Local Control and Accountability Plan

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

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

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

Improve the social emotional wellbeing and citizenship behaviors of all students by integrating Social Emotional Learning (SEL) lessons and activities into school wide cultural practices and core academic lessons. (AACA Focus: Heart)

Data for this goal is being calculated across the months of August through March. In March, AACA was closed due to the COVID-19 pandemic and used distance learning through the end of the year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3

6

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
Reduction in school-wide average monthly suspension rates by 50% when compared to 2018-2019 school year.	For the 19-20 school year, there was a monthly average of 1.3 suspension days. This is a 77% decrease when compared to the 18-19 school year in monthly suspension days.
Decrease of average monthly office discipline referrals by 30% when compared to the 2018-2019 school year.	For the 19-20 school year, their was a monthly average of 12 office discipline referrals. This is a reduction of 48% when compared to the 18-19 school year.
Between 10% and 20% of student population receiving Tier 2 supports in the areas of SEL and behavior calculated as a monthly average.	On a monthly average for the 19-20 school year, 17% of students were receiving tier 2 counseling services and 7% of students were receiving tier 2 check in check out services. During distance learning, these services were continued virtually.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ a teacher to lead SEL initiatives to further implement a school-wide integrated Social Emotional Learning Program.	$5700 Certificated Salaries 1000	$5700

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Socials Skills training on Kimochis curriculum for all staff.	1 day of counselor/director salary = $615 Certificated Salaries 1000	$781 for support during school closure
Update and replenish SEL curricula.	Kimochis: $1200 Superflex: $65 You Are A Social Detective: $30 Superflex Bingo: $35 Total: $1330 Curriculum: Books and Other Reference Materials 4200 Coded to MTSS	Superflex and social group materials: $575.45
Develop a school-wide SEL goal to be monitored by site staff.	Embedded in Goal 2, Action 1 Certificated Salaries 1000	0.00 Embedded in Goal 2 Action 1
Develop identification system and appropriate interventions for PBIS (2nd Tier).	$500 for online tracking system subscription $500 for SEL/behavioral skills curriculum =$1000.00 MTSS Grant Funds 4100 and 4355 Coded to MTSS	$1000 toward intervention teacher's salary to develop the tracking system
Implement PBIS school-wide behavior expectation matrix with reinforcement system.	$100 per month for reinforcement materials Total: $1000 $5000 for PBIS Lead Teacher coded to MTSS Materials and Supplies Certificated Salaries 4300 Coded to MTSS 1000 Coded to MTSS	Reinforcers: $222.06 $5000 for PBIS Lead Teacher coded to MTSS

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize school psychologist and or school counselor to implement social-emotional skills/counseling groups for students demonstrating social emotional needs (2nd Tier Intervention).	10% of director/counselor salary: $12,978 12.5% of a .4 FTE psychologist salary: $4200 estimate Professional/Consulting Services 5800	10% of director/counselor salary: $16,871 12.5% of a .4 FTE psychologist salary: $ % of para for duration of psych leave.....
Identification, training, and implementation of other means of correction.	Embedded in Goal 1 Action 2, Action 3, Action 4, and Action 6, and Action 7 Certificated Salaries, Curriculum, Materials and Supplies, Professional/Consulting Services 1000, 4100, 4300, 5800	0.00 Embedded in Goal 1 Action 2, Action 3, Action 4, and Action 6, and Action 7
All parents will have weekly communication from staff as well as trimesterly access to parent education via the Parent Square system and translated meetings for the 7% of our student population whose families are Spanish speaking.	$1200 for ParentSquare $2029 for bilingual paraeducator salary $6934 for bilingual office manager salary Total: $10,163 Software; Classified Instructional Aid Salaries; Classified Supervisor and Administrator Salaries 4355, 2100, and 2300	$0.00 for Parent Square due to donated presentations by the AACA Executive Director for Parent Square $1543 for bilingual paraeducator salary $6134 for bilingual office manager salary Total:

