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



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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9%	\$157,201

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.

### A- Academic Growth and Achievement

#### Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our Socioeconomically Disadvantaged students, we find that they performed at a high level of achievement on the ELA CAASPP assessment with 83.3% meeting or exceeding standards. In Math, our Socioeconomically Disadvantaged students had 41.7% meeting or exceeding standards, a marked improvement from 15.8% meeting or exceeding standards in 2018. For College and Career Readiness, in 2020 56.3% of our students were “Prepared” as reported on the CA School Dashboard compared to 27.3% in 2019.

#### Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have designed a system of academic supports to ensure students have the time and support they need to master academic content. These supports include receiving academic support during Intensives, Crew, Office Hours, or with personalized supports provided through the SST process.

#### Academic Supports

#### Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, and College College Readiness. Current targets aim for at least approximately 6 points growth within the next three years for our Socioeconomically Disadvantaged students in ELA and approximately 20 points growth within the next three years in Math (see expected outcomes in Goal 1).

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

By adding teaching staff and aides to our program, we have increased the academic support available to our low income, English learner, and foster youth students. We have added academic intensives, Crew, Office Hours, and personalized supports through the SST process.

# 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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

## **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.



- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 170,601	\$ 170,601
<b>LEA-wide Total:</b>	\$ 170,601	\$ 170,601
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional Program				\$ 863,375	\$ 863,375
1	1					\$ 4,500	\$ 4,500
1	1					\$ 7,140	\$ 7,140
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	2	Academic Supports	LEA-wide	EL, Low Income, Foster		\$ 95,931	\$ 95,931
1	2		LEA-wide	EL, Low Income, Foster			\$ -
1	2		LEA-wide	EL, Low Income, Foster		\$ 74,670	\$ 74,670
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	3	P.D. & Coaching				\$ 78,938	\$ 78,938
1	3						\$ -
1	3					\$ 34,000	\$ 34,000
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	4	Special Education				\$ 93,384	\$ 93,384
1	4					\$ 36,000	\$ 36,000
1	4					\$ 20,400	\$ 20,400
1	4						\$ -
1	4						\$ -
1	4						\$ -
1	5	College & Career Counseling				\$ 25,000	\$ 25,000
1	5					\$ 4,000	\$ 4,000
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
2	1	Character				\$ 15,500	\$ 15,500
2	1						\$ -









## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,763,542	\$ -	\$ -	\$ 5,000	1,768,542	\$ 1,477,498	\$ 291,044

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Instructional Program		\$ 863,375				\$ 863,375
1	1			\$ 4,500				\$ 4,500
1	1			\$ 7,140				\$ 7,140
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	2	Academic Supports		\$ 95,931				\$ 95,931
1	2							\$ -
1	2			\$ 74,670				\$ 74,670
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	3	P.D. & Coaching		\$ 78,938				\$ 78,938
1	3							\$ -
1	3			\$ 34,000				\$ 34,000
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	4	Special Education		\$ 93,384				\$ 93,384
1	4			\$ 36,000				\$ 36,000
1	4			\$ 20,400				\$ 20,400
1	4							\$ -
1	4							\$ -
1	4							\$ -
1	4							\$ -
1	5	College & Career Counseling		\$ 25,000				\$ 25,000
1	5			\$ 4,000				\$ 4,000
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	5							\$ -
2	1	Character		\$ 15,500				\$ 15,500
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	1							\$ -

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,763,542	\$ -	\$ -	\$ 5,000	1,768,542	\$ 1,477,498	\$ 291,044

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1							\$ -
2	1							\$ -
2	2	Social Emotional Support		\$ 25,000				\$ 25,000
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	3							\$ -
2	3	Attendance Initiatives		\$ 55,262				\$ 55,262
2	3			\$ 10,200				\$ 10,200
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	4	Health & Safety		\$ 1,000				\$ 1,000
2	4						\$ 5,000	\$ 5,000
2	4			\$ 31,620				\$ 31,620
2	4			\$ 172,500				\$ 172,500
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	5	Family Engagement		\$ 3,700				\$ 3,700
2	5			\$ 78,938				\$ 78,938
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	6	Student Activities		\$ 15,484				\$ 15,484
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	6			\$ 17,000				\$ 17,000
2	6							\$ -
2	6							\$ -
2	6							\$ -











## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,763,542	\$ -	\$ -	\$ 5,000	1,768,542	\$ 1,477,498	\$ 291,044

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,763,542	\$ -	\$ -	\$ 5,000	1,768,542	\$ 1,477,498	\$ 291,044

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,763,542	\$ -	\$ -	\$ 5,000	1,768,542	\$ 1,477,498	\$ 291,044

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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