

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Learning Choice Academy-East County
CDS Code:	37681300139063
LEA Contact Information:	Name: Debi Gooding Position: Executive Director Email: dgooding@learningchoice.org Phone: 619-463-6849 ext. 131
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,886,047
LCFF Supplemental & Concentration Grants	\$434,514
All Other State Funds	\$589,005
All Local Funds	\$51,000
All federal funds	\$345,385
Total Projected Revenue	\$4,871,437

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,849,196
Total Budgeted Expenditures in the LCAP	\$4,060,386
Total Budgeted Expenditures for High Needs Students in the LCAP	\$434,514
Expenditures not in the LCAP	\$788,810

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$354,385
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$354,385

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund paid for teacher, administrator, Special Education, and support staff salaries and benefits, facility lease payments, and other school services including but not limited to: consultants, legal services, facility maintenance/repair, etc.

LCFF Budget Overview for Parents

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CDS Code: 37681300139063

School Year: 2021-22

LEA contact information:

Debi Gooding

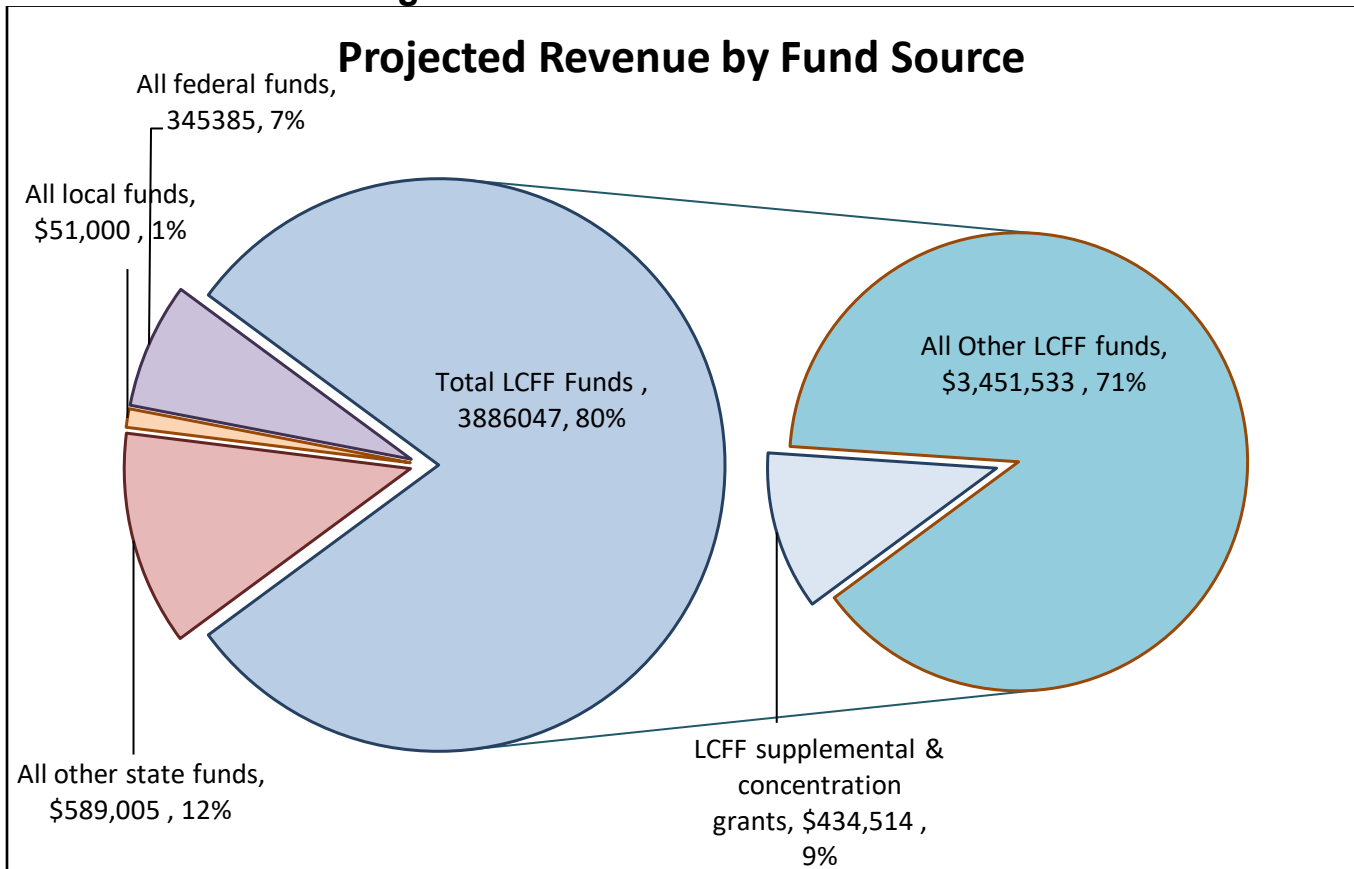
Executive Director

dgooding@learningchoice.org

619-463-6849 ext. 131

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

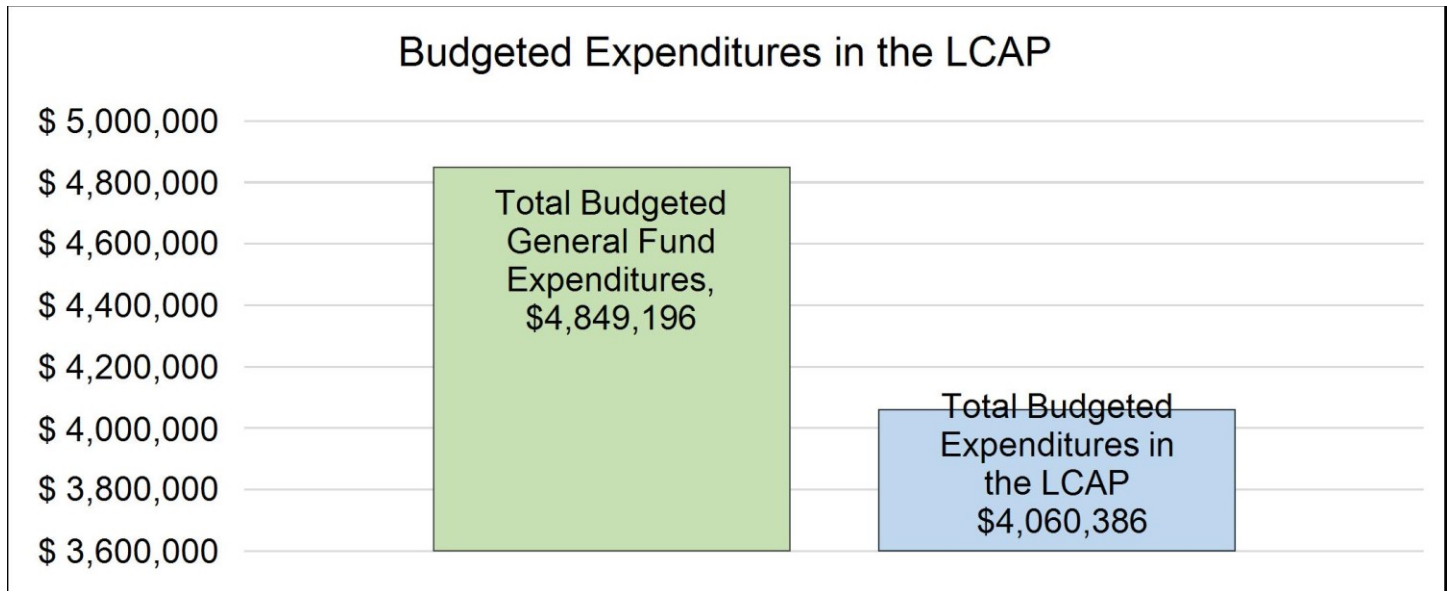


This chart shows the total general purpose revenue Learning Choice Academy-East County expects to receive in the coming year from all sources.

