

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Futures High School
CDS Code:	34 765050 101832
LEA Contact Information:	Name: Nataliya Panasiuk Position: Principal Email: nataliya.panasiuk@gcccharters.org
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	\$5,634,121
LCFF Supplemental & Concentration Grants	\$1,357,683
All Other State Funds	\$284,950
All Local Funds	\$309,561
All federal funds	\$329,754
Total Projected Revenue	\$6,558,386

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6603121.12
Total Budgeted Expenditures in the LCAP	\$2,502,995
Total Budgeted Expenditures for High Needs Students in the LCAP	\$511,568
Expenditures not in the LCAP	\$4,100,126.12

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$92434
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$469,735.46

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-846,115
2020-21 Difference in Budgeted and Actual Expenditures	\$377,301.46

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).	Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of	Funds received are used to support high needs students and all students but do not specifically contribute to the needs of high needs students but serve those students along with all students enrolled. Additionally, many services to high need students are being funded in the 21—22 school year with Federal Funds received to support COVID 19 learning loss recovery efforts as these funds have a specific expenditure time line. In future

the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

years, when funds are not available, these activities will be funded with LCFF supplemental and concentration grant dollars.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Futures High School

CDS Code: 34 765050 101832

School Year: 2021-22

LEA contact information:

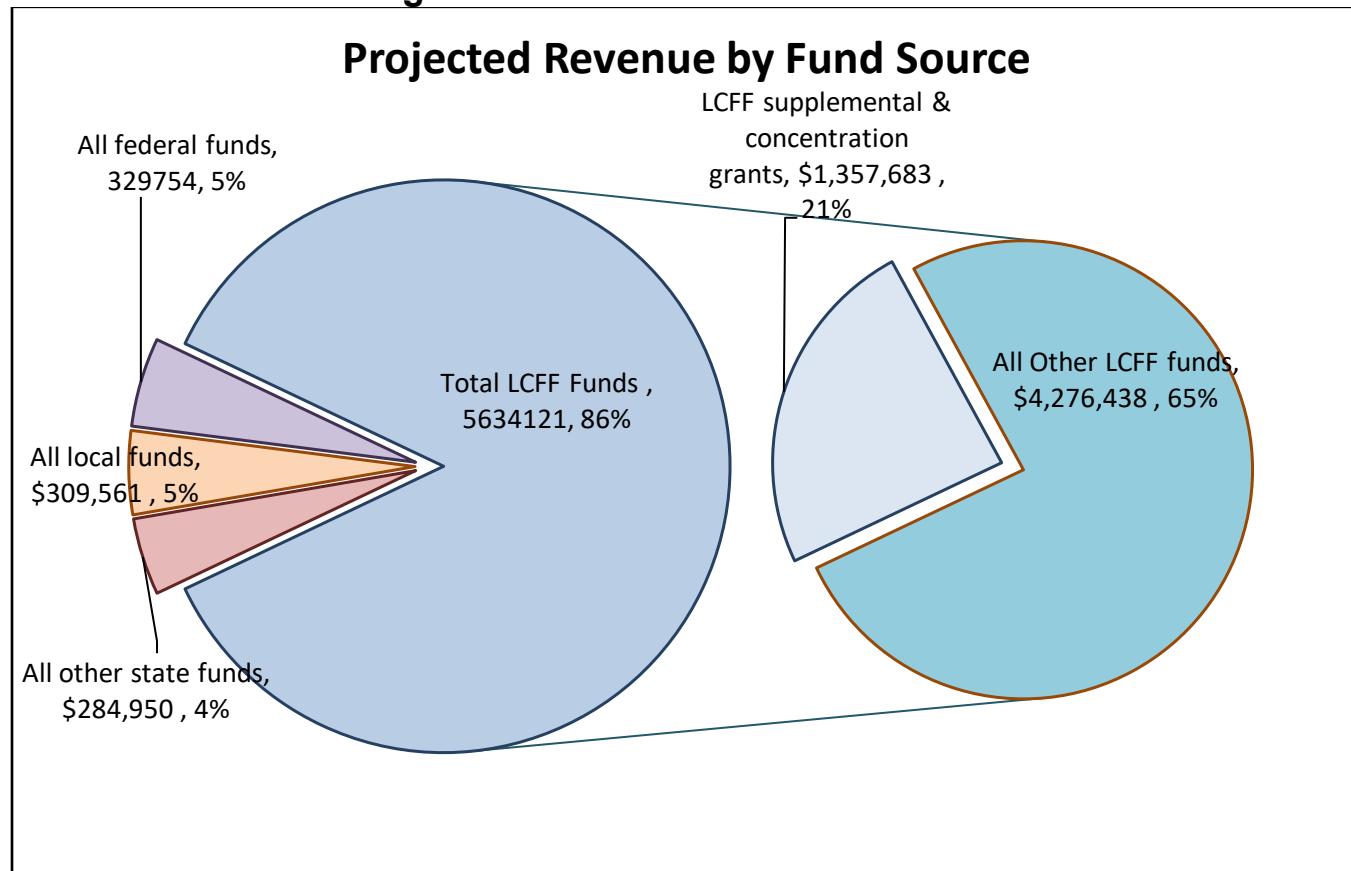
Nataliya Panasiuk

Principal

nataliya.panasiuk@gcccharters.org

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

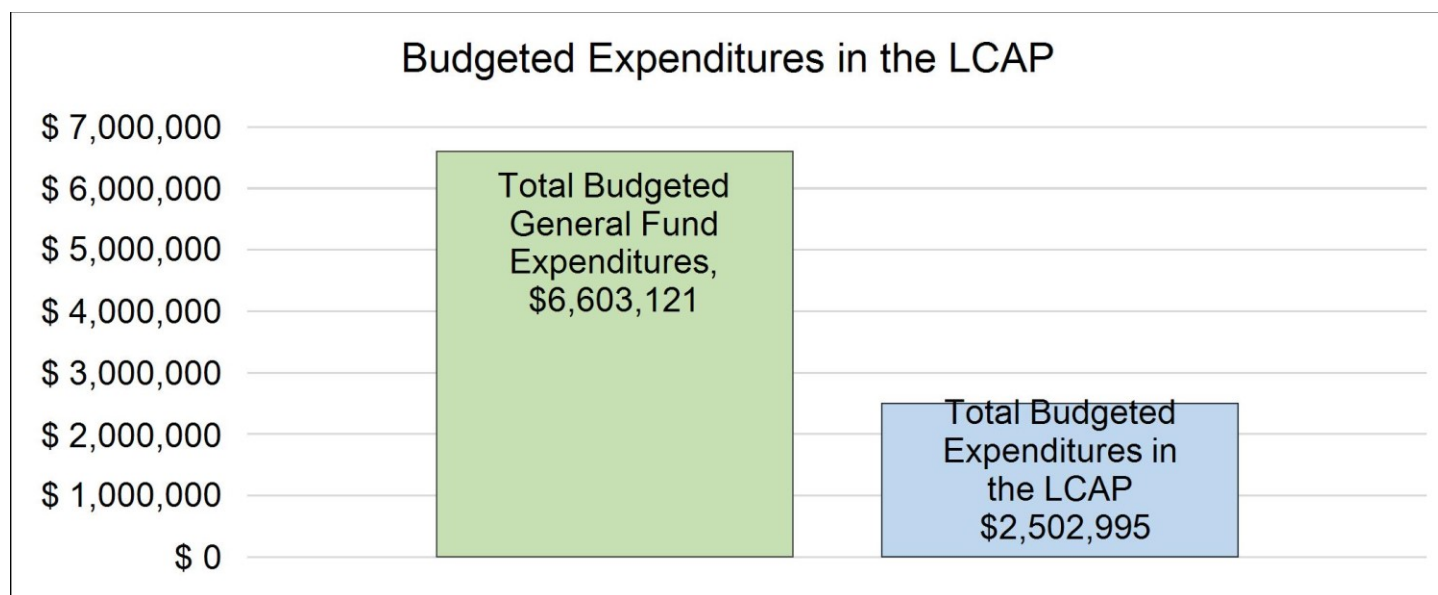


This chart shows the total general purpose revenue Futures High School expects to receive in the coming year from all sources.

The total revenue projected for Futures High School is \$6,558,386, of which \$5,634,121 is Local Control Funding Formula (LCFF), \$284,950 is other state funds, \$309,561 is local funds, and \$329,754 is federal funds. Of the \$5,634,121 in LCFF Funds, \$1,357,683 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 Futures High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Futures High School plans to spend \$6603121.12 for the 2021-22 school year. Of that amount, \$2,502,995 is tied to actions/services in the LCAP and \$4,100,126.12 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.