Goal Analysis

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

Action 2: Due to the school closure, funds were reallocated to the executive director's salary to support parents, students, and staff. With the uncertainty of the unique aspects of school closure due to COVID-19 and the stress on families, the executive director spent a more significant amount of time communicating and meeting virtually with staff members, parents, and students who were demonstrating higher levels of social emotional need. Additionally, during the 10 day school closure, he continued the school-wide shared start using a virtual format to foster continuity and support for families and students during the transition to virtual learning. During these shared start assemblies, he communicated details of the transition to virtual learning as well as information about the state of the pandemic and how it was impacting decision making. All of the information was presented in a way that was intended to lower the social emotional struggles of students, parents, and staff. Based on parent feedback, this was successful and it mitigated their concerns.
Action 5 funds were reallocated to Intervention teacher to develop tracking systems. The data tracking system that was developed by the teacher exceeded what was available for purchase. It was also adaptable to the needs of the school during virtual learning. The system has now been shared with other local districts as well as presented at the state PBIS conference.
Action 6 funds were not expended at the amount expected due to school closure and teacher failing to submit receipts for reimbursement.
Action 8 was implemented only for administrative staff. The executive director worked to develop an office managed procedure where students engage in citizenship activities to practice skills consistent with the school's behavior expectations with a focus on restorative justice (FIXIT system).

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

Successes:
AACA saw success with several actions implemented to meet this goal. The lead SEL teacher provided weekly lessons on the 7 Habits of Highly Effective People throughout the year, including during the distance learning months.
Curriculum was purchased to improve tier 3 supports for social emotional learning through Socialthinking.com and students who used the curriculum showed a decrease in behavioral incidents. An SEL goal was set for the school and monitored at staff meetings. The school psychologist and counselor worked with 23% of students across the year. The PBIS matrix was specifically taught and reinforced across the school. When the school was forced to close due to the pandemic, the matrix was adapted to address behavioral expectations for distance learning. Individual coaching was implemented during distance learning to increase engagement and attendance. The additional support provided by the executive director in the area of SEL (as outlined under Action 2 above), allowed for a more successful transition to virtual learning. The school community was more connected with the school during this time and more supportive of our instructional model for distance learning because of the executive directors leadership. He utilized social emotional techniques during his presentations and meetings which calmed the

school community. Several tier 2 interventions were implemented including Check In Check Out, mentorships, and skills/counseling groups. Throughout the year students were added and graduated from these interventions based on their individual data. These interventions continued during distance learning as well. For students who needed assistance with individual behavioral incidents, a FIXIT system (a restorative approach) was put in place and sight administration were trained on its implementation. Lastly, all parents were communicated with regularly via our Parent Square platform and for our Spanish-speaking parents, we used a paraeducator to meet with them weekly to address any concerns or questions that may have arisen. Overall, the success was clearly demonstrated by the significant reduction in suspension and office discipline referrals.

Challenges:
One area of challenge was the action item stating AACA would provide training on Kimochis curriculum. This did not happen during the school year due to the school closure. However, the time allocated for the Kimochis training was more then used to adjust the PBIS models for distance learning. In addition, the time spent by the executive director on supporting students, parents, and staff during the ten day school closure exceeded the amount allocated for Kimochis. Distance learning, despite the SEL supports, individual students and staff members began experiencing more significant emotional needs. Therefore, AACA believes a continued focus on SEL is vital.