The total revenue projected for Learning Choice Academy-East County is \$4,871,437, of which \$3,886,047 is Local Control Funding Formula (LCFF), \$589,005 is other state funds, \$51,000 is local funds, and \$345,385 is federal funds. Of the \$3,886,047 in LCFF Funds, \$434,514 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 Learning Choice Academy-East County plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Learning Choice Academy-East County plans to spend \$4,849,196 for the 2021-22 school year. Of that amount, \$4,060,386 is tied to actions/services in the LCAP and \$788,810 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

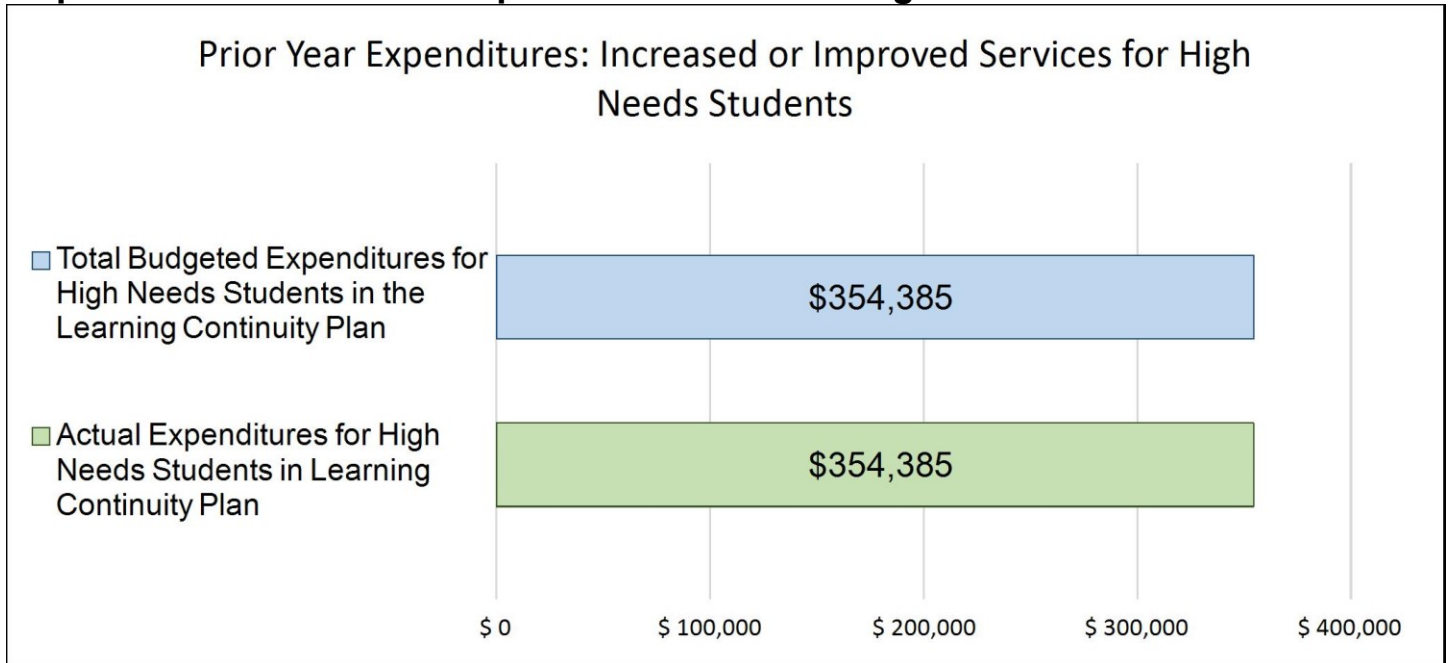
The General Fund paid for teacher, administrator, Special Education, and support staff salaries and benefits, facility lease payments, and other school services including but not limited to: consultants, legal services, facility maintenance/repair, etc.

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

In 2021-22, Learning Choice Academy-East County is projecting it will receive \$434,514 based on the enrollment of foster youth, English learner, and low-income students. Learning Choice Academy-East County must describe how it intends to increase or improve services for high needs students in the LCAP. Learning Choice Academy-East County plans to spend \$434,514 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 Learning Choice Academy-East County 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 Learning Choice Academy-East County 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, Learning Choice Academy-East County's Learning Continuity Plan budgeted \$354,385 for planned actions to increase or improve services for high needs students. Learning Choice Academy-East County actually spent \$354,385 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

LEA Name	Contact Name and Title	Email and Phone
Learning Choice Academy-East County	Debi Gooding Executive Director	dgooding@learningchoice.org 619-463-6849 ext. 131

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

Provide all students with high quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world.

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 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of Teachers who are appropriately credentialed & assigned: 100%</p> <p>19-20 100%</p> <p>Baseline N/A</p>	<p>100% of teachers are appropriately credentialed & assigned</p>
<p>Metric/Indicator % of students with access to standards aligned instructional materials: 100%</p> <p>19-20 100%</p> <p>Baseline N/A</p>	<p>100% of students with access to standards aligned instructional materials</p>
<p>Metric/Indicator Implementation of the Academic Content Standards will improve to “full implementation (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for EL, as measured by the Local Indicator rubric.</p>	<p>100%</p>

Expected	Actual
Baseline N/A	
Metric/Indicator % of students including Unduplicated Pupils and Students with Disabilities, with access to and enrolled in a broad course of study: 100% 19-20 100% Baseline N/A	100%
Metric/Indicator % of students including Unduplicated Pupils and Students with Disabilities, with access to and enrolled in a broad course of study: 100% 19-20 100% Baseline N/A	Unable to report due to COVID - 19
Metric/Indicator %of grade 5 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram: 19-20 100% Baseline N/A	Unable to report due to COVID - 19
Metric/Indicator %of grade 5 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram: 19-20 100% Baseline	Unable to report due to COVID - 19

Expected	Actual
N/A	
<p>Metric/Indicator %of grade 5 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:</p> <p>19-20 Will develop annual growth targets once baseline results are reported.</p> <p>Baseline N/A</p>	
<p>Metric/Indicator %of grade 7 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:</p> <p>19-20 Will develop annual growth targets once baseline results are reported.</p> <p>Baseline N/A</p>	
<p>Metric/Indicator %of grade 9 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram:</p> <p>19-20 Will develop annual growth targets once baseline results are reported.</p> <p>Baseline N/A</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
STAFF TO SUPPORT SCHOOL'S PROGRAM	1000's-3000's Salaries and Benefits Teachers, Executive	1000's-3000's Salaries and Benefits Teachers, Executive

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
TLC-EC will employ 17 teachers that are appropriately credentialed and assigned, an Executive Director and Assistant Director.	Director, Director 1000-3000: Salaries and Benefits LCFF Base \$1,517,944	Director, Director 1000-3000: Salaries and Benefits LCFF Base \$1,711,253.24
<p>PROFESSIONAL DEVELOPMENT</p> <p>TLC-EC will provide all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students.</p> <p>The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • NWEA MAP • Edgenuity/Compass Learning • Discovery Education • New Social Studies adoption • ELD Standards • CCSS Math • Accommodations & Modifications for SWD <p>In addition, members of our staff will be provided with the opportunity to attend conferences, and workshops that include:</p> <ul style="list-style-type: none"> • SDCOE Workshops • ELPAC Institute • CAASPP Institute <p>COURSE ACCESS: COLLEGE & CAREER</p> <p>PREPAREDNESS:</p> <p>TLC-EC provides all students with a rigorous standards-aligned college preparatory educational program. Most of our students will be first generation college students,</p>	<p>5200 Travel and Conferences 5000-5999: Services And Other Operating Expenditures Title II \$14,027.00</p> <p>5210 Mileage 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,186.00</p> <p>5300 Dues and Memberships 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,407.00</p> <p>(College Counselor) 1000’s-3000’s Salaries and Benefits College Counselor 1000-3000: Salaries and Benefits LCFF Supplemental and Concentration \$37,386.00</p>	<p>5200 Travel and Conferences 5000-5999: Services And Other Operating Expenditures Title II \$7,402.04</p> <p>5210 Mileage 5000-5999: Services And Other Operating Expenditures LCFF Base \$491.36</p> <p>5300 Dues and Memberships 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,939.93</p> <p>1000’s-3000’s Salaries and Benefits College Counselor(College Counselor) 1000-3000: Salaries and Benefits LCFF Supplemental and Concentration \$31,550.32</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>therefore our school has implemented the following to ensure all students are college/career ready:</p> <ul style="list-style-type: none"> All HS students will have access to meet with their College Counselor UC A-G approved course list HS Graduation Project: Community Service project aligned with <ul style="list-style-type: none"> college/career goals Internship opportunities <ul style="list-style-type: none"> College Course Credit (formerly concurrent enrollment) – off site <ul style="list-style-type: none"> All students Gr 11-12 will take SAT/ACT All students Gr. 8-11 will take the PSAT CTE Pathway: PLTW College Center: led by the Counselor College Campus Tours: 3 day (Summer) CA CareerZone – career planning 	<p>4310 Instructional Materials 4000-4999: Books And Supplies LCFF Base \$53,482.00</p>	<p>4310 Instructional Materials 4000-4999: Books And Supplies LCFF Base \$57,618.55</p>
<p>CORE CURRICULUM TO BE PURCHASED:</p> <p>Every student will have access to standards- aligned curriculum. TLC-EC will purchase the following curriculum:</p> <ul style="list-style-type: none"> Consumables for all core subjects Social Studies and/or science 	<p>4310 Instructional Materials 4000-4999: Books And Supplies LCFF Base \$33,482.00</p>	<p>4310 Instructional Materials 4000-4999: Books And Supplies LCFF Base \$33,307.25</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.

All of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Success:

Our students didn't have any time loss in learning due to the non-classroom-based school model. Our students had full access to books, computers, and hot spots. Our Teachers were available for 1:1 and small group tutoring. SPED students were able to have services in person or online. Teachers were able to check in with students on a regular basis.

Challenges:

College trips were unable to happen in person due to COVID but some colleges did have virtual.