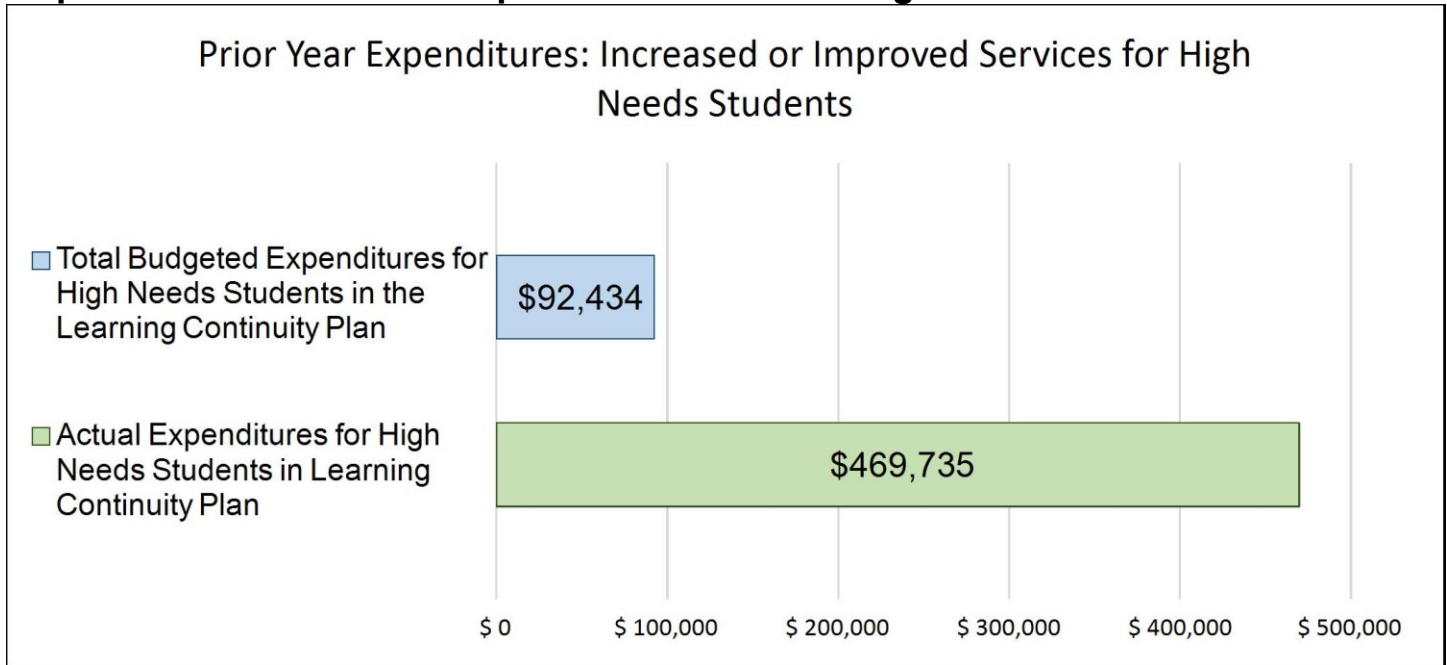
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Futures High School is projecting it will receive \$1,357,683 based on the enrollment of foster youth, English learner, and low-income students. Futures High School must describe how it intends to increase or improve services for high needs students in the LCAP. Futures High School plans to spend \$511,568 towards meeting this requirement, as described in the LCAP.

Funds received are used to support high needs students and all students but do not specifically contribute to the needs of high needs students but serve those students along with all students enrolled. Additionally, many services to high need students are being funded in the 21—22 school year with Federal Funds received to support COVID 19 learning loss recovery efforts as these funds have a specific expenditure time line. In future years, when funds are not available, these activities will be funded with LCFF supplemental and concentration grant dollars.

LCFF Budget Overview for Parents

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



This chart compares what Futures High School 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 Futures High School 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, Futures High School's Learning Continuity Plan budgeted \$92,434 for planned actions to increase or improve services for high needs students. Futures High School actually spent \$469,735.46 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
Futures High School	Nataliya Panasiuk Principal	nataliya.panasiuk@gcccharters.org

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

Goal 1

Increase proficiency and performance of all students in English language, Mathematics, and Science, while accelerating the proficiency and performance gains of English Learners, and students in the socioeconomically disadvantaged subgroup.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual																																																																																
Metric/Indicator Accelerated Reader reports Renaissance STAR results 19-20 Increase student proficiency in core subjects by 80 points as measured by Renaissance in ELA and Math	<table><tr><th colspan="5">Reading Diagnostic Scaled Scores--ALL STUDENTS</th></tr><tr><th>Grade</th><th>Initial</th><th>Mid-Year</th><th>End-of-Year</th><th>Growth</th></tr><tr><td>9</td><td>627</td><td>577</td><td>589</td><td>-38</td></tr><tr><td>10</td><td>701</td><td>710</td><td>685</td><td>-16</td></tr><tr><td>11</td><td>712</td><td>741</td><td>751</td><td>39</td></tr><tr><td>12</td><td>861</td><td>856</td><td>902</td><td>41</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>9 - 12</td><td>695</td><td>678</td><td>683</td><td>-12</td></tr></table> <table><tr><th colspan="5">Mathematics Diagnostic Scaled Scores--All Students</th></tr><tr><th>Grade</th><th>Initial</th><th>Mid-Year</th><th>End-of-Year</th><th>Growth</th></tr><tr><td>9</td><td>746</td><td>772</td><td>795</td><td>49</td></tr><tr><td>10</td><td>804</td><td>817</td><td>821</td><td>17</td></tr><tr><td>11</td><td>817</td><td>832</td><td>836</td><td>19</td></tr><tr><td>12</td><td>857</td><td>859</td><td>862</td><td>5</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>9 - 12</td><td>795</td><td>810</td><td>821</td><td>26</td></tr></table>	Reading Diagnostic Scaled Scores--ALL STUDENTS					Grade	Initial	Mid-Year	End-of-Year	Growth	9	627	577	589	-38	10	701	710	685	-16	11	712	741	751	39	12	861	856	902	41						9 - 12	695	678	683	-12	Mathematics Diagnostic Scaled Scores--All Students					Grade	Initial	Mid-Year	End-of-Year	Growth	9	746	772	795	49	10	804	817	821	17	11	817	832	836	19	12	857	859	862	5						9 - 12	795	810	821	26
Reading Diagnostic Scaled Scores--ALL STUDENTS																																																																																	
Grade	Initial	Mid-Year	End-of-Year	Growth																																																																													
9	627	577	589	-38																																																																													
10	701	710	685	-16																																																																													
11	712	741	751	39																																																																													
12	861	856	902	41																																																																													
9 - 12	695	678	683	-12																																																																													
Mathematics Diagnostic Scaled Scores--All Students																																																																																	
Grade	Initial	Mid-Year	End-of-Year	Growth																																																																													
9	746	772	795	49																																																																													
10	804	817	821	17																																																																													
11	817	832	836	19																																																																													
12	857	859	862	5																																																																													
9 - 12	795	810	821	26																																																																													