Goal 2

Improve academic achievement through targeted instruction. (AACA Focus: Mind/Soul)

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4
7
8

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
1. Move 10% of students defined as below standard into either nearly meeting or meeting standard as measured by the CAASPP summative assessment.	During trimester 2, IAB testing was in progress when the COVID-19 pandemic forced the school to close. Therefore there isn't sufficient data to clearly state if trends observed in trimester 1 would have continued. We remained closed throughout trimester 3 and no summative SBAC testing was completed for 19-20. Math: When comparing target intervention group's SBAC Math data to Math IAB data, we found during trimester one, 22% of 4th graders moved from below to nearly meeting, 12% of 6th graders moved from nearly meeting to exceeding, 10% of 7th graders moved from below to nearly meeting, and 10% of 7th graders moved from nearly meeting to exceeding. 5th grade saw 10% of students decline from nearly meeting to below. ELA: When comparing target intervention group's SBAC ELA data to ELA IAB data, we found during trimester one, in 4th grade 18% moved from either below to nearly meeting or nearly meeting to exceeding, while 9% moved from nearly meeting to below. In 5th grade 43% of students moved from either below to nearly meeting or nearly meeting to exceeding. In 6th grade 42% of students moved from below to nearly meeting. In 7th grade, 12% of students moved below to nearly and 12% moved from nearly to below.

Expected	Actual
80% of English Language Learners will have an increase in the overall score on their summative ELPAC.	For summative ELPAC testing AACA participated in the alternate summative assessment window and tested as many students as were willing to come onto campus during the school closure. We participated in the alternate assessment utilizing a COVID-19 testing protocol for families to voluntarily attend assessment appointments. 56% English Language Learners were tested using this method. 11% had dis-enrolled and 28% choose to not come onto campus for in-person testing. 17% met the criteria to be re-designated. 28% had scores that showed improvement between the 18-19 school year and the 19-20 school year. 17% had overall scores that decreased between 19-20 and the 18-19 school year. Due to the fact that we had to utilize the alternate testing window, not all students were assessed so the metric does not represent the performance of the whole English Language Learner population.
Following targeted intervention (i.e. reading, writing, math), 80% of students requiring tier 2 or 3 academic intervention will demonstrate growth in the given area on trimesterly administered benchmark assessments (i.e., DRA, IRI, SWWE, etc).	In the area of reading, 44% of students requiring tier 2 and tier 3 supports demonstrated growth between trimester 1 and trimester 2. Data for trimester 3 is not available due to the pandemic. In the area of math, there is minimal data available for trimester 1 since trimester 2 assessments were in progress at the time of the school closure. 2nd grade was able to complete their assessments and 57% of students receiving interventions showed growth between trimester 1 and trimester 2. Benchmark assessments show 56% of students in grades 3rd through 7th who received tier 2 math intervention increases performance between trimester 1 and trimester 2.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Retain Program Director and 1.5 FTE Teacher on Special Assignments (TOSA) to further develop school-wide academic programming.	Program Director = $32,337.50 .5 FTE TOSA = $42,593 1.0 FTE TOSA = $65,275 TOTAL = $140,205.50 Certificated Salaries 1000	Program Director: $64,680 .5 FTE TOSA: $42,593 1.0 FTE TOSA: $84,857
Provide ongoing training during early release days and time for grade levels to work with TOSAs to make data-based decision for differentiated instruction, SPBL units, and curriculum development.	Teacher Salaries for four half days: $11,216 Certificated Salaries 1000	Teacher Salaries for four half days: $9509
Develop a school-wide academic achievement goal to be monitored by site staff.	Embedded in Goal 2, Action 1 Certificated Salaries 1000	0.00
Provide professional development during early release Wednesdays to incorporated ELD standards and strategies into daily academic instruction and SPBL units.	Embedded in Goal 2, Action 1 1 day of TOSA's daily rate of pay = $342 Certificated Salaries 1000	$444.28
Purchase and implement ST Math for unduplicated students in K-2.	$700 Software 4355	$700
Purchase and implement Read Naturally and SIPPS reading intervention programs for unduplicated students.	$550 for Read Naturally $3082.94 for SIPPS Total: $3632.94 Software and Approved Textbooks & Core Curricular Materials 4355 and 4100	$550 for Read Naturally $3082.94 for SIPPS
Purchase and implement Step Up to Writing for K-2nd grades for unduplicated students.	$3147.63 Approved Textbooks and Core Curricula Materials 4100	$3147.63

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ an intervention teacher to support instruction, intervention, and progress monitoring for unduplicated students.	29% of the Intervention teacher with all associated statutory costs: $20058 Certificated Salaries 1000	$18,689

Goal Analysis

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

All budgeted funds were used as outlined in the actions of Goal 2.