Goal 2

Develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Annual Growth on ELA CAASPP Distance from Standard (DFS)</p> <p>19-20 Baseline</p> <p>Baseline N/A</p>	Unable to report due to COVID-19
<p>Metric/Indicator Annual Growth on MATH CAASPP Distance from Standard (DFS)</p> <p>19-20 Baseline</p> <p>Baseline N/A</p>	Unable to report due to COVID-19
<p>Metric/Indicator CA Science Test (CAST): GRADE 5: Spring 2019 CAST results will serve as a baseline</p> <p>19-20 Baseline</p> <p>Baseline</p>	Unable to report due to COVID-19

Expected	Actual
N/A	
<p>Metric/Indicator CA Science Test (CAST): GRADE 8: Spring 2019 CAST results will serve as a baseline</p> <p>19-20 Baseline</p> <p>Baseline N/A</p>	Unable to report due to COVID-19
<p>Metric/Indicator CA Science Test (CAST): GRADE 12: Spring 2019 CAST results will serve as a baseline</p> <p>19-20 Baseline</p> <p>Baseline N/A</p>	Unable to report due to COVID-19
<p>Metric/Indicator % of Students who complete UC A-G:</p> <p>19-20 Baseline</p> <p>Baseline N/A</p>	20% of students completed A-G requirements
<p>Metric/Indicator % of Student who completed CTE Pathway</p> <p>19-20 Baseline</p> <p>Baseline N/A</p>	0% have complete CTE pathway
<p>Metric/Indicator % of EL who progress in English Proficiency as measured by ELPAC (Summative)</p>	Unable to report due to COVID-19

Expected	Actual
<p>19-20 Baseline Baseline N/A</p>	
<p>Metric/Indicator Increase English Learner reclassification rate as measured by ELPAC (Summative) 19-20 Baseline Baseline N/A</p>	<p>Unable to report due to COVID-19</p>
<p>Metric/Indicator % of students who pass AP Exams (3+): 19-20 Baseline Baseline N/A</p>	<p>0%</p>
<p>Metric/Indicator % of students “Prepared” for College as measured by ELA EAP: 19-20 Baseline Baseline N/A</p>	<p>Unable to report due to COVID-19</p>
<p>Metric/Indicator % of students “Prepared” for College as measured by Math EAP: 19-20 Baseline Baseline N/A</p>	<p>Unable to report due to COVID-19</p>
<p>Metric/Indicator</p>	<p>99.94%</p>

Expected	Actual
<p>Increase Attendance Rates by 0.5%</p> <p>19-20 Baseline</p> <p>Baseline > 95%</p>	
<p>Metric/Indicator Decrease Chronic Absenteeism rates by 2%</p> <p>19-20 Baseline</p> <p>Baseline maintain 0%</p>	0% chronic absenteeism
<p>Metric/Indicator Reduce MS Dropout rate:</p> <p>19-20 Baseline</p> <p>Baseline N/A</p>	
<p>Metric/Indicator Decrease HS Dropout Rates 0.5%</p> <p>19-20 baseline</p> <p>Baseline <1%</p> <p>Metric/Indicator Increase HS Graduation Rates by 1%</p> <p>19-20 baseline</p> <p>Baseline > 2%</p>	<p>5.56% HS dropout</p> <p>88.89% HS Graduation rates</p>

Expected	Actual
<p>Metric/Indicator Maintain Suspension Rate: <2%</p> <p>19-20 Baseline</p> <p>Baseline Maintain Suspension Rate: <2%</p>	<p>0% suspension rate</p>
<p>Metric/Indicator Maintain Expulsion Rate: <1%</p> <p>19-20 Baseline</p> <p>Baseline Maintain Expulsion Rate: <1%</p>	<p>0% expulsion rate</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>MULTIPLE TYPES OF ASSESSMENTS:</p> <p>TLC-EC staff will implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP: ELA/Math Gr TK-11 • Running Records: Learning A-Z • Kindergarten Readiness Assessment • Math Summative Assessment • Writing Prompts various genres: Gr 6-12 	<p>4310 Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>4330 Student Incentives and Events 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,437.00</p>	<p>4310 Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 12117.72</p> <p>4330 Student Incentives and Events 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$556.85</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • WRITE Institute Writing Assessments Gr. K-5 <p>In addition, our students will be administered the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for EL • CAASPP ELA & Math: Gr. 3-8, 11 • CA Science Test: 5, 8, HS • Physical Fitness Test: Gr. 5,7,9 		
<p>STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS:</p> <p>The Leadership Team will review and revise the EL Master Plan to align with the ELPAC; CDE/SBE Reclassification criteria, and ELD curriculum (in order to ensure that all ELs receive appropriate, adequate and targeted designated and integrated ELD instruction across all grade levels. The EL Coordinator will provide professional development (SDAIE, GLAD) and model lessons for teachers.</p> <p>The EL Coordinator will administer the ELPAC, in charge of reclassification, provide support for Newcomers, and provide after-school support for EL. Read Naturally will be purchased for EL.</p>	<p>EL Coordinator 1000-3000: Salaries and Benefits LCFF Base \$42,938</p> <p>Instructional Assistants 1000-3000: Salaries and Benefits LCFF Base \$183,685</p>	<p>EL Coordinator 1000-3000: Salaries and Benefits LCFF Base 11845.97</p> <p>Instructional Assistants 1000-3000: Salaries and Benefits LCFF Base \$95,879.27</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS:</p> <p>TLC – EC’s SELPA Provider is the El Dorado</p> <p>Charter SELPA. The RSP Teacher/SPED Coordinator will be responsible for developing; implementing and monitoring quality student-centered Individual</p> <p>Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. TLC-EC’s program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional Assistants and support staff.</p> <p>Our RSP Teacher/SPED Coordinator and/or SELPA Provider will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.</p> <p>MTSS: STAFFING, SUPPLEMENTAL</p> <p>CURRICULUM, & PROGRAMS TO</p> <p>PROVIDE ACADEMIC INTERVENTION & SUPPORTS:</p> <p>TLC-EC will align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.</p>	<p>Sped Staffing 1000-3000: Salaries and Benefits Special Education \$258,109.00</p> <p>Sped Staffing 1000-3000: Salaries and Benefits Special Education \$220,381.00</p> <p>5100 Sub agreements and Contracts 5000-5999: Services And Other Operating Expenditures Special Education \$140,458.00</p> <p>Edgenuity, iXL Math 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000.00</p>	<p>Sped Staffing 1000-3000: Salaries and Benefits Special Education 258109</p> <p>Sped Staffing 1000-3000: Salaries and Benefits Special Education 66100.76</p> <p>5100 Sub agreements and Contracts 5000-5999: Services And Other Operating Expenditures Special Education \$28,231.64</p> <p>Edgenuity, iXL Math 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$24,200.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Our students work from home on Mondays; attend classes on Tuesday – Thursday.</p> <p>Teachers provide small group and one-on- one instruction on Fridays. The Instructional Assistants also provide academic support and intervention.</p> <p>Math support will be provided on Wednesdays since onsite instruction takes place Tuesdays and Thursdays. Students in MS/HS will receive 4 hours of Math instruction per week in addition to support at home.</p> <p>Our students will have access to:</p> <ul style="list-style-type: none"> Edgenuity/Compass Learning for ELA & <p>Math Gr. K-11</p> <ul style="list-style-type: none"> iXL Math <p>ELA Support for HS: will receive 4 hours of instruction weekly with support/tutoring on</p> <p>Fridays. For MS: students will receive 2 hours/week.</p> <p>Online tutors (Grand Slam) are also available for students in grades 5-12.</p>		
<p>MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL / BEHAVIORAL SUPPORT/INTERVENTION: TLC-EC is in the planning phase of MTSS using SWIFT Tools. Our school has implemented Restorative Practices schoolwide; and provides resources to families (Mental Health</p>	<p>Assistant Director of Student Services & Psychologist (Gen Ed) 1000-3000: Salaries and Benefits LCFF Supplemental and Concentration \$39,515.00</p>	<p>Assistant Director of Student Services & Psychologist (Gen Ed) 1000-3000: Salaries and Benefits LCFF Supplemental and Concentration \$43,363.42</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
America). The Dean of Students and Counseling Interns provide social-emotional counseling. Our school will contract services from a Psychologist when needed.	Assistant Director of Student Services & Psychologist (Gen Ed) 1000-3000: Salaries and Benefits LCFF Supplemental and Concentration \$41,716.00	Assistant Director of Student Services & Psychologist (Gen Ed) 1000-3000: Salaries and Benefits LCFF Supplemental and Concentration \$53,319.19
<p>TECHNOLOGY</p> <p>TLC-EC will purchase the following technology devices that support the school's educational program and model:</p> <ul style="list-style-type: none"> • Chromebooks • PC for PLTW • Ipads • Projector • Laptops for staff • Network upgrades: Wifi access • Contract IT services: Filemaker • Licenses for Microsoft Software • Website costs • Technology Coordinator 	<p>Technology Coordinator 1000-3000: Salaries and Benefits LCFF Base \$37,951.00</p> <p>5920 Telecom & Intercom 5000-5999: Services And Other Operating Expenditures LCFF Base \$20,734.00</p> <p>4400 Non-Capitalized Equipment 4000-4999: Books And Supplies LCFF Base \$7,548.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$21,359.00</p> <p>5940 IT Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$617.00</p>	<p>Technology Coordinator 1000-3000: Salaries and Benefits LCFF Base \$37,990.32</p> <p>5920 Telecom & Intercom 5000-5999: Services And Other Operating Expenditures LCFF Base \$11,256.61</p> <p>4400 Non-Capitalized Equipment 4000-4999: Books And Supplies LCFF Base \$7,590.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$21,864.76</p> <p>5940 IT Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$703.68</p>
<p>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT:</p> <p>TLC-EC's educational program will provide all students with an engaging learning experience, and a safe, positive school climate and learning environment through the implementation of the following:</p> <ul style="list-style-type: none"> • Students will participate Project Showcase: End of Year • Students will participate in competitions (ex. Sea Perch ROV) 	<p>5880 Instructional Consultants 5000-5999: Services And Other Operating Expenditures LCFF Base \$110,493.00</p> <p>4310 Student Instructional Materials 4000-4999: Books And Supplies LCFF Base \$10,000.00</p>	<p>5880 Instructional Consultants 5000-5999: Services And Other Operating Expenditures LCFF Base \$165,201.59</p> <p>4310 Student Instructional Materials 4000-4999: Books And Supplies LCFF Base \$11,647.58</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Host Clubs/Organizations • 6th grade Camp • Voucher for Elective Units (can be used for enrichment • Provide bus passes for homeless, foster youth, low-income students • Host schoolwide events: culture-building, anti-bullying • Star Jaguars (Character Traits) • East Coast Trip: MS 		