Expected	Actual
<p>Baseline All students will make the following growth in ELA: 9th Grade: 75 10th Grade: 107 11th Grade: 35 12th Grade: -20</p> <p>All students will make the following growth in Math: 9th Grade: 45 10th Grade: 127 11th Grade: 37 12th Grade: 52</p>	
<p>Metric/Indicator completion of the hands on math projects</p> <p>19-20 All students will complete three hands on projects in math courses</p> <p>Baseline students completed one hands on math project that relates to real life</p>	<p>The students completed two hands on projects in math courses</p>
<p>Metric/Indicator writing proficiency based on the Elk Grove writing rubric</p> <p>19-20 All Futures students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.</p> <p>Baseline 45% of students made one level growth per year or maintained a level 3 on a locally vetted expository writing rubric</p>	<p>the students were not able to complete this writing assessment due to move to distance learning in March 2020</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Two (2) PLTW teachers will provide effective instruction and enriching opportunities to the students.	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 112,312</p> <p>curriculum and supplementary materials cost 4000-4999: Books And Supplies Supplemental and Concentration 8157.92</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 48,522.99</p> <p>summer training for PLTW 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3148.88</p> <p>technology for PLTW (laptops, cart, desktops, hardware, software) 4000-4999: Books And Supplies Supplemental and Concentration 7662.63</p> <p>substitute teachers (stipends) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4600</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 112,312</p> <p>curriculum and supplementary materials cost 4000-4999: Books And Supplies Supplemental and Concentration 5,182.11</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 50,578.94</p> <p>summer training for PLTW 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,270.08</p> <p>technology for PLTW 4000-4999: Books And Supplies Supplemental and Concentration 38,518.1</p> <p>substitute teachers (stipends) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,800.00</p>
Provide Inquiry by Design coaching and curriculum calibration to improve all subgroups' literacy skills	<p>Inquiry by Design coaching and training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500</p> <p>will not purchase any additional units Supplemental and Concentration 0</p>	<p>IBD coaching and training 0</p> <p>no additional cost 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support teachers through teacher induction program, mentoring, and professional development	<p>curriculum coach/induction provider salary and stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 79,398.00</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 23,010.00</p> <p>extra hours for professional development 1000-1999: Certificated Personnel Salaries Title II 250</p> <p>Teachers' professional development 5000-5999: Services And Other Operating Expenditures Title II 3500</p> <p>benefits for above 3000-3999: Employee Benefits Title II 728.14</p> <p>indirect costs for Title II, A 7000-7439: Other Outgo Title II 683.78</p>	<p>curriculum coach/induction provider salary and stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 79398</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 23354</p> <p>extra hours for professional development 1000-1999: Certificated Personnel Salaries Title II 0</p> <p>teachers' professional development 5000-5999: Services And Other Operating Expenditures Title II 1750</p> <p>benefits for above 3000-3999: Employee Benefits Title II 299.25</p> <p>indirect costs for Title II, A 7000-7439: Other Outgo Title II 683.78</p>
Provide designated ELD courses and support services to address needs of EL/LTEL students as well as other underperforming subgroups.	<p>frozen position for 2019-20 school year 0</p> <p>teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 71,537.00</p> <p>substitute teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1200</p>	<p>intervention teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 46000</p> <p>ELD teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 72348</p> <p>substitute teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 280</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>para salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 18,544.40</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 28,597.65</p> <p>EL resources 4000-4999: Books And Supplies Supplemental and Concentration 1000</p> <p>EL training for staff 5800: Professional/Consulting Services And Operating Expenditures Title III 1303.92</p> <p>indirect cost for Title III, Part A 7000-7439: Other Outgo Title III 266.08</p> <p>computers and tech supplies 4000-4999: Books And Supplies Title III 3,333.333</p> <p>lit curriculum and tech supplies 4000-4999: Books And Supplies Title III 7000</p>	<p>para salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 12575</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 28652.92</p> <p>EL resources 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>EL training for staff 5000-5999: Services And Other Operating Expenditures Title III 550</p> <p>indirect cost for Title III, Part A 7000-7439: Other Outgo Title III 336</p> <p>computer and tech supplies 4000-4999: Books And Supplies Title III 6067</p> <p>lit curriculum 4000-4999: Books And Supplies Title III 6000</p>
Provide supplementary services through Fuel and Renaissance to improve literacy and academic achievement for underperforming students.	<p>clerk 1 managing library salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,066.25</p> <p>substitute cost 2000-2999: Classified Personnel Salaries Supplemental and Concentration 250</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 7485.81</p>	<p>clerk 1 managing library salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25839</p> <p>substitute cost 2000-2999: Classified Personnel Salaries Supplemental and Concentration 200</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 7387</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Accelerated Reader books and resources 4000-4999: Books And Supplies Supplemental and Concentration 5000</p> <p>Renaissance and Follet software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9286.20</p> <p>extra teacher hours for intervention (Power Hour) 1000-1999: Certificated Personnel Salaries Title I 3300</p> <p>extra teacher hours for intervention benefits 3000-3999: Employee Benefits Title I 638.09</p> <p>supplementary resources 4000-4999: Books And Supplies Title I 4301.32</p> <p>computer hardware 4000-4999: Books And Supplies Title IV 2333.72</p>	<p>AR books and resources 0</p> <p>Renaissance and Follet software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5827</p> <p>extra teacher hours for intervention (Power Hour) 1000-1999: Certificated Personnel Salaries Title I 15840</p> <p>extra teacher hour for intervention benefits 3000-3999: Employee Benefits Title I 3123</p> <p>supplementary resources 4000-4999: Books And Supplies Title I 2151</p> <p>computer hardware 4000-4999: Books And Supplies Title IV 953.28</p>
<p>Use digital resources including digital curriculum to improve students' achievement in Math, Science, and language acquisition.</p>	<p>digital math curriculum subscription renewal 4000-4999: Books And Supplies Supplemental and Concentration 30000</p> <p>3-course NGSS model 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 2600</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 502.74</p>	<p>digital math curriculum subscription renewal 4000-4999: Books And Supplies Supplemental and Concentration 29639</p> <p>3 course NGSS model 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 0</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	NGSS materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,249.27	NGSS materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 0
Improve usage of SAMR model when implementing technology in the classroom to enhance instruction	<p>lead tech coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000</p> <p>tech coordinator benefits 3000- 3999: Employee Benefits Supplemental and Concentration 386.72</p> <p>cost of chromebooks and laptops +cart 4000-4999: Books And Supplies Supplemental and Concentration 20,000</p> <p>educational software 4000-4999: Books And Supplies Supplemental and Concentration 500</p> <p>technology training for teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1287.17</p> <p>tech support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4884.00</p> <p>tech support staff benefits 3000- 3999: Employee Benefits Supplemental and Concentration 2706.32</p> <p>tech support consultant 5000- 5999: Services And Other</p>	<p>lead tech coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>tech support staff benefits 3000- 3999: Employee Benefits Supplemental and Concentration 1,323.26</p> <p>cost of chromebooks and laptops +cart 4000-4999: Books And Supplies Supplemental and Concentration 36000</p> <p>educational software 4000-4999: Books And Supplies Supplemental and Concentration 662.00</p> <p>technology training for teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> <p>tech support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4884.00</p> <p>tech support staff benefits 3000- 3999: Employee Benefits Supplemental and Concentration 2706.32</p> <p>tech support consultant 5000- 5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental and Concentration 2000	Operating Expenditures Supplemental and Concentration 2,260.32
Continue implementing Integrated Math 1, 2, and 3 curriculum and provide opportunity for real-world projects (minimum of 2)	<p>math teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1500</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 290.04</p> <p>maker day and math projects supplies 4000-4999: Books And Supplies Supplemental and Concentration 1547.70</p> <p>professional development in Math and Science implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3500</p>	<p>math teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 0</p> <p>maker day and math projects supplies 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>professional development in Math and Science implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,616.25</p>
Students will be assessed in writing using expository writing rubric to improve writing skills	<p>Innovate Ed consulting services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,500</p> <p>professional development writing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1500</p> <p>Illuminate software 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 8254.40</p>	<p>Innovate Ed consulting services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 21,270.66</p> <p>professional development writing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>Illuminate software 0000: Unrestricted Supplemental and Concentration 2,133.45</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide enriching and intervention opportunities and support to all students including identified subgroups in academic achievement.	<p>books other than textbooks for core and content courses 4000-4999: Books And Supplies Supplemental and Concentration 1547.70</p> <p>supplementary instructional resources - core and content courses and enrichment 4000-4999: Books And Supplies Supplemental and Concentration 16,344.33</p> <p>tech resources (chromebooks and laptops) 4000-4999: Books And Supplies Supplemental and Concentration 8000</p> <p>cost of Fuel Ed curriculum 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35000</p> <p>Heart Zone PE resources 4000-4999: Books And Supplies Title IV 3095.40</p> <p>well rounded education 4000-4999: Books And Supplies Title IV 4894.97</p> <p>indirect cost to Title IV, part A 7000-7439: Other Outgo Title IV 704.13</p> <p>educational field trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6210.25</p>	<p>books other than textbooks for core and content courses 4000-4999: Books And Supplies Supplemental and Concentration 600.12</p> <p>supplementary instructional resources - core and content courses and enrichment 4000-4999: Books And Supplies Supplemental and Concentration 19,032.01</p> <p>tech resources (chromebooks and laptops) 4000-4999: Books And Supplies Supplemental and Concentration 19,032.01</p> <p>cost of Fuel Ed curriculum 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>Heart Zone PE resources 4000-4999: Books And Supplies Title IV 602.23</p> <p>well rounded education 4000-4999: Books And Supplies Title IV 3465.90</p> <p>indirect cost to Title IV, part A 7000-7439: Other Outgo Title IV 704.13</p> <p>educational field trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Admin team and staff participates in the professional development to enhance leadership skills and instructional support.	Stemscopes licenses (curriculum purchase 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8000 admin PD 5000-5999: Services And Other Operating Expenditures Title II 4780.12 professional development - Future Management Systems 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6783.88	Stemscopes licenses (curriculum purchase 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 admin pd 5000-5999: Services And Other Operating Expenditures Title II 0 professional development - Future Management Systems 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,189.28
Improve implementation of PE program Heart Zone to improve students' well-being and promote healthy lifestyle		
Administrative team will participate in professional development opportunities to improve leadership skills, instructional practices, technology implementation, and students' socio-emotional learning (see Action 11)	see Action 11 see Action 11	

Goal Analysis

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

Due to a shift to distance learning in March, some actions were not possible to achieve completely. Some of the actions were moved to the following year, and some actions were modified to ensure completion. The school had to invest an increased amount in tech resources and software when converted to distance learning. Most of the funding allocated for professional development and additional classroom supplies and resources were not spent as many pd opportunities were postponed or canceled. The classroom supplies were not relevant without students being in a classroom. The funding was moved to address the immediate students', teachers', and family's needs that emerged during the transition to distance learning, such as tech devices and educational software.

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

The school provided continuous instruction without interruption for all 2019-20. When the school was mandated to move to distance learning, the instruction resumed within three days (online). We were able to complete most of the actions – provided high-quality academic instruction, had appropriate core and supplementary resources and provided support and professional development to the teachers and staff. Some of the actions were not completed due to restrictions or time constraints – field trips, outside professional development for admin, and library books purchases.