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

Successes:
Prior to the school closure, targeted instruction was a focus through data analysis, strategic groupings, and alignment of small group instruction across grade levels. Many of the programs were implemented and monitored across the year. This included ST Math, Read Naturally, and Step Up to Writing. School data showed students making progress in reading and math when they were consistently engaged in these interventions. In support of these interventions during distance learning, ST Math allowed all students to participate on their virtual platforms without AACA needing to purchase additional licences. This gave broader access to ST Math for the entire student population. Growth on the Summative CAASPP math assessment was anticipated however due to the pandemic, this was not realized. Another success was the use of the bilingual paraeducator who met with the Spanish speaking families on a weekly basis to address their social emotional and academic needs. His efforts kept our Spanish speaking families connected to the school and aware of academic needs and challenges. It also informed decisions for access, basic material needs, and scheduling challenges for academic tasks. An additional success for ELLs was AACA's ability to complete the Summative ELPAC assessment using the alternate testing window. The data we received allowed us to reclassify 14% of the ELLs.

Challenges:
Due to the virtual environment at the end of the year, effective assessment was not possible because of the virtual platform. Students were assessed in math more effectively then reading because AACA's reading assessments are generally administered one to one. This assessment

challenge has hindered our ability to evaluate the interventions. In addition, the duration of needing to remain in distance learning was constantly changing which impacted long term planning from an academic perspective. AACA had a well articulated instructional plan and it was effective for many students. However several subgroups struggled with engagement and work completion. Work completion, of English Language Learners and low income students was observed to be lower then other subgroups. Despite the paraedcuator reaching out to the ELLs weekly, there were still challenges with both subgroups attending synchronous instruction and completing assignments.

Goal 3

Improve 21st century learning skills in all grades. (AACA Focus: Body & Mind)

State and/or Local Priorities addressed by this goal:

State Priorities: 1
4 5

Local Priorities: n/a

Annual Measurable Outcomes

Expected	Actual
Maintain adequate bandwidth and functioning equipment in each classroom	Each classroom had fully functioning internet for the time of in seat instruction. Following the school closure in March of 2020, bandwidth was used minimally by staff. Additional devices capable of the speech to text accommodation were purchased through grant funds for use during standardized testing.

Expected	Actual
100% of teachers will use the iO Student Assessment System to monitor student data monthly	100% of teachers used iO for student data for each trimester. Administration used the system monthly to examine student performance and to determine intervention needs.
100% of teachers will consistently use the CC Pensieve to track conferring sessions on a monthly basis	This metric was not met. Although all teachers did hold conferring sessions, the frequency was inconsistent. Here are the percentage of teachers who held at least one conferring session each month: September 15% October 38% November 100% December 9% but short month of only two weeks of instruction (one of which was conferences) January 77% February 55% March -June: Data not available due to school closure and conferring sessions were not a focus of the distance learning program. The focus changed to virtual small group instruction.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve internet connectivity within the classrooms to enhance teaching and learning.	$7840.75 for hubs and connectivity Internet 5912	New hubs ended up being a donation from a board member.
Provide teacher training on the use of Thinking Maps to improve Critical Reasoning skills.	$1200 Travel and Conferences 5200	$0
Purchase ETC Portal accounts for all grades.	$2,000 Software 4355	$2,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop a school-wide 21st Century skills goal to be monitored by site staff.	Program Director's and CIA TOSA's salaries; embedded in Goal 2, Action 1 Certificated Salaries 1000	Embedded in Goal 2, Action 1 This goal was created in September and reviewed in October, November, and December at both the data review meetings as well as monthly staff meetings.
Purchase and continue to implement the IO SAS to monitor, assess, and communicate student achievement in all academic areas.	$2542.40 Software 4355	$2487.20 This reflects a decrease in enrollment.
Purchase, train staff, and consistently use the CC Pensieve to track student achievement in reading.	$702 Software 4355	$702
Improve inventory of available devices accessible during academic instruction.	$11,530 Materials and Supplies 4300 Coded to the REAP Grant	$27,000 for new devices