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 of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Successes:

TLC was able to purchase more computers and hot spots for students to have at home. TLC was able to add more online programs for students to help with being virtual. Online in small groups and 1:1 and were an enormous help to keep students on track. TLC was able to start implementing the MTSS: Social-Emotional part this year. TLC used the DESSA through Aperture learning. TLC was able to test students and identify needs of students for further follow-up.

Challenges:

The charter had to move quickly to get students WiFi devices who didn't have proper internet access at home and computers

Goal 3

Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 3-4)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Administer TLC Building Checklist annually:</p> <p>19-20 Good</p> <p>Baseline Good</p>	<p>The school is in good condition</p>
<p>Metric/Indicator Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC): Outcome Met</p> <p>19-20 Met</p> <p>Baseline met</p>	<p>Met through meetings through out the school year</p>
<p>Metric/Indicator Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities: Outcome Met</p> <p>19-20 Met</p>	<p>met, through meetings and surveys</p>

Expected	Actual
Baseline N/A	
Metric/Indicator Increase participation rate on parent survey on the sense of safety and school connectedness. 19-20 Survey results will serve as a baseline Baseline >36%	36% of the parents completed the survey
Metric/Indicator Increase participation rate on student survey on the sense of safety and school connectedness. 19-20 Survey results will serve as a baseline Baseline >30%	30% of the students completed the survey
Metric/Indicator Increase participation rate on staff survey on the sense of safety and school connectedness. 19-20 Survey results will serve as a baseline Baseline >83%	83% completed the survey

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:	4320 Office Supplies 4000-4999: Books And Supplies LCFF Base \$5,000.00	4320 Office Supplies 4000-4999: Books And Supplies LCFF Base \$5,228.37

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>In order to promote and elicit parent input in decision-making, TLC-EC will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers & students.</p> <p>TLC-EC will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA).</p> <p>During the school year SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.</p>		
<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:</p> <p>As part of TLC-EC's Initial implementation of MTSS our school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:</p> <ul style="list-style-type: none"> • Meeting with parents every 6 weeks • Provide Parent Workshops on various topics • Host Parent/student Orientations • Communicate with Families using Parent Square • Translator will be available at schoolwide events and upon request • Presentations on Post-secondary options • Marketing & Events Coordinator: coordinates field trip 	<p>(Marketing Events Coordinator) 2000-3000: Salaries and Benefits LCFF Supplemental and Concentration \$50,026.00</p> <p>(Marketing Events Coordinator) 4320 Office Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,213.00</p> <p>(Marketing Events Coordinator) 5840 Advertising 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,204.00</p>	<p>(Marketing Events Coordinator) 2000-3000: Salaries and Benefits LCFF Supplemental and Concentration \$75,687.62</p> <p>(Marketing Events Coordinator) 4320 Office Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>(Marketing Events Coordinator) 5840 Advertising 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,924.02</p>
<p>FACILITIES TLC-EC will strive to provide a safe, clean, and well-maintained school site for all students and staff. In order to accomplish this the following will take place:</p> <ul style="list-style-type: none"> • Facility leasing expenses 	<p>5500's Housekeeping 5000-5999: Services And Other Operating Expenditures LCFF Base \$41,000.00</p> <p>5610 Rent 5000-5999: Services And Other Operating</p>	<p>5500's Housekeeping 5000-5999: Services And Other Operating Expenditures LCFF Base \$17,360.79</p> <p>5610 Rent 5000-5999: Services And Other Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Facility maintenance, repairs and janitorial staff Administer annual TLC Building Checklist 	Expenditures LCFF Base \$331,074.00 5630 Maintenance and Repair 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,007.00 5400 Liability Insurance 5000- 5999: Services And Other Operating Expenditures LCFF Base \$17,436.00 5810 Legal 5000-5999: Services And Other Operating Expenditures LCFF Base \$123,033.00 5225 Business Services 5000- 5999: Services And Other Operating Expenditures LCFF Base \$18,234.00 5860 Fees 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,919.00 5910 Telephone 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,110.00 5930 Postage	Expenditures LCFF Base \$344,524.56 5630 Maintenance and Repair 5000-5999: Services And Other Operating Expenditures LCFF Base \$17,723.45 5400 Liability Insurance 5000- 5999: Services And Other Operating Expenditures LCFF Base \$14,571.8 5810 Legal 5000-5999: Services And Other Operating Expenditures LCFF Base \$40,599.4 5225 Business Services 5000- 5999: Services And Other Operating Expenditures LCFF Base \$145,507.2 5860 Fees 5000-5999: Services And Other Operating Expenditures LCFF Base \$15,233.18 5910 Telephone 5000-5999: Services And Other Operating Expenditures LCFF Base \$9,139.14 5930 Postage

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 of the funds budgeted were implemented and used to support students, families, teachers, and staff.

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

Successes:

The charter had a huge increase in parent involvement due to the pandemic and parents were assisted all along the way. TLC was able to provide parent training through a virtual platform. Participation continues to grow in SSC and ELAC meetings. Virtual Field trips were well attended.

Challenges:

Due to the hold harmless funding, the charter had to cap enrollment. Since we had far more applicants than enrollment spots available, there was no need for marketing.

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
N/A not required due to the school being Non-classroom based	0	0	No

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

N/A

Analysis of In-Person Instructional Offerings

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

N/A

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices Purchase of Chromebooks and made available for all students who need a device to access distance learning at home	\$13,420.00	\$14,000.00	Yes
Devices Purchase of iPads and made available for student in K-2 grades who need a device to access distance learning at home	\$16,682.00	\$17,000.00	Yes
Connectivity 30 Wi-Fi hotspots on an as needed basis	\$5,400.00	\$5,400.00	Yes
Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students	\$5,112.00	\$5,112.00	No
Purchase on-line curriculum such as: Shmoop, Spanish curriculum, Science curriculum, Read Naturally, etc.	\$44,477.64	\$44,477.00	Yes
Clever- a one place to sign in for applications (free for now)	\$0.00	\$0.00	No
Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework	\$12,306.00	\$12,306.00	Yes
Presence Learning online platform for delivery of SPED services	\$10,152.00	\$10,152.00	No
Purchase of extra curriculum for parents to have at home	\$10,800.00	\$10,800.00	Yes
Counselor Counselor will provide students academic, college, and other supports, including referral to appropriate services. Through the	\$31,787.00	\$30,294.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
distance learning context, counselors will provide small group and 1 on 1 college applications support.			
Curriculum and instruction Facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and implementation of targeted small group and 1 on 1 instruction.	\$43,196.00	\$44,000.00	Yes
PLC's Time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.	\$47,450.00	\$48,000.00	No
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Plexiglass partitions for desks.	\$6,000.00	\$6,000.00	No
Health Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	\$200.00	\$200.00	No
Disinfecting Materials	\$7,500.00	\$7,500.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks			
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	\$1,000.00	\$1,000.00	Yes
Zoom Platform	\$1,800.00	\$1,800.00	No
MAC 500 - Air filtration	\$10,500.00	\$10,500.00	No

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

There were no substantive differences in this category.

Analysis of the Distance Learning Program

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

The Learning Choice Academy is an independent study/non-classroom-based school with two types of programs, homeschool, and hybrid. Our homeschool students continued their homeschool program without any gaps in their education. The hybrid program moved to virtual classes. Students already had books, lesson plans, and google classroom activities.

TLC further supported families who were in need of computers and/or internet access. 80 Chromebooks, 30 iPads, and 10 hot spots were distributed. Virtual meetings were conducted via google hangouts and Zoom platforms. TLC purchased zoom accounts for each teacher. Work samples and attendance were also done virtually. Monthly Student/Parent meetings with the teacher continued through the use of online resources. Teachers also increased the number of emails and phone calls with parents and students to check in.