Goal 2

Improve students' college and career readiness by increasing students' motivation, engagement, leadership, and opportunities for real-world projects and applications.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of student-developed projects and activities 19-20 All students in math will participate in at least one math hands on project (maker day) Baseline 50% of math students participated in one math hands on project (maker day)	All students in math participated in one math hands on project (maker day)
Metric/Indicator Suspension rate 19-20 Decrease student suspension rate by 2% annually Baseline Current suspension rate is 14.2%	10.2% suspension rate

Expected	Actual
Metric/Indicator Graduation rate 19-20 increase graduation rate by 5% Baseline Current graduation rate is 76.9%	86.4% graduation rate
Metric/Indicator A-G completion rate 19-20 • Increase number of students completing A-G requirements by 5% annually. Baseline Current A-G rate is 43%	70.8% A-G completion rate
Metric/Indicator Power Hour and student intervention attendance 19-20 Increase student participation by 5% annually with onsite intervention/support services to students through enrichment and Power Hour Baseline Power Hour daily attendance rate averages 12 students	Average of 10 students per day
Metric/Indicator SAT scores 19-20 Increase student participation rate in SAT by 5% Baseline SAT participation rate is 18%	SATs were suspended for the spring of 2020

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize two counselors to provide academic, socio-emotional, and career services to all students including students in identified subgroups.	<p>counselors' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 141,362.38</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 50,497.23</p> <p>counselors PD 5000-5999: Services And Other Operating Expenditures Title II 3000</p>	<p>counselors' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 142,330.10</p> <p>employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 62,221.68</p> <p>counselors PD 5000-5999: Services And Other Operating Expenditures Title II 0</p>
Create College and Career Center to provide students with opportunities for goal setting and career/college planning	<p>supplementary resources for College and career Center, including laptop cart 4000-4999: Books And Supplies Supplemental and Concentration 500</p>	<p>supplementary resources for College and career Center, including laptop cart 0</p>
AP, PSAT, and SAT prep courses will be offered to improve students' passing rate and scores	<p>AP summer trainings for AP teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3095.40</p> <p>AP resources and materials 4000-4999: Books And Supplies Supplemental and Concentration 3895.47</p> <p>Students will receive preparation for AP exams, courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000</p> <p>Pearson SAT preparation/tutoring for students 5800: Professional/Consulting Services</p>	<p>AP summer trainings for AP teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,668.09</p> <p>AP resources and materials 0</p> <p>Students will receive preparation for AP exams, courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Pearson SAT preparation/tutoring for students 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>And Operating Expenditures Title IV 6000</p> <p>PSAT/AP administration cost 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 300</p> <p>teacher extra assignment benefits 3000-3999: Employee Benefits Supplemental and Concentration 193.36</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 815.12</p> <p>AP, PSAT, SAT, and CAASP testing snacks 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 824.00</p> <p>stipends for PD (AP and PLTW summer trainings) 1000-1999: Certificated Personnel Salaries Title II 3500</p>	<p>And Operating Expenditures Title IV 0</p> <p>0</p> <p>0</p> <p>0</p> <p>suspended for 2019-20 0</p> <p>0</p>
<p>Counselors and admin team will conduct educational and informational workshops for parents, organize field trips and provide media internship opportunities for the students.</p>	<p>parent workshops cost 4000-4999: Books And Supplies Supplemental and Concentration 500</p> <p>media internship opportunities for the students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8254.40</p> <p>field trips - college and career including annual fair 5000-5999:</p>	<p>licensing software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,000.00</p> <p>0</p> <p>0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Other Operating Expenditures Supplemental and Concentration 2044.15	
Provide internship opportunities for the students in the local media and organize field trips to expand students' choices in colleges and careers (see Action 5)		
	0	

Goal Analysis

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

The counselors provided academic and socio-emotional support to the students and families during transition to distance learning.

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

The counselors provided academic and socio-emotional support to the students and families during transition to distance learning. They used zoom conferencing, phone calls, and emails to contact and communicate with students and families to monitor progress, provide updated information and resources, and guide through the changes that were happening in the spring of 2020. Some of the funding was re-appropriated to address the immediate needs of the students during the transition – tech support and counseling services. Field trips and outside professional development opportunities for the counselors were suspended. SATs, CASSPP, and AP exams were suspended in the spring of 2020.

Goal 3

Create a culture of self-management and maintain a positive environment to increase student engagement, retention, and students' socio-emotional well-being

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student surveys 19-20 Schoolwide implementation of CKH to create and maintain positive and productive environment, less than 30% of students to report high levels of stress Baseline Student surveys indicate that 70% of students experience a high level of stress on a daily basis	the mid-year report showed decreased stress levels compare to the beginning of the year, however, the stress levels increased significantly during transition to distance learning in the spring of 2020.
Metric/Indicator Suspension rate 19-20 Decrease suspension rate by 3% Baseline current suspension rate is 14.2%	10.2% suspension rate

Expected	Actual
Metric/Indicator Professional development apportionment related to Wellness/Mindfulness 19-20 Professional development related to Wellness was approximately 10% of total PD time apportionment Baseline Increase SEL (wellness) PD to 25%	Used 20% of time for SEL PD

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide safe and healthy environment on campus	campus monitor salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 26656.00 custodian salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28076.00 employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 37,213.39 playground assistants salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24291.00 custodian sub 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000 GCC nurses/clerk salary 1000-1999: Certificated Personnel	campus monitor salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 26656.00 custodian salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28076.00 employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 37,213.39 playground assistants salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24291.00 custodian sub 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 GCC nurses/clerk salary 1000-1999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Salaries Supplemental and Concentration 11027.34</p> <p>campus monitor substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500</p> <p>Furniture, equipment and supplies to improve safety and conditions of learning at the new site 4000-4999: Books And Supplies Supplemental and Concentration 36,754.40</p> <p>nurse clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3316.94</p> <p>custodian sub 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000</p>	<p>Salaries Supplemental and Concentration 3,542.25</p> <p>campus monitor substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 902.50</p> <p>Furniture, equipment and supplies to improve safety and conditions of learning at the new site 4000-4999: Books And Supplies Supplemental and Concentration 5,153.11</p> <p>nurse clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>professional consulting services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,191.74</p>
<p>Provide Socio-Emotional Learning opportunities for the students to improve communication skills, self-awareness, and reduce bullying.</p>	<p>cost of workshop (Point Break) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000</p> <p>cost of workshop (A Touch of Understanding) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1500</p> <p>cost of service (30 day challenge - value institute) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000</p>	<p>cost of workshop (Point Break) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000</p> <p>cost of workshop (A Touch of Understanding) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1500</p> <p>cost of service (30 day challenge - value institute) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase students' involvement in decision-making process and provide leadership opportunities for students in leadership class and through service learning.	<p>service learning materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 1031.80</p> <p>humanities department and leadership activities supplies 4000-4999: Books And Supplies Supplemental and Concentration 1547.70</p> <p>service learning activities (field trips) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1031.80</p> <p>leadership activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1500</p> <p>SL coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000</p> <p>SL coordinator benefits 3000-3999: Employee Benefits Supplemental and Concentration 388.34</p>	<p>service learning materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 989.71</p> <p>humanities department and leadership activities supplies 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>service learning activities (field trips) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>service learning activities (field trips) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>SL coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>SL coordinator benefits 3000-3999: Employee Benefits Supplemental and Concentration 0</p>
Refine CKH philosophy implementation to create self-managing groups and build students relational capacity	<p>new teachers CKH training cost 5800: Professional/Consulting Services And Operating Expenditures Other 0</p> <p>CKH 2.0 refresher training cost 5800: Professional/Consulting Services And Operating Expenditures Other 0</p>	<p>new teachers CKH training cost 5800: Professional/Consulting Services And Operating Expenditures Other 0</p> <p>CKH 2.0 refresher training cost - not offered 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	teen leadership training cost (up to three teachers) 5800: Professional/Consulting Services And Operating Expenditures Other 0	teen leadership training cost (up to three teachers) - not offered 0
Create regular channels of communication and opportunities for involvement for parents and community to increase students' engagement	<p>webhosting for monthly e-newsletter 4000-4999: Books And Supplies Supplemental and Concentration 200</p> <p>cost of website hosting, mobile app, and photo coverage 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,783.75</p> <p>newspaper columns, yellow/golden pages 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6000</p> <p>advertisement and outreach materials 4000-4999: Books And Supplies Supplemental and Concentration 3000</p> <p>parent meetings resources and supplies 4000-4999: Books And Supplies Supplemental and Concentration 500</p> <p>advertisement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000</p>	<p>webhosting for monthly e-newsletter 4000-4999: Books And Supplies Supplemental and Concentration 820.29</p> <p>cost of website hosting, mobile app, and photo coverage 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <p>newspaper columns, yellow/golden pages 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 21,318.95</p> <p>advertisement and outreach materials 4000-4999: Books And Supplies Supplemental and Concentration 19,795.89</p> <p>parent meetings resources and supplies 4000-4999: Books And Supplies Supplemental and Concentration 644.82</p> <p>advertisement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	parent liaison salary 2000-2999: Classified Personnel Salaries Title I 47,461.00	parent liaison salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 47,461.04
	parent liaison benefits 3000-3999: Employee Benefits Title I 21,691.28	parent liaison benefits 3000-3999: Employee Benefits Supplemental and Concentration 21,691.28
	indirect cost for Title I, A 7000- 7439: Other Outgo Title I 5712.25	indirect cost for Title I, A 7000- 7439: Other Outgo Title I 5712.25
see action 3		
see action 3		

Goal Analysis

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

The school provided most of the services that were planned to reach this goal - provided safe and positive environment to the student and families. Due to transition to the distance learning in the spring of 2020, some of the supervisory staff was re-assigned to address any immediate students and families needs such as socio-emotional support, communication and planning updates, and tech support.

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

The school was able to utilize supervisory staff to address immediate needs of the families and students during transition and distance learning times. All teachers and staff used CKH strategies consistently and regularly to ensure that students are engaged and learning successfully in the new format. Successes - uninterrupted instructional services; challenges - tech support and curriculum access; engagement and communication. Some of the service learning projects that were planned originally for the spring, were suspended or cancelled due to the mandatory health restrictions.