Goal Analysis

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

With the implementation of Step Up To Writing, the staff needed more time to train on that curriculum. Therefore, Thinking Maps was put on hold at the beginning of the year. Following the school closure in March, the administration determined the action would be discontinued because successful writing was observed when consistent use of the Step Up to Writing visual format was happening across grades.

All other funds were applied as described.

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

Successes:
All teachers used the iO system when directed to engage in data analysis by administration. This happened at the end of the first two trimesters. Administrative staff used the iO SAS weekly to address the needs of students. The purchase of additional devices was of the utmost of importance when the school was forced to close for the COVID-19 pandemic. The school surveyed families to determine technological needs and each family that shared they did not have a device at home was given a device. During virtual learning, teachers were trained and became proficient in multiple online platforms. This included a more robust utilization of Google Apps for Education, YouTube, ETC Portal, Zoom, and many others.

Challenges:
Challenges for meeting this goal centered around the use of the data systems identified in the goal. Teachers were inconsistent with their use of the CC Pensieve. Additionally, data points were more limited due to the school closure. An additional challenge was internet access for families and staff during the virtual learning. Staff had access to campus for internet use however this created childcare challenges for many teachers, paraeducators, and administrators.

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
Program Director (30% of total cost contributing to increased and improved services)	$19829.94	$25,223.25	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum Coordinator (30% of total cost contributing to increased and improved services)	$25,457.25	$26789.88	Y
Tech/Intervention Teacher (30% of total cost contributing to increased and improved services)	$19,333.86	$21600.93	Y
PBIS Reinforcers	$2000.00	$2000.00	N
Homeless/Foster Youth Liaison	$1209.00	$1209	N
Read Naturally	$690	$690	Y
Step Up to Writing	$1448.70	0.00	N
SIPPS phonics intervention for homeless/foster, ELLs, and Low Income students. No cost since the program was purchased during the 2019-2020 budget cycle.	$0.00	$0.00	Y
ST Math	$250.80	$250.80	Y
Learning Ally	$5840.50	$5840.50	Y
Bi-lingual paraeducator to work with ELLs on engagement and work completion	$9020	$9020	Y
Additional adult support to work with homeless/foster, ELLs, and Low Income students on engagement and work completion.	$9720	$9720	Y

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

Action 12:
Due to a staffing shortage, this individual had to be reassigned to support students with disabilities and substitute for quarantined teachers. AACA saw a significant increase in enrollment and the special education needs increased accordingly. Despite efforts to hire, there was a shortage and it

required the school to reallocate staff to cover special education minutes as outlined in students' IEPs. In addition, based on pandemic restrictions and quarantine requirements, this staff member also had to serve as a substitute classroom teacher on a regular basis. AACA had multiple staff who needed to quarantine and the normal substitute pool was not available.

Analysis of In-Person Instructional Offerings

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

Success:
AACA was able to open in hybrid prior to many other districts. The middle school returned first and this was done to work out any unforeseen challenges. Since they were already in school, they continued on campus despite the county returning to purple status. Purple status made it impossible for other districts to bring back their secondary students so this decision to bring middle school back first was very fortunate. The remaining grades were brought back in a staggered hybrid beginning. Third through fifth was brought back after middle school and kindergarten through second was the last group to begin hybrid.
Another success was the special education weekly Monday cohort. Beginning in October, a group of students with disabilities was attending a cohort each Monday where they received support on class assignments, worked on their goals, and attended social skill groups.
When a parent survey showed of 80% of families wanted school to be five days a week and the three foot distancing requirement was allowed, it was clear AACA needed to