Teachers are working closely with families to monitor students' academic progress, provide one-on-one or small group virtual tutoring, and communicate weekly to parents. We are celebrating achievements and building the school community through schoolwide

reading challenges, social media posts, and internal communication between staff, students, and parents. TLC maintains constant communication with parents via parent square. TLC has surveyed parents, students, staff, on technology, how learning is going, how to make the program stronger and easier to use.

TLC purchased an online platform for Special Education services. Through this platform, we can provide services, IEP meetings, testing, and counseling. For those students who find it difficult for virtual support we will have one-on-one and small group in-person services. We will administer NWEA testing to assess any learning loss and start tutoring services to support the students.

TLC's commitment is to implement robust high-quality instruction and other services that meet the academic, social, and emotional needs of students and families, as well as a flexible model of instructions during this pandemic., Having been presented with a unique opportunity to do things differently, TLC is committed to creating strategies that endure beyond the current crisis. TLC will help lay a strong foundation for all students to thrive and grow in 2020-2021 and the years beyond.

All staff roles and responsibilities have adapted to better meet the needs of our students and community.

During distance learning, teachers will need to prepare for and conduct live interactions with students by phone, email, Google Meets, or Zoom.

Certificated employees have been asked to engage with students and deliver instruction from a distance. Whether in-person or online, teacher variations of distance learning include:

- Direct instruction face-to-face via online tools
- Demonstrating learning activities through the use of technology
- Managing student behavior while working through distance learning

Classified employees have been asked to provide service outside their regular job description. Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students. Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this include:

- Providing academic support and intervention to students struggling with this learning format.
- Reading stories to elementary students through online tools.
- Handing out food through our Child Nutrition program to ensure students have access to healthy food.
- Sanitizing work areas between use to minimize the spread of germs.

Administrators and other staff distribute and collect technology and instructional materials to students.

Site and District Administrators' roles and responsibilities have shifted to monitoring and managing all aspects dealing with COVID-19. Completing reopening plan, ordering PPE for staff and students, training staff, updating the website, and communicating to staff and families throughout the summer.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Barton Reading program	\$3,420.00	\$3,420.00	Yes
Compass learning and Edgenuity	\$21,420.00	\$21,420.00	Yes
Gradeslam online tutoring for all middle and high school students	\$6,338.00	\$6,338.00	Yes
Curriculum such as IXL and Read Naturally	\$7,116.00	\$9,147.00	Yes
1:1 or small group tutoring from teachers and Aides	\$564,804.00	\$564,804.00	Yes
Aides and SPED teachers to administer Barton Reading	\$60,000.00	\$60,000.00	Yes
Training of Barton	\$10,333.00	\$10,500.00	Yes

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

There were no substantive differences in this category.

Analysis of Pupil Learning Loss

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

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each Tier of Instruction are:

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. English Learners will also receive designated ELD focused on the English Language Development Standards, and integrated ELD focused on the ELD standards in tandem with the academic content standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area and will allow English Learners to develop critical language skills.

Tier 2: Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule a small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

Students with disabilities will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will complete NWEA assessments at the beginning of the school year to determine present levels. Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Listed below are details of the IEP service delivery:

- * Related Services will be delivered as stated on each student's IEP. These services include Speech and Language, Occupational Therapy, and Counseling.
- * RSP services will be delivered virtually or in person, each RSP teacher will set up service times with families.
- * Each case manager will use an Excel spreadsheet as a communication and documentation tool. This will be shared with all service providers. Providers will document student engagement, IEP progress, parent communication, and mode of instruction.
- * Paraprofessionals will work with students in tutoring using Barton Reading

The EL coordinator will work closely with all teachers to ensure EL supports and address any learning loss. All EL learners have a designated curriculum and ELD is placed into their lesson plans. All students will take NWEA Assessment at the beginning, middle, and end of the year. Teachers and the EL coordinator will monitor progress as they work toward language proficiency. EL coordinator will also have small group ELD instruction virtually and in-person when needed.

The Curriculum and Instruction coordinator worked closely with teachers in PLCs and Professional Development to make sure students were not falling behind. NWEA testing was given 3 times this year and teachers could pull students who were struggling.

TLC teachers will work with the school counselor to support foster students, as well as students experiencing homelessness. Teachers and counselors collaborate to ensure that each student receives the resources they need. The teacher and counselor coordinate referrals for resources that families need. Parental and caregiver support resources are identified and offered to students. The counselor coordinates and connects families experiencing homelessness with the community groups and agencies that help provide shelter, food, job opportunities, child-care, and other resources as needed.

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.

Relationships have always been at the heart of TLC. This year, to further support students, we put a greater emphasis on Social-Emotional Learning. Our staff participated in professional learning on how to complete the DESSA universal screener (Devereux Student Strengths Assessment), which is aligned with the CASEL (Collaborative for Academic and Social-Emotional Learning) competencies. They participated in the QPR training to recognize signs of at-risk behaviors and to empower staff to have the tools to help a person in crisis. And SEL has been woven through all of the PLC meetings this year.

When staff was surveyed about their use of Restorative Practices in their virtual classes, 100% of them said they are doing a student check-in at least once a week.

With this being the first year of implementing the Universal Screener, teachers screened 81% of the students in the fall. From there, teachers completed the Full DESSA for students who were identified as “needs”. This provided us with more data to be able to identify appropriate next steps and support to students, including small group counseling, individual counseling, and referrals to outside services as needed.

We have instituted a number of additional supports to address our students’ social-emotional well-being this year. We have also worked hard to engage and support our parents, through training and mentorship opportunities that set them up to succeed in supporting their children’s education, and that strengthen our community.

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 have instituted a number of additional supports to address our students’ social-emotional well-being this year. We have also worked hard to engage and support our parents, through training and mentorship opportunities that set them up to succeed in supporting their children’s education, and that strengthen our community.

Parent Support through:

*Monthly virtual parent trainings

*New Parent Support Network - connecting new families to returning volunteers

Analysis of School Nutrition

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

TLC offered free lunches to any school-aged student and served 2,907 lunches this year.

Success:

TLC increased the number of meals distributed to students
Students enjoyed the majority of products
When picking up lunch it was a great avenue for family interaction with staff and other families
Offered a healthy choice of food for families

Challenges:

Collecting household income data for. accurate reporting
Managing the waiver process
Limited menu due to vendor challenges (COVID-19 constraints)

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Online curriculum from Aperture for SEL curriculum	\$1,426.36	\$1,427.00	Yes
Mental Health and Social and Emotional Well-Being	Add an intern psychologist to assess and support exceptional learners	\$5,000.00	\$5,000.00	No
Pupil Engagement and Outreach	Staff for training of parents on technology, how to homeschool and many other parent trainings	\$44,988.80	\$45,000.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Purchase of Doc U Cams for Testing SPED at home using Presence learning	\$3,696.42	\$3,700.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Headsets for Fast forward program for SPED reading	\$60.00	\$60.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Scientific Learning/Fast Forward online program for reading	\$1,260.00	\$1,260.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Doc U sign	\$1,800.00	\$1,800.00	No

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

There were no substantive differences in this category.

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.

As a non-classroom-based charter that also offers in-person instruction, the school had already developed virtual support platforms and had implemented many instructional procedures and practices that support both in-person instruction and a distance learning environment. Goals and actions in the LCAP will continue to address student needs in all learning environments through a full continuum of support.

The school's ongoing response to the COVID-19 pandemic has informed the development of goals and actions for distance learning and best practices for hybrid, and distance learning. We will continue to develop our practices for online and flipped instruction; many families want to continue with the flexibility of distance learning or a hybrid model.

During the 20-21 school year, TLC provided professional development to ensure that all teachers were using the new online supports consistently and will continue to provide development and require this level of consistency across programs.

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

TLC will continue using the cycle of assessment including initial screenings and formative and summative assessments. The cycle of assessment is part of mastery learning, which is a regular part of the instructional program. TLC implements three diagnostic assessments annually, which are used for progress and growth monitoring. The diagnostic data will be essential in addressing learning loss.

Assessment data is used to develop personalized learning plans for each student in the school. Intervention strategies including small group instruction and intervention programs for math and ELA will be implemented to support student growth and mitigate learning loss. Classroom teachers will continue to provide interventions and support to mitigate learning loss, accelerate learning, develop plans and address individual student needs based on strengths and areas of need.

TLC will continue to use individualized online learning programs and schoolwide interventions such as Paper, Barton reading, IXL, Read Naturally, Fast Forward, Edgenuity/Compass learning. The data from the schoolwide programs are both formative and summative and will inform staff regarding learning loss and how to address this loss over time.

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

There were no substantive differences in this category.

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.