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
Purchase PPE and plastic safeguards for the staff, masks for the students, sanitizing stations and sanitizer, and plexi glass dividers for each classroom, library, and cafeteria	10,370	43,233.19	No
Train all staff in safe practices on site (mandatory covid-19 trainings). Additional training on disinfection and cleaning will be offered to the classified staff who are assigned for cleaning duties	0.00	0.00	No
Provide tech support and tech training to the teachers and staff to improve instruction in blended learning format	0.00	0.00	Yes
Purchase zoom videoconferencing subscription for all teachers/staff plus large meeting webinar device	4,500	4,500	Yes
Purchase additional online resources to improve students' learning, engagement, and collaboration in class and online	10,934	69,624.72	Yes
Increase EL paraeducator's hours from 28 to 40 hours per week for 2020-2021 school year to increase services to EL students	8,000	8,000	Yes
Purchase 100 additional chromebooks	40,000	360,909.24	Yes
Provide hotspots (T-Mobile) to the students in need	5,000	4,433.50	Yes
Provide teachers with individual instructional tech tools (document cameras, I-Pads, laptops, etc.) to aid in effective online and in-class instruction	8,000	8,000	Yes
Conduct training in effective instructional strategies including EL strategies in online, blended, and on-site formats	0.00	0.00	Yes
To improve safe practices the school will purchase additional supplementary materials (consumables, supplies) for each student	6,000	5,768.00	Yes

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.

There were substantive differences between the planned and actual expenditures due to increased demand for technological devices, including internet access. Many of the students did not have reliable internet access at home. They did not have sufficient devices to provide them with access to the curricular resources and zoom classes. The school purchased additional hot spots, additional Chromebook devices, and laptops for the student and the staff to ensure adequate access to the resources and instruction. The school stayed longer than anticipated in distance learning due to the state mandates. We continued to provide online instruction until the end of the year, as about 60% of the students did not return to in-person learning until the end of the year.

Analysis of In-Person Instructional Offerings

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

Due to health and safety restrictions required by the state, the school was not able to provide complete in-person instruction until the beginning of April 2021. In November, the school was able to resume in-person instruction to the ELs and students with disabilities. Every Friday, the students received in-person instruction from a qualified teacher and support staff. Starting in March, the school was able to serve students using a hybrid schedule. The groups of students were cohorted and served on alternative dates. Once we were allowed to open, we resumed complete in-person instruction in April. However, about 60% of the students did not return to in-person instruction as they did not want to return to a restrictive environment.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
EL paraeducator provides support and instruction to EL students during live sessions and during office hours (small groups and individual)	0.00	0.00	Yes
RSP paraeducator provides support and instruction to RSP students during live sessions and during office hours (small groups and individual)	0.00	0.00	Yes
All classified staff is assigned to contact all non-engaged students weekly including students with unique needs	0.00	0.00	Yes
The counselors monitor progress of the students with unique needs to ensure that they have access to technology and internet and have access to the curriculum, support staff, and any additional resources that they may need.	0.00	0.00	Yes
students are provided with individual instructional tech devices, hot spots, and additional resources as needed (per accommodations and modifications)	see prior action in person instruction	see prior action	Yes
Teachers use various educational software and subscriptions to enhance instruction	see prior action in person instruction	see prior action	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures for the distance learning program. Additional paraeducators supported students during zoom sessions, open office hours, and daily tutoring hours. They made direct contacts with the student and families giving progress updates, monitoring academic achievement, assignment completion, and giving feedback. The counselors were accessible to all students and families at flexible hours to ensure that students and families have timely information and support. The staffing and other spendings identified in this section were funding from alternative fundings. Additional actions' implementation was described in the previous section.

Analysis of the Distance Learning Program

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

Continuity of Instruction. During distance learning, the school engaged students in online instruction via zoom and google meets. Starting in November, the school was allowed to offer limited in-person instruction for the identified subgroups – EIs and students with disabilities. Beginning in February, the school was able to expand in-person instruction to several two days a week. When many safety restrictions were lifted in April, the school resumed a full in-person instruction to all students who agreed to come back to the site. Many students, however, chose to remain in distance learning until the end of the school year.

Access to Devices and Connectivity. Students had sufficient access to the curricular resources and instruction. The school purchased an adequate number of Chromebooks to give all students. In addition, the school surveyed the families to determine the number of needed hotspots. Some of the challenges we experienced were limited connectivity at the students' homes who had multiple school-age siblings.

Pupil Participation and Progress.

Student engagement and attendance were consistently high during distance learning time. The teachers and staff directly contacted the student and families to notify them about students' progress, missing assignments, etc. Teachers utilized google classrooms, where they posted assignments and feedback. Parents and students had access to the aeries portal where all grades were posted frequently and timely. Parent-teacher conferences were conducted with disengaged and underperforming students twice a year in addition to informal communications and formal grade reporting.

Distance Learning and Professional Development.

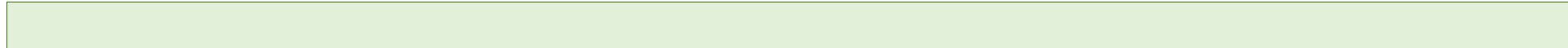
The school continued to engage staff in professional development during the distance learning period. In addition to required health and safety training, teachers focused on coherence work, emphasizing data analysis via inquiry cycles, math lesson design, and DOK strategies in all core and content courses. SEL and tech workshops were conducted regularly to equip teachers with the skills to address the specific students' needs and increase socio-emotional safety and tech proficiency. This year, the teachers and staff gained a significant-tech proficiency in various online instructional resources and programs. All teachers used zoom conferencing, google classrooms, and content-specific online supplementary resources.

Staff Roles and Responsibilities.

The teachers and the staff continued to provide services to the students and the families as needed. The staff whose primary responsibilities involved on-site supervision were re-assigned to support students who had tech issues and/or needed help navigating online tools. The staff also was assigned to aid teachers in making direct contacts with the families and students. Moreover, the staff conducted ongoing tutoring to teach them how to use online communication and progress monitoring platforms.

Support for Pupils with Unique Needs.

Students with disabilities and EL students returned to in-person learning in November. They continued to receive special services on-site until full school re-opening. At that time, these students were re-integrated into the regular classes with additional support from paras and the RSP teacher. This year we hired a full-time RSP teacher and an RSP para who worked with the special ed students via zoom and in-person. The teacher was accessible to the students and the families beyond scheduled instructional time for tutoring and individual support. In addition, students who were enrolled in AP courses had additional weekly study sessions with their teachers in preparation for the AP exams.



Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase EL para hours to support EL students	see prior action in person learning	see prior action	Yes
RSP para and RSP teacher provide additional support to students with IEP	0.00	.00	Yes
Additional para provides support to the underperforming students	10,000	8,500	Yes
Curriculum and resources are evaluated and calibrated to be accessible and effective in distance learning environment	0.00	0.00	Yes
Ensure tech support to students in need (chromebooks, hotspots, tutorials on login in and navigation)	0.00	0.00	Yes
Paid (enhanced) zoom teacher accounts will allow for enhanced and improved capabilities such as groups, captions, sharing, etc.) for the students	See prior action in person learning	see prior action	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 between the planned actions and/or budgeted expenditures for the actions related to the pupil learning loss. Additional paraeducators supported students during zoom sessions, open office hours, and daily tutoring hours. They made direct contacts with the student and families giving progress updates, monitoring academic achievement, assignment completion, and giving feedback. The staffing and other spendings identified in this section were funding from alternative fundings. Additional actions' implementation was described in the previous section.

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.

Addressing pupil learning loss during the 2020-21 school year during distance learning time was a challenge. Not being able to offer in-person learning to the students created challenges to all grade levels and all significant subgroups, especially 9-grade students and EL newcomers. These students reported the most struggles in engagement and academic performance. The teachers conducted group activities, peer support, socio-emotional support, frequent and regular contacts with the families and students to ensure that the

students' learning loss is mitigated as much as possible. The teachers and staff had posted office hours and daily tutoring time for the struggling students. The students were given tech tools and hotspots to ensure reliable access to the teachers, core and supplementary materials, and additional support.

Analysis of Mental Health and Social and Emotional Well-Being

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

The school offered increased services to monitor and support students' mental health and social and emotional well-being in the 2020-21 school year. During distance learning, the school made regular and frequent direct contact with the students and families to ensure that students are engaged in learning and are connected with the school. The counselors had established office hours and were accessible to address students' needs at the flexible hours. They worked with students individually and in small groups providing emotional support. In addition, various resources were communicated and were made accessible to the parents/families, so they were involved in students learning and were equipped with skills to help their students at home. The school psychologist was available to work with the students who needed targeted support for specific needs.

The teachers were using CKH strategies consistently and with integrity – starting lessons with good things, offering frequent emotional checks during the class, using the EXCEL model when communicating with the students and parents.

The school conducted several parent-teacher conferences focusing on disengaged and struggling students. The teams of teachers, admin, and counselors met with parents/guardians and students to discuss students' progress, address concerns, and plan for intervention services with parental input.

The school implemented a weekly program called “Good for You,” where PE teachers engaged students in various activities to support emotional and physical well-being. In the fall of 2020 and the spring of 2021, the students participated in the 30-day challenge (interactive online platform) that allowed them to have peer and staff emotional support. The platform included thematic content for each challenge – connectedness (fall) and success mindset (spring).

The biggest challenge during the distance learning time was to create social interaction opportunities for the students.

Social discourse, peer conflict resolution, social interactions, and group work were sporadic and not as effective as during traditional in-person interactions.

Connecting with families and students was challenging as well – calling and emails allowed for somewhat abbreviated interactions.

Analysis of Pupil and Family Engagement and Outreach

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

The school remained connected to the families and students during distance learning by utilizing various online platforms, conducting workshops, making direct contacts, and organizing several events to engage parents and students. In collaboration with admin and staff, student leadership organized monthly student assemblies to create opportunities to connect, learn, and support each other. For example, one of the assemblies focused on storytelling, sharing emotions and feelings, and group activities. Also, the school conducted regular thematic parent workshops (supporting students and home; tech support; supporting academic learning at home, etc.) and the GCC-wide parent summit where parents attended various high-interest workshops.

The school communicated with the families regularly and frequently via the parent square online communication platform, direct contacts via phone and email, and posted updates and resources on the school website. Social media was used as well to inform and engage parents in school life.

School Site Council met monthly to involve parents, students, and staff in decision-making, programmatic input, and strategic planning.

Some of the challenges included the low tech proficiency of some parents. Lack of options during distance learning limited us to rely on online tools and technology to communicate with and engage our parents. Not all parents could attend and participate due to lack of technical knowledge or simply because of the limited internet access at some homes. Some families did not have sufficient devices or enough bandwidth to support multiple devices (in the case where families had many school-age siblings who needed internet access simultaneously).

Analysis of School Nutrition

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

During distance learning and when the school return to in-person instruction, TRUSD provided regular meal services to all students. The district established daily times for breakfast and lunch pickups in several convenient locations during distance learning time. When returned to in-person instruction, the regular meal services – on-site breakfast and lunch – were resumed in addition to the daily meal pickups (option for the students who remained in distance learning mode until the end of the school year). No challenges were evident.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

Based on the actions and the goals identified in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan and the available state and local data, the school developed 21-22 through 23-24 LCAP plans. The school will continue to address students' academic needs, college and career readiness and improve the school culture and climate. Due to the increased learning gap and socio-emotional challenges caused by the last year's distance learning experience, the school will focus on mitigating the learning gap and acceleration for all students, including identifying significant subgroups and providing socio-emotional support to ensure that all students are re-integrated into in-person learning. SEL will be integrated into instruction, discipline policies, and procedures, the AVID program will be implemented schoolwide to improve instruction and college and career readiness. Professional development will be focused on comprehensive data analysis to inform effective instructional practices for all students, including EL strategies.

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.

There were several main lessons learned from implementing in-person and distance learning programs in 2020-21. First, communication with students and families proved to be challenging in distance learning—many changes in requirements and procedures needed to be continuously communicated with consistency, clarity, and accessibility. Second, tech resources were required to provide access to the curriculum and instruction, and some parents, students, and staff needed extensive support to navigate online learning. Lastly, changes in the format, especially to distance learning or hybrid learning, reduce students' engagement and increase the academic gap despite the best efforts that the school put forth during the 2020-21 school year. The school has to focus on trauma-informed practices, SEL, and academic acceleration to support the students and produce academic results.

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

The school uses various data programs and analysis tools to assess pupil learning loss, especially for pupils with unique needs. Regular parent input via surveys, SSC and ELAC meetings, parent informational sessions, and workshops are conducted regularly to gather input and feedback.

In addition, the surveys are given to the students to gather their input on the instructional practices, student progress, and instructional program effectiveness. This year the school relied on local assessments and the available dashboard data to inform instructional practices and plan LCAP for 2021-2022. The available data is segregated by identifying significant subgroups focusing on EL students, RSP, and foster youth.

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

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

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

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

Based on the actions and the goals identified in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan and the available state and local data, the school developed 21-22 through 23-24 LCAP plans.

The school will continue to address students' academic needs, college and career readiness and improve the school culture and climate. Due to the increased learning gap and socio-emotional challenges caused by the last year's distance learning experience, the school will focus on mitigating the learning gap and acceleration for all students, including identifying significant subgroups and providing socio-emotional support to ensure that all students are re-integrated into in-person learning. SEL will be integrated into instruction, discipline policies, and procedures, the AVID program will be implemented schoolwide to improve instruction and college and career readiness. Professional development will be focused on comprehensive data analysis to inform effective instructional practices for all students, including EL strategies.

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	1,219,451.75	1,191,576.49
	0.00	0.00
Other	0.00	0.00
Supplemental and Concentration	1,090,974.22	1,143,338.67
Title I	83,103.94	26,826.25
Title II	16,442.04	2,733.03
Title III	11,903.33	12,953.00
Title IV	17,028.22	5,725.54

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,219,451.75	1,191,576.49
	0.00	0.00
0000: Unrestricted	0.00	2,133.45
0001-0999: Unrestricted: Locally Defined	11,154.40	0.00
1000-1999: Certificated Personnel Salaries	435,486.72	475,752.85
2000-2999: Classified Personnel Salaries	182,545.59	169,982.04
3000-3999: Employee Benefits	222,852.10	238,551.04
4000-4999: Books And Supplies	182,897.66	195,308.58
5000-5999: Services And Other Operating Expenditures	113,319.67	55,347.26
5800: Professional/Consulting Services And Operating Expenditures	63,829.37	47,065.11
7000-7439: Other Outgo	7,366.24	7,436.16

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,219,451.75	1,191,576.49
		0.00	0.00
	Supplemental and Concentration	0.00	0.00
0000: Unrestricted	Supplemental and Concentration	0.00	2,133.45
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	11,154.40	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	428,436.72	459,912.85
1000-1999: Certificated Personnel Salaries	Title I	3,300.00	15,840.00
1000-1999: Certificated Personnel Salaries	Title II	3,750.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	135,084.59	169,982.04
2000-2999: Classified Personnel Salaries	Title I	47,461.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	199,794.59	235,128.79
3000-3999: Employee Benefits	Title I	22,329.37	3,123.00
3000-3999: Employee Benefits	Title II	728.14	299.25
4000-4999: Books And Supplies	Supplemental and Concentration	157,938.92	176,069.17
4000-4999: Books And Supplies	Title I	4,301.32	2,151.00
4000-4999: Books And Supplies	Title III	10,333.33	12,067.00
4000-4999: Books And Supplies	Title IV	10,324.09	5,021.41
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	102,039.55	53,047.26
5000-5999: Services And Other Operating Expenditures	Title II	11,280.12	1,750.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	550.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	56,525.45	47,065.11
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,303.92	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	6,000.00	0.00
7000-7439: Other Outgo	Title I	5,712.25	5,712.25
7000-7439: Other Outgo	Title II	683.78	683.78

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
7000-7439: Other Outgo	Title III	266.08	336.00
7000-7439: Other Outgo	Title IV	704.13	704.13

* 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	679,487.25	710,396.40
Goal 2	225,781.51	214,219.87
Goal 3	314,182.99	266,960.22

* 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	\$92,804.00	\$504,468.65
Distance Learning Program		
Pupil Learning Loss	\$10,000.00	\$8,500.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$102,804.00	\$512,968.65

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,370.00	\$43,233.19
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$10,370.00	\$43,233.19

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$82,434.00	\$461,235.46
Distance Learning Program		
Pupil Learning Loss	\$10,000.00	\$8,500.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$92,434.00	\$469,735.46



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
Futures High School	Nataliya Panasiuk Principal	nataliya.panasiuk@gcccharters.org

Plan Summary [2021-22]

General Information

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

Futures High School is a small independent charter school located in the Sacramento area serving approximately 500 students in grades 9-12 since 2004. The school moved to a brand new site in the fall of 2018. With the move, the school's enrollment declined from 400 to 350 and increased by 150 students by 2021. The school serves high number of low socio-economic disadvantaged students who are vulnerable to any changes in local, state economy as well as changing locations of the school. The school anticipated this possibility and worked diligently on supporting the students through this transition. The school was able to retain most of the students who were attending school at the old site and gained some new students from the local community. Twin Rivers Unified School District (TRUSD) is Futures' charter granting agency. In the fall of 2016, Futures submitted an updated charter petition to the district for the approval. The school met all criteria for charter renewal and was approved by the TRUSD for additional five years on December 13, 2016.

Futures was established by community leaders who wanted to give students a path to transition into a career after completing high school, and parents who wanted a high-quality charter school which prepared their children for the rigor of college and/or university. The parents also desired a setting where their children could have an opportunity to learn and maintain the Russian language (which is the agreed upon universal language for the Slavic community in Sacramento and the U.S.). Moreover, the parents expect the school to be a safe place for the students to begin their acculturation into American society. Futures remain to be a community school with changing demographic due to relocation. As Futures maintains a strong relationship with the local community, due in part to our high degree of personalization, a significant

percentage of the school's student population is first generation immigrants from the former Soviet Union who rely on Futures for academic and social support. In the last year, Futures experienced a notable increase of special ed students who seek a least restrictive personalized academic and safe social environments.