Overall, the charter did a fantastic job during the pandemic and when looking at the data, the staff and students did a great job. Nearly everything stayed within budget ranges with the exception of some items being higher in cost than anticipated due to the pandemic lasting much, much longer than expected. Items such as computers, PPE, and other consumables had to be used in far greater amounts.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,437,111.00	3,389,040.58
LCFF Base	2,593,232.00	2,776,538.07
LCFF Supplemental and Concentration	210,904.00	252,659.07
Special Education	618,948.00	352,441.40
Title II	14,027.00	7,402.04
	14,027.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,437,111.00	3,389,040.58
1000-3000: Salaries and Benefits	2,379,625.00	2,309,411.49
2000-3000: Salaries and Benefits	50,026.00	75,687.62
4000-4999: Books And Supplies	137,162.00	152,266.32
5000-5999: Services And Other Operating Expenditures	848,939.00	829,810.39
5800: Professional/Consulting Services And Operating Expenditures	21,359.00	21,864.76
	21,359.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,437,111.00	3,389,040.58
1000-3000: Salaries and Benefits	LCFF Base	1,782,518.00	1,856,968.80
1000-3000: Salaries and Benefits	LCFF Supplemental and Concentration	118,617.00	128,232.93
1000-3000: Salaries and Benefits	Special Education	478,490.00	324,209.76
2000-3000: Salaries and Benefits	LCFF Supplemental and Concentration	50,026.00	75,687.62
4000-4999: Books And Supplies	LCFF Base	109,512.00	115,391.75
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	27,650.00	36,874.57
5000-5999: Services And Other Operating Expenditures	LCFF Base	679,843.00	782,312.76
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	14,611.00	11,863.95
5000-5999: Services And Other Operating Expenditures	Special Education	140,458.00	28,231.64
5000-5999: Services And Other Operating Expenditures	Title II	14,027.00	7,402.04
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	21,359.00	21,864.76
		21,359.00	0.00
		21,359.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,665,914.00	1,844,562.69
Goal 2	1,157,941.00	849,978.36
Goal 3	613,256.00	694,499.53

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$267,782.64	\$268,541.00
Pupil Learning Loss	\$673,431.00	\$675,629.00
Additional Actions and Plan Requirements	\$58,231.58	\$58,247.00
All Expenditures in Learning Continuity and Attendance Plan	\$999,445.22	\$1,002,417.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$88,714.00	\$89,264.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$6,860.00	\$6,860.00
All Expenditures in Learning Continuity and Attendance Plan	\$95,574.00	\$96,124.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$179,068.64	\$179,277.00
Pupil Learning Loss	\$673,431.00	\$675,629.00
Additional Actions and Plan Requirements	\$51,371.58	\$51,387.00
All Expenditures in Learning Continuity and Attendance Plan	\$903,871.22	\$906,293.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning Choice Academy-East County	Debi Gooding Executive Director	dgooding@learningchoice.org 619-463-6849 ext. 131

Plan Summary [2021-22]

General Information

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

The Learning Choice Academy-East County (TLC-EC) is an independent study, an academic program serving grades TK-12. Every TLC student enjoys the benefits of a personalized learning plan, and personalized attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Our teachers are highly committed to partnering with parents to provide every student with a personalized and rigorous academic experience. TLC serves a unique population that has not been successful in the traditional public school system. The focus of TLC is to improve student learning, offer a safe learning environment, and prepare students for college and careers through a flexible learning environment.

Currently, TLC serves approximately 404 students in grades TK-12; of which 68.3% White, 51% Hispanic, 12.4% African-American, 1.2% Filipino; 14.1% Students with Disabilities (SWD); 6.9% English Learners, 0% Foster Youth, 53.2% Socio-economically Disadvantaged and 11.5% Homeless Youth.

Mission Statement: To empower students to reach their full potential by providing choice in education within collaborative triads of Parents, Students, and School.

Vision Statement: The Learning Choice Academy will be a 21st century personalized learning school supporting families who desire to achieve and exceed their individualized learning goals using comprehensive methods as they become globally informed citizens.

Reflections: Successes

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

The charter is pleased with the successes in goal categories as follows:

ELA and math were measured by NWEA data; students took the diagnostic two times per year in 2019-20 and three times 2020-21. The summative assessment is used as a first step to identify and monitor learning loss and to gauge how the programs, subgroups, and the school as a whole are performing in both reading (ELA) and math. The charter's goal is to maintain or increase achievement for all students, including English Learners, foster youth, homeless, and socio-economically disadvantaged students. NWEA Scores From Fall to Winter: Math - students in grades 1, 6,7,8,9,11 met or exceeded the projected growth. Reading - students in grades K, 6,7,8,10 met or exceed the projected growth.

The charter is closely monitoring cohort graduation rates and has processes in place to assist high school students who are not on track. During the pandemic, the charter transitioned to 1:1 Student Chromebooks or iPads, and every child in need received a WiFi device, without any qualifications needed. The charter did not miss a single day of instruction during the difficult 2019-20 school year, as the infrastructure in place allowing staff to quickly transition any and all in-class instruction to distance learning.

Clean and safe facilities are provided for all students in our centers, complete with the highest security measures and all COVID protocols (PPE, handwashing, etc). The charter has met or exceeded every measure on the rubric. As a charter that believes in educating the whole child, there have been great strides made in all processes, including beginning a new MTSS in Mental Health. This just adds to the vast number of services we already offer. The Nutrition Services Department throughout the pandemic, served communities around the school are, not just our enrolled students.

As a mission-focused goal, the charter will continue to strive to maintain high attendance rates. Through our personalized learning, parent choice community, the goal is always to have parent/student/community engagement and the charter has done well in this area, even on stakeholder surveys. As always, ensuring students remain enrolled in school (fewer drop-outs) and graduate on time is always a high priority, and the charter has processes in place throughout any child's tenure to ensure this happens to the best of our ability.

Reflections: Identified Need

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

In a year absent of complete Dashboard data, the school has used NWEA data metrics to establish a baseline for goals. In doing this, the charter notes that it will continue to focus efforts on:

Math achievement: As a non-classroom-based charter, math will always be a challenge. This year we focused on piloting three new math curriculum at different grade levels K-8. Next year will will have new math curriculum for K-8. We will monitor and collect data to see progress. MTSS will be streamlined to implement consistent interventions across the school. That is the focus for the upcoming school year.

Students with Disabilities: Though current Dashboard academic data is not available, the SWD subgroup has historically (on and off) been an academic performance gap for the charter. The charter's goal is to always increase the achievement of this subgroup by prioritizing innovative and effective methods to engage all students with personalized, targeted instruction, supports, and services. Recently the charter has restructured the Special Education Department with more supports for students in reading and math and we anticipate increased student achievement for this group moving forward.

A-G Graduation Rate: Like most schools in the State, through the pandemic, the charter has seen a number of students fall behind in high school. Since the charter closely tracks these students, we have implemented a number of resources to ensure that these students fulfill their needed requirements for A-G graduation. The most notable resources include offering summer school through the Extended Learning Opportunity (ELO) Program and accessing the MTSS processes to jump in and assist students throughout the school year.

LCAP Highlights

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

The Learning Choice Academy is implementing a Multi-Tiered System of Supports (MTSS) in both academics and Social Emotional Learning.

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

The following LCAP was developed with the input of multiple stakeholders comprised of school staff (teachers, paraprofessionals, SPED Team, EL Interventionist), parents, and students. As a result our school has moved towards establishing a Multi-tiered System of Supports (MTSS). MTSS provides a basis for understanding how educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students/ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

MTSS SEL is in its first year with Aperture Education. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show caring and concern for others, establish and maintain positive relationships, and make responsible decisions. The DESSA is a nationally standardized, norm-referenced, strength-based, measure of the social and emotional competencies of students in grades K-12. The DESSA measures eight social-emotional competencies aligned to the CASEL framework: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Goal-Directed Behavior, Personal Responsibility, Decision Making, and Optimistic Thinking.

Based on our school's Fall 2018 CA School Dashboard, an analysis of multiple forms of data; WASC Action Plan, input from stakeholders, our LCAP Goals have been revised, to read as follows:

- GOAL #1: Provide all students with high quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing Global world. (Aligns with WASC Action Plan 2,3,5)
- GOAL #2: Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR). (Aligns with WASC Action Plan 2,3,5)
- GOAL #3: Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 4,5)

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

The Learning Choice Academy engaged and involved stakeholders in the development of the 2021-22 LCAP Goals, Actions & Services. The school's Administrative Team met with Staff (which included teachers, SPED Team, Paraprofessionals, EL Coordinator), parents, students, and board members to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, in addition to maximizing resource allocation.