Futures is under the El Dorado Charter SELPA umbrella and employs a full time RSP teacher and full time RSP para to serve the needs of students with disabilities. The El Dorado Charter SELPA provides professional learning to staff and administrators, Alternative Dispute Resolution tools and assistance, facilitation of root cause analysis for Program Indicator Review and other Special Education accountability measures.

Reflections: Successes

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

The dashboard for 2020 has been suspended and limited reports were available to view and analyze. The available academic performance data that is available from 2019 shows a 68% student preparedness as measured by the SBA. 67% of ELs met the performance goal, and 65% of low SES students met the goal respectively. A-G completion is at the 50th percentile for all students with a 100% preparation for EL subgroup. No CTE pathway completion was reported for 2020.

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.

LEA needs to improve College and Career indicators specifically CTE pathways completion. Even though the most recent Math performance data is not available, previous data and local indicators show that the students' performance in Math needs to be improved as well. Moreover, based on the local indicators such as surveys, parent, teacher, and student reports, focus on SEL is necessary to aid in reducing achievement gap that resulted in the previous year distance learning time.

LCAP Highlights

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

The LCAP goals directly correlate with the school's mission, state priorities, and WASC action plan. Based on the students' needs and the current data, the school consolidated the LCAP goals into three overarching themes: 1) Academics, 2) College and Career, and 3) Culture and Climate. Academics will include a primary focus on further developing our ELD program, including a comprehensive professional development program for all staff, which will center on both differentiation and the effective use of technology instructional tools. Development of a 3-course NGSS model, and additional Project Lead the Way opportunities will bolster our already strong science core. Math highlights include additional support for the Integrated Math courses, with hands-on math projects being designed and implemented. Our English department will provide support to all staff as Futures continues its focus on DOK across the curriculum. College and Career goals include additional test preparation support, as well as the creation of a PLTW CTE pathway. In addition, Futures will be developing a comprehensive, cross-curricular, cross-grade-level model to address all facets of college and career readiness. Culture and Climate highlights include providing a safe environment that is conducive for students' emotional and physical well-being furthering student 'Voice

and Choice' on campus, as well as increasing the level of social-emotional support for students through integration of an SEL (Social Emotional Learning) model.

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.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

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

In developing our Local Control Accountability Plan (LCAP) the school sought input from various stakeholders to ensure that the plan comprehensively reflects how the needs of all students are going to be addressed according to the state priorities. February 2021 - GCC School Board meeting was held, where mid-year report on LCAP was presented. The Assistant Superintendent presented an abbreviated mid-year update of the GCC's LCAP progress. Funding predictors for Gateway Community Charters were given, and stakeholders had the opportunity to ask questions and provide feedback about the LCFF and LCAP. The school administration and leadership team completed a matrix relating to how goals in the SSD plan, WASC plan, Gateway Community Charters (GCC, Charter Management Organization) GCC core commitments, and the charter petition, aligned with the eight State priorities under the LCAP. March - Teacher department focus groups met with the principal and curriculum coach to give their input and recommendations. The school engaged in continuous reflections and conversations re prioritizing of the resources and evaluating effectiveness of the action steps. The goals were articulated and reviewed by all stakeholders. March – a survey was sent to staff and available for parents on our website to complete, asking questions about what would be most helpful for our students to continue to achieve. April - School Site Council and English Language Advisory Committee reviewed the input provided by the students and parents and gave their recommendations based on the student achievement data, demographic data, and perception data, including cultural surveys. April - Staff was presented with an overview of the LCFF/LCAP and answered questions about the development process of the LCAP. June 2021- The LCAP was presented to the GCC cabinet for review and suggestions. After input from the board, final revisions were made by the school leadership teams and re-submitted to the GCC Board of Directors for final approval (June 2021).

A summary of the feedback provided by specific stakeholder groups.

the stakeholders provided a comprehensive input into the LCAP development. The staff, students, and parents, met regularly to clarify the needs and articulate goals and actions for the strategic planning. Due to COVID-19 disruption the last school year, the main stakeholders' concerns were academic gaps and students socio-emotional well-being. The students struggled both academically and socially during distance learning and the school needs to provide resources, services, and programs to decrease this gap and re-acclimate students into in-person learning mode. Some students struggled more than others. Based on the data that was available for analysis, ELs, low SES, foster youth, and diverse groups of students showed low performance and disengagement.

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

The feedback from the stakeholders impacted the LCAP directly. The programs and resources were aligned to ensure that the needs of all students are addressed, specifically the identified significant subgroups of students who struggled the most. Providing safe environment, high-quality curricular and supplementary resources, consistently utilize specifically designed instructional practices, and use data informed practices and make data informed decisions will be the focus for the 2021-2022 school year.

Goals and Actions

Goal

Goal #	Description
1	Futures with plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. (Priorities 4 and 8)

An explanation of why the LEA has developed this goal.

Based on the available dashboard data as well as local indicators, academic performance needs to be improved for all students including identified significant subgroups

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP Math (priority 4A)	55.8 points below standard - all students 128.1 point below standard - ELs 54.7 below standard - low SES				on standard - all students no more than 20 points below standard for EL on standard - low SES
Academic Indicator: CAASPP ELA (priority 4A)	50 points above standard - all students, low SES 95.3 points below standard - ELs				70 points above standard - all students, low SES on standard for ELs
CSU and UC and CTE pathway completion percentage (priority 4B)	CTE pathway - 0% completion CSU and UC - 70% completion				CTE pathway - 70% CSU and UC - 80% completion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (priority 4C)	58.9% - making progress				70% making progress
EL Reclassification Rate (priority 4D)	10%				50%
EL Professional Learning (priority 2B)	Coherence work and DOK three inquiry cycles per year				four inquiry cycles per year
Programs to support Foster Youth, Homeless, SED, SPED (priority 7B, C)	data not available for privacy reasons				n/a
All Students have access to standards aligned materials (priority 1B, 2A)	all students have access to standards aligned materials				all students have access to standards aligned materials
Teachers are appropriately assigned and fully credentialed (priority 1A)	10% mis-assigned teachers (science and math)				100% appropriately assigned teachers

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coherence work with Math support	Provide consulting services and staffing to improve students' performance in Math including focus on improving EL students math performance	\$280,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Paraprofessionals' support for Math and EL	paraprofessionals will provide additional support in math, ELA, and ELD classes to improve academic achievement and decrease achievement gap for underperforming students	\$98,919.00	Yes
3	Teachers' professional development and data platforms	Provide teachers' professional development on academic strategies and data analysis	\$13,683.00	No
4	NGSS curriculum adoption	Adopt new NGSS standards-based curriculum and provide implementation training and support to improve students' academic outcomes in science	\$50,124.00	No
5	EL services	Expand ELD program to serve students with limited English proficiency including resources and tech support	\$371,313.00	Yes
6	Equity work	Establish and improve equitable instructional practices, policies and procedures to improve academic outcomes of structurally disadvantaged students	\$12,069.00	Yes
7	ELA curriculum adoption Professional Learning	Professional Learning ELA curriculum	\$3,000.00	No
8	Resources and materials	provide necessary curricular and supplementary resources to enhance instructional practices for all students	\$10,000.00	No
9	teachers support and training	Curriculum coach provides support to the teachers to improve instructional practices, assessments, and curriculum scope and sequence	\$109,145.00	No

Action #	Title	Description	Total Funds	Contributing
10	Admin training and PD	provide trainings for admin team in various topics as aligned in LCAP goals to address the needs of all stakeholders	\$5,000.00	No
11	Library resources for ELs	Increase selection of AR and leveled books and reading materials for EL students	\$44,736.00	Yes
12	Tech support and resources	Ensure that all students have access to adequate and high quality tech resources to improve access to high quality curriculum in core and content courses	\$88,322.00	No
13	Summer school	Increase summer school options to decrease achievement gap for all underperforming students including ELs	\$21,190.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Pupil Outcomes: Futures will provide conditions of learning that will develop College and Career ready students (priority (1,2,7))

An explanation of why the LEA has developed this goal.

This goal addresses state priorities 1, 2, and 7 - basic services, courses access, and implementation of state standards

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Language Acquisition Programs (priority 2B, 7B)	35% of EL students (less than 18 months in US) improve at least one level based on ELPAC 42% of EL students (more than 18 months in US) increase at least one level based on ELPAC				70% of EL students (less than 18 months in US) improve at least one level based on ELPAC 80% of EL students (more than 18 months in US) improve at least one level based on ELPAC
Percentage of pupils who passed AP exam of 3 or better (priority 4E)	4.2% passage rate				80% passage rate
CSU and UC and CTE pathway completion percentage (priority 4B)	CTE pathway - 0% completion CSU and UC - 70% completion				CTE pathway - 70% completion CSU and UC - 80% completion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (priority 4C)	58.9% - making progress				70% - making progress
Percentage of pupils who participate in, and demonstrated college preparedness pursuant to, the Early Assessment Program (priority 4F)	2018-19 Data reports: ELA: 34% Ready 26.4% College Ready Math: 1.8% Ready 26.3% College Ready				ELA 43% Ready 34% College Ready Math: 10% Ready 45% College Ready
College Career Indicator (8)	All students: 35.8% - prepared 17.9% - approaching 46% - not prepared EL students: 7.4% - prepared 7.4% - approaching 85% - not prepared				All students - 70% prepared EL students - 50% prepared
Other student outcomes (8)	NGSS - 25% proficiency (based on pilot)				NGSS - 70% proficiency

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic and SEL counseling	Two counselors provide academic and socio-emotional counseling, educational resources and workshops to improve college and career readiness culture	\$225,598.00	No

Action #	Title	Description	Total Funds	Contributing
2	Parent and student workshops	The counselors and admin team will provide educational workshops, informational sessions, and customized support to the students and parents to aid with college and career preparation	\$2,000.00	No
3	PSAT, SAT, and SoB preparation		\$6,722.00	No
4	Field trips	College and educational field trips	\$4,500.00	Yes
5	Student transition and orientation	conduct back to school event and student orientation to improve motivation and prepare students for the academic rigor of high school	\$5,000.00	No
6	Fuel Ed online urriculum	Use Fuel Ed online curriculum for student credit recovery and acceleration	\$33,863.00	Yes
7	AVID program	Implement schoolwide AVID program to improve students outcomes	\$34,561.00	No
8	Advanced Placement Programs	Providing AP core and supplementary resources and study sessions	\$1,207.00	No
9	Media and Production course	Provide resources for Media and Production class as part of the CTE pathway	\$25,000.00	No
10	PLTW Program	Expand PLTW program to complete a CTE pathway	\$147,162.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Engagement: Foster positive relationships with staff, students, parents, and the community as part of a successful learning environment. (Priorities 3, 5, 6)

An explanation of why the LEA has developed this goal.

Based on the local data, stakeholder feedback, and required state priorities, this goal was developed to create a successful learning environment to improve students' academic achievement and socio-emotional well-being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement all students (priority 3A)	aeries portal access (student academic achievement) - 60% parent square online communication system access - 30%				aeries portal access (student academic achievement) - 100% parent square online communication system access - 100%
Parent involvement EL, Homeless, FY, SED(priority 3B)	ELAC - bi-monthly Parent surveys - annual Student surveys - annual Back to School Night Parent Teacher conferences (twice a year) academic counseling - ongoing				ELAC - bi-monthly Parent surveys - three times per year (beginning, middle, end of the year) Student surveys - twice per year (October, March) Back to School Night Parent Teacher conferences (four times per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					academic counseling - ongoing
Parent involvement students with exceptional needs (priority 3C)	Annual IEP meetings, 504 meetings, SSTs				Annual IEP meetings, 504 meetings, SSTs
School attendance rates as a percentage (priority 5 A)	95%				97%
Chronic Absenteeism rates as a percentage (priority 5B)	n/a				n/a
Middle School dropout rates as a percentage (priority 5C)	n/a				n/a
High School dropout rates as a percentage (priority 5D)	0.2% (2017)				0%
High School graduation rates as a percentage (priority 5D)	86%				95%
Suspension rates as a percentage (priority 6A)	10.2% - all students 10.8% - low SES 8.5% - ELs no other subgroups are reported				10.2% - all students 10.8% - low SES 8.5% - ELs no other subgroups are reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rates as a percentage (priority 6B)	0%				0%
School Safety or other school connectedness activities (priority 6C)	CKH 80% implementation of all CKH components Student surveys - annually safety meetings - monthly				CKH 100% implementation of all CKH components Student surveys - twice a year safety meetings - monthly

Actions

Action #	Title	Description	Total Funds	Contributing
1	safe and clean environment	provide staffing and resources to ensure safe, orderly and clean environment	\$645,761.00	No
2	Student/families communication	use app to provide notifications, safety alerts, announcements	\$800.00	No
3	Diversity/Equity/Inclusion/Access and CKH (Hanover)	Professional learning for staff and supports for students that align with programs to support Diversity/Equity/Inclusion/Access and CKH	\$14,880.00	Yes
4	Parent engagement	conduct Back to School orientation and other parent events to increase parental engagement and involvement in the students' learning	\$103,300.00	No
5	mentoring program	increase students' involvement in decision-making by opportunities for team building and peer mentoring	\$4,914.00	No

Action #	Title	Description	Total Funds	Contributing
6	SEL and discipline	integrate SEL into instructional practices and discipline policies	\$115,705.00	No
7	SEL programs	Conduct a Touch of Understanding workshop and 30 day challenge learning through InJoy online platform	\$6,800.00	No
8	Athletic director	Athletic director will expand athletic program to increase students' involvement in sports to improve students' physical and emotional well-being	\$17,602.00	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.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.75%	1,357,683

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.

As the school is a schoolwide Title 1 school, all actions that are designed to be provided for all students consider increased services to benefit identified struggling subgroups: ELs, foster youth, low SES

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

LEA increase services to EL students by improving data analysis practices and data systems to ensure that the progress is monitored regularly and inform instructional practices as well as inform strategic planning. ELD teacher and paraeducators who serve students in ELD courses, Math, and other core and content courses provide additional high quality support; the teachers are trained in EL strategies, instructional framework alignment, data analysis, and DOK instructional practices. SEL integration into instructional practices, parent and student events, parental engagement actions are targeting students who are disengaged, underperforming, or struggling (structurally disadvantaged).

Equity work will target structurally disadvantaged students by improving equitable instructional practices, discipline practices, policies, and procedures. Also, equity work will align with the parental engagement events and actions.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,357,681.00	\$15,726.00		\$1,129,588.00	\$2,502,995.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,547,526.00	\$955,469.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Coherence work with Math support	\$201,637.00			\$78,482.00	\$280,119.00
1	2	English Foster Youth Low Income	Paraprofessionals' support for Math and EL				\$98,919.00	\$98,919.00
1	3	All	Teachers' professional development and data platforms				\$13,683.00	\$13,683.00
1	4	All	NGSS curriculum adoption	\$6,600.00			\$43,524.00	\$50,124.00
1	5	English	EL services	\$241,332.00			\$129,981.00	\$371,313.00
1	6	English Foster Youth Low Income	Equity work	\$10,500.00			\$1,569.00	\$12,069.00
1	7	All	ELA curriculum adoption Profesisonal Learning	\$3,000.00				\$3,000.00
1	8	All	Resources and materials	\$10,000.00				\$10,000.00
1	9	All	teachers support and training				\$109,145.00	\$109,145.00
1	10	All	Admin training and PD	\$5,000.00				\$5,000.00
1	11	English	Library resources for ELs	\$44,736.00				\$44,736.00
1	12	All	Tech support and resources	\$38,322.00			\$50,000.00	\$88,322.00
1	13	English Foster Youth Low Income	Summer school				\$21,190.00	\$21,190.00
2	1	All	Academic and SEL counseling				\$225,598.00	\$225,598.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All Students with Disabilities	Parent and student workshops	\$2,000.00				\$2,000.00
2	3	All Students with Disabilities	PSAT, SAT, and SoB preparation				\$6,722.00	\$6,722.00
2	4	English Foster Youth Low Income	Field trips	\$4,500.00				\$4,500.00
2	5	All Students with Disabilities	Student transition and orientation	\$5,000.00				\$5,000.00
2	6	English Foster Youth Low Income	Fuel Ed online urriculum	\$3,863.00			\$30,000.00	\$33,863.00
2	7	All Students with Disabilities	AVID program	\$724.00			\$33,837.00	\$34,561.00
2	8	All	Advanced Placement Programs	\$1,207.00				\$1,207.00
2	9	All Students with Disabilities	Media and Production course	\$25,000.00				\$25,000.00
2	10	All	PLTW Program	\$147,162.00				\$147,162.00
3	1	All	safe and clean environment	\$470,779.00			\$174,982.00	\$645,761.00
3	2	All	Student/families communication	\$800.00				\$800.00
3	3	English Foster Youth Low Income	Diversity/Equity/Inclusion/Access and CKH (Hanover)	\$5,000.00			\$9,880.00	\$14,880.00
3	4	All	Parent engagement	\$1,100.00	\$15,726.00		\$86,474.00	\$103,300.00
3	5	All Students with Disabilities	mentoring program	\$4,914.00				\$4,914.00
3	6	All Students with Disabilities	SEL and discipline	\$115,705.00				\$115,705.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	All Students with Disabilities	SEL programs	\$6,800.00				\$6,800.00
3	8	All Students with Disabilities	Athletic director	\$2,000.00			\$15,602.00	\$17,602.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$511,568.00	\$881,589.00
LEA-wide Total:	\$511,568.00	\$881,589.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Coherence work with Math support	LEA-wide	English Learners Foster Youth Low Income		\$201,637.00	\$280,119.00
1	2	Paraprofessionals' support for Math and EL	LEA-wide	English Learners Foster Youth Low Income			\$98,919.00
1	5	EL services	LEA-wide	English Learners		\$241,332.00	\$371,313.00
1	6	Equity work	LEA-wide	English Learners Foster Youth Low Income		\$10,500.00	\$12,069.00
1	11	Library resources for ELs	LEA-wide	English Learners		\$44,736.00	\$44,736.00
1	13	Summer school	LEA-wide	English Learners Foster Youth Low Income			\$21,190.00
2	4	Field trips	LEA-wide	English Learners Foster Youth Low Income		\$4,500.00	\$4,500.00
2	6	Fuel Ed online urriculum	LEA-wide	English Learners Foster Youth Low Income		\$3,863.00	\$33,863.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Diversity/Equity/Inclusion/Access and CKH (Hanover)	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	\$14,880.00

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.