DATE(S) / STAKEHOLDER TYPE / TOPIC(S) DISCUSSED / METHOD OF INVOLVEMENT

Aug. 24th, 2020 / Staff / LCAP: Social-Emotional Training / Staff meeting

Aug. 24th, 2020 / Staff / LCAP: PLC - MTSS (restorative practices, SEL, UDL, and student learning loss) / Staff department meeting

Aug. 25th, 2020 / SPED staff / LCAP: math goals (PIR) / SPED Staff meeting

Aug. 31-Sept. 4, 2020 / Parents & Staff / LCAP: Student Engagement, Student Achievement, testing outcomes from NWEA / Parent meetings

Sep. 11, 2020 / Parents & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCP. / ELAC meeting

Sept. 20, 2020 / Parent, Students, & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCP / SSC Meeting

Oct. 5, 2020 / Staff / LCAP: Student Engagement, Student Achievement (PLC) MTSS / Staff

Oct. 16, 2020 / Parents & Staff / LCAP: Student Engagement, Student Achievement, testing outcomes from NWEA / ELAC meeting

Oct. 19, 2020 / SPED staff / LCAP: math goals (PIR) / SPED Staff meeting

Nov. 16, 2020 / Staff / LCAP: Student Engagement, Student Achievement (PLC) MTSS / Staff Meeting

Nov. 16-20, 2020 / Parents & Staff / LCAP: Student Engagement, importance of attendance / Parent meetings

Dec. 7, 2020 / Parent, Students, & Staff / LCAP: Student Engagement, Student Achievement, discussion of college planning / SSC Meeting

Dec. 7, 2020 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting

Dec. 11, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement, discussion of college planning / ELAC meeting

Jan. 19-22, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement / Parents & Staff

Jan. 25, 2021 / Staff / LCAP: Student Engagement (PLC) UDL / Staff meeting

Jan. 25, 2021 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting

Jan. 29, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement, Importance of attendance / ELAC meeting

Feb. 8, 2021 / Staff / LCAP: Student Engagement (PLC) UDL / Staff meeting

Feb. 22, 2021 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting

March 1-5, 2021 / Parents & Staff / LCAP: Goals / Parent meetings

March 1, 2021 / Staff / LCAP: Student Engagement (PLC) UDL / Staff meeting

March 1, 2021 / Parent, Students, & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCAP, SPSA goals / SSC Meeting

March 12, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCAP, SPSA goals / ELAC meeting

March 22, 2021 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting

April 19, 2021 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting
April 26, 2021 / Staff / LCAP: Student Achievement (PLC) Review of Data from NWEA / Staff meeting
April 26-30, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement / Parent meetings
May 17, 2021 / Parents & Staff / LCAP: Student Engagement, Student Achievement, discussion of goals for LCAP / ELAC meeting
May 17, 2021 / SPED staff / LCAP: math goals, Student engagement (PIR) / SPED Staff meeting
June 7-11, 2021 / Parents & Staff / LCAP: Student Engagement, summer program intervention. / Parent meetings
June 17, 2021 / Parent, Students, Community & Staff / LCAP: Public board meeting for input on LCAP goals, actions & services / Board meeting
June 24, 2021 / Parent, Students, Community & Staff / LCAP: board meeting for vote of LCAP goals, actions & services / Board meeting

A summary of the feedback provided by specific stakeholder groups.

Stakeholders voice concerns in areas of
Math
English Learners
Students with Disabilities
extracurricular activities

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

The majority of input from parents was through our survey or parent meetings with their EP. TLC has considered all feedback during the development of the LCAP. As a result, we have identified the following:

- The need for additional tutoring time in Math, ELA, and upper-level sciences.
- English support for our EL students in math and writing.
- Students with Disabilities to help increase Math scores. Have extended the program to a 3 day for extra support in academics.
- Will offer parent training in areas of student achievement, motivation, computers, and many more.
- Marketing and outreach to increase enrollment
- Parents like and want to continue the availability and choice of instructional and supplemental materials.
- Parents want to continue tutoring students after school or on a non-class day.
- Parents like the website and parent square for communication.

Goals and Actions

Goal

Goal #	Description
1	Provide all students with high-quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing global world. (Aligns with WASC Action Plan 1, 4)

An explanation of why the LEA has developed this goal.

There is a need to strengthen teaching strategies to address the diverse learning needs of our students who have significant learning gaps. In order to accomplish this, our school will provide all teachers with a robust evidence-based professional development program and provide ongoing coaching and support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Teachers who are appropriately credentialed & assigned	100%				100%
% of students with access to standards aligned instructional materials	100%				100%
% Students including Unduplicated Pupils and Students with Disabilities, with access to and enrolled in a broad course of study	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%of grade 5 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram	N/A				Will develop annual growth targets once baseline results are reported
%of grade 7 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram	N/A				Will develop annual growth targets once baseline results are reported
%of grade 9 students who meet 6 of 6 Healthy Fitness Zones (HFZ) on the Fitnessgram	N/A				Will develop annual growth targets once baseline results are reported

Actions

Action #	Title	Description	Total Funds	Contributing
1	STAFF TO SUPPORT SCHOOL'S PROGRAM	STAFF TO SUPPORT SCHOOL'S PROGRAM TLC will employ 13 teachers (includes SPED and Principal) that are appropriately credentialed and assigned, 2 Instructional Assistants, and Administrative Staff.	\$2,176,488.00	Yes
2	PROFESSIONAL DEVELOPMENT	TLC will provide all teachers with evidence-based professional development aligned to the CA State Standards, school's mission, and educational program and targeted to meet the needs of our students. The focus this year will primarily include the following topics: <ul style="list-style-type: none"> • NWEA MAP • Edgenuity/Compass Learning • Discovery Education • New Math adoption training • ELD Standards 	\$26,220.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Accommodations & Modifications for SWD • Restorative Justice • Aperture - Social-Emotional training • MTSS - SEL/Academics • Universal Design for Learning - UDL training <p>In addition, members of our staff will be provided with the opportunity to attend conferences and workshops that include:</p> <ul style="list-style-type: none"> • SDCOE Workshops • ELPAC Institute • CAASPP Institute • CSDC • CCSA • A Plus • MTSS 		
3	COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	<p>COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS:</p> <p>TLC provides all students with a rigorous standards-aligned college preparatory educational program. Most of our students will be first-generation college students, therefore our school has implemented the following to ensure all students are college/career ready:</p> <ul style="list-style-type: none"> • All HS students will have access to a College Counselor for college planning, UC A-G, and PSAT/SAT/ACT • UC A-G approved course list • HS Graduation Project: Community Service project aligned with college/career goals • College Course Credit (formerly concurrent enrollment) – on-site and off-site • All students Gr 11-12 will take SAT/ACT • All students Gr. 8-11 will take the PSAT • CTE Pathway: Computers and Construction/Energy • College Center: led by the Counselor • College Campus Tours: 1 day and a 3 day (Summer) • CA CareerZone – career planning and workshops 	\$68,049.00	

Action #	Title	Description	Total Funds	Contributing
4	CORE CURRICULUM TO BE PURCHASED	<p>CORE CURRICULUM TO BE PURCHASED:</p> <p>Every student will have access to standards-aligned curriculum. TLC will purchase the following curriculum:</p> <ul style="list-style-type: none"> • Consumables for all core subjects • For Site based instruction: curricular purchases will be made • Home-based instruction: Curriculum for all subjects • Online learning and tutoring • Adopt new math curriculum 	\$121,786.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR). (Aligns with WASC Action Plan 1-4)

An explanation of why the LEA has developed this goal.

There is a need to use data to measure student progress, measure program efficacy and identify the academic, social-emotional and/or behavioral needs of our students as part of our MTSS Implementation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on ELA CAASPP Distance from Standard (DFS)	N/A				baseline
Annual Growth on MATH CAASPP Distance from Standard (DFS)	N/A				baseline
CA Science Test (CAST): GRADE 12: Spring 2019 CAST results will serve as a baseline	N/A				baseline
Increase % Students who complete UC A-G by 1%	>1%				>1%
% EL who progress in English Proficiency as	N/A				baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by ELPAC (Summative)					
Increase % English Learner reclassification rate as measured by ELPAC (Summative)	>2%				>2%
Increase % Students “Prepared” for College as measured by ELA EAP by 2%	>2%				>2%
Increase % Students “Prepared” for College as measured by Math EAP by 2%	>2%				>2%
Maintain Attendance Rates >95%	>95%				>95%
Maintain MS Dropout rate <1%	<1%				<1%
Maintain HS Dropout Rates <2%	<2%				<2%
Initial testing for % of students in the DESSA	>60%				>60%

Actions

Action #	Title	Description	Total Funds	Contributing
1	MULTIPLE TYPES OF ASSESSMENTS	MULTIPLE TYPES OF ASSESSMENTS: TLC staff will implement multiple types of assessments, in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction, and identify the type of academic intervention needed.	\$12,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • NWEA MAP: ELA/Math Gr TK-11 • Running Records: Learning A-Z • Kindergarten Readiness Assessment • Math Summative Assessment • Writing Prompts various genres: Gr 6-12 • WRITE Institute Writing Assessments Gr. K-5 • GLAD • End of Chapter/Unit tests <p>In addition, our students will be administered the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for EL • CAASPP ELA & Math: Gr. 3-8, 11 • CA Science Test: 5, 8, HS • Physical Fitness Test: Gr. 5,7,9 • CAA 		
2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	<p>STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS: The Leadership Team will review and revise the EL Master Plan to align with the ELPAC; CDE/SBE Reclassification criteria, and ELD curriculum (in order to ensure that all ELs receive appropriate, adequate, and targeted designated and integrated ELD instruction across all grade levels. ELD standards training will take place yearly.</p> <p>The EL Coordinator will provide professional development (SDAIE, GLAD, Write programs) and model lessons for teachers.</p> <p>The EL Coordinator will administer the ELPAC, in charge of reclassification, provide support for Newcomers, and provide after-school support for EL. Some curriculum used: Read naturally, Brain pop, and Rosetta Stone - Newcomers.</p>	\$47,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS	<p>STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS:</p> <p>TLC's SELPA Provider is the El Dorado Charter SELPA. The RSP Teacher/SPED Coordinator will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing, and contracted services. TLC's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students. Program services will include providing Special education teachers, Instructional Assistants, and support staff.</p> <p>Our RSP Teacher/SPED Coordinator and/or SELPA Provider will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high-quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high-quality Individual Education Plans (IEPs) and translating those IEPs into high-quality rigorous instruction for students with disabilities.</p> <p>Hire Instructional Aides to help administer the Barton Reading Intervention Program, Train the IA's in the program as well as RSP teachers.</p>	\$637,159.00	No
4	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS	<p>MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS:</p> <p>TLC will align academic interventions to core instruction; and grade-level content to ensure all students including unduplicated students, are on track towards grade-level mastery, in order to narrow any achievement gaps.</p> <p>Our students work from home on Mondays and Fridays; attend classes on Tuesday – Thursday.</p>	\$82,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Teachers provide small group and one-on-one instruction on Fridays. The Instructional Assistants also provide academic support and intervention.</p> <p>Math support will be provided on Fridays since onsite instruction takes place Tuesdays - Thursdays.</p> <p>Students in MS/HS will receive 4 hours of Math instruction per week, in addition, to support at home.</p> <p>Our students will have access to:</p> <ul style="list-style-type: none"> • Edgenuity/Compass Learning for ELA & Math Gr. K-11 • iXL Math • Read Naturally • No Red Ink <p>ELA Support for HS: will receive 4 hours of instruction weekly with support/tutoring on Fridays. For MS: students will receive 2 hours/week.</p> <p>Online tutors (Paper) are also available for students in grades 5-12.</p> <p>Hire Instructional Aides to help administer the Barton Reading Intervention Program, Train the IA's in the program as well as RSP teachers.</p>		
5	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION	<p>MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</p> <p>TLC is in the first implementation phase of MTSS using SWIFT Tools. Our school has implemented Restorative Practices schoolwide; and provides resources to families (Mental Health America). TLC has also purchased Aperture which is a data-driven based Social Emotional program.</p>	\$119,841.00	

Action #	Title	Description	Total Funds	Contributing
		TLC will be hiring an additional counselor and school Psychologist to better help the social-emotional needs of our students		
6	TECHNOLOGY	<p>TECHNOLOGY</p> <p>TLC will purchase the following technology devices that support the school's educational program and model:</p> <ul style="list-style-type: none"> • Chromebooks. 7-12 grade 1:1 • PC for PLTW • iPads • Replacement of smartboards • Laptops for staff • Network upgrades: Wifi access • Contract IT services: Filemaker • Licenses for Microsoft Software • Website costs • Google meets - paid program • Doc u Cams for teachers • Technology Coordinator 	\$127,654.00	No
7	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT	<p>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT:</p> <p>TLC's educational program will provide all students with an engaging learning experience, and a safe, positive school climate and learning environment through the implementation of the following:</p> <ul style="list-style-type: none"> • Students will participate in Project Showcase: End of Year • Students will participate in competitions (ex. SeaPerch ROV) • Host Clubs/Organizations • 6th grade Camp • Elective Units (can be used for enrichment if approved by EP) • Provide bus passes for homeless, foster youth, low-income students • Host schoolwide events: culture-building, anti-bullying 	\$27,200.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Star Jaguars (Character Traits) • Rapture - update computers for this program 		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 3-4)

An explanation of why the LEA has developed this goal.

There is a need to engage parents through communication and education to improve student academic outcomes, school connectedness and safety.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Administer TLC Building Checklist annually	Good				Good
Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC))	Met				Met
Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities	Met				Met
Increase participation rate by 2% on parent	>36%				>36%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
survey on the sense of safety and school connectedness.					
Increase participation rate by 2% on student survey on the sense of safety and school connectedness.	>30%				>30%
Increase participation rate by 2% on staff survey on the sense of safety and school connectedness.	>83%				>83%
Increase lunches served by 2%	>10%				>20%
All visitors use Raptor as a check in system	baseline				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING	<p>METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:</p> <p>In order to promote and elicit parent input in decision-making, TLC will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers & students.</p> <p>TLC will continue to adhere to the requirements of AB716, and the school’s LCAP will serve as its School Plan for Student Achievement (SPSA).</p> <p>During the school year, SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.</p>	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:</p> <p>As part of TLC's Initial implementation of MTSS our school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:</p> <ul style="list-style-type: none"> • Meeting with parents every 6 weeks • Provide Parent Workshops on various topics • Host Parent/student Orientations • Communicate with Families using Parent Square • Translator will be available at schoolwide events and upon request • Presentations on Post-secondary options • Marketing & Events Coordinator: coordinates field trips 	\$58,758.00	Yes
3	FACILITIES	<p>FACILITIES</p> <p>TLC strives to provide a safe, clean, and well-maintained school site for all students and staff. In order to accomplish this, the following will take place:</p> <ul style="list-style-type: none"> • Facility leasing expenses • Facility maintenance, repairs, and janitorial staff • Administer Building Checklist Annual Report 	\$510,641.00	
4	Nutrition		\$41,090.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.59%	434,514

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

Required Descriptions

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

The needs of foster youth, English learners, and low-income students are considered first, and the charter proves this through the training given to the staff involved in this program. While the action is provided to the entire school, these subgroups are of the highest priority, and the charter ensures that they receive services not only first, but most frequently. The actions defined are effective as measured through maintained/increased subgroup achievement data on the Dashboard, positive parent/student survey results, and internal metrics. This measure is the charter's guide to the effectiveness of the programs provided to these students.

The LEA is working to complete the transition to 1:1 technology to 7-12 grade during the Covid-19 pandemic. The LEA prioritized access to a Chromebook to identified students including foster youth, homeless, and low-income students. In addition to providing Chromebooks, the LEA ensured all students in need received a WiFi hotspot for portable internet connection. Again, foster youth, homeless, and low-income students were prioritized.

The Assistant Director, Curriculum and Instruction Coordinator, Director of Assessment and Pupil Services, and EL coordinator provided training and resources focused on supporting English Language Learners as well as the social and emotional well-being of all students, especially those identified as homeless or foster youth and low-income students. Access to school counselors, school psychologists, and additional support services are essential for supporting this population. Specific training for implementing integrated and designated ELD is ongoing for leaders, teachers, and Instructional Aides.

The LEA's mission and vision statement include a commitment to personalize learning for every student; this includes a personalized learning plan to address both academic and social-emotional needs.

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

Foster youth, English learners, and low-income students are known to the staff paid by this program. Thus, these students receive first, best attention (increased and improved services) 100% through the use of these funds. Without these funds, this type of dedicated staff attention would not be possible. The results of the efforts can be seen through student achievement data on the dashboard, parent/student surveys, and internal metrics.

Foster youth, English learners, and low-income students receive the following increased services/supports:
 Chromebooks for students
 Additional counseling support

IA support and follow-up
MTSS support and monitoring

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,415,418.00	\$365,390.00		\$279,578.00	\$4,060,386.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,915,665.00	\$1,144,721.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	STAFF TO SUPPORT SCHOOL'S PROGRAM	\$1,979,840.00	\$118,895.00		\$77,753.00	\$2,176,488.00
1	2	All English Foster Youth Low Income	PROFESSIONAL DEVELOPMENT	\$8,750.00			\$17,470.00	\$26,220.00
1	3		COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS	\$29,287.00			\$38,762.00	\$68,049.00
1	4	All	CORE CURRICULUM TO BE PURCHASED	\$62,541.00	\$59,245.00			\$121,786.00
2	1	English Foster Youth Low Income	MULTIPLE TYPES OF ASSESSMENTS	\$12,100.00				\$12,100.00
2	2	English	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	\$47,900.00				\$47,900.00
2	3	All	STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS	\$411,909.00	\$187,250.00		\$38,000.00	\$637,159.00
2	4	All	MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS	\$60,900.00			\$21,600.00	\$82,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5		MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION	\$119,841.00				\$119,841.00
2	6	All	TECHNOLOGY	\$82,751.00			\$44,903.00	\$127,654.00
2	7	All	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT	\$27,200.00				\$27,200.00
3	1	All	METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING	\$3,000.00				\$3,000.00
3	2	English Foster Youth Low Income	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	\$58,758.00				\$58,758.00
3	3		FACILITIES	\$510,641.00				\$510,641.00
3	4	English Foster Youth Low Income	Nutrition				\$41,090.00	\$41,090.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,107,348.00	\$2,362,556.00
LEA-wide Total:	\$2,107,348.00	\$2,362,556.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,979,840.00	\$2,176,488.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	STAFF TO SUPPORT SCHOOL'S PROGRAM	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,979,840.00	\$2,176,488.00
1	2	PROFESSIONAL DEVELOPMENT	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,750.00	\$26,220.00
2	1	MULTIPLE TYPES OF ASSESSMENTS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,100.00	\$12,100.00
2	2	STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS	LEA-wide	English Learners	All Schools	\$47,900.00	\$47,900.00
3	2	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,758.00	\$58,758.00
3	4	Nutrition	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$41,090.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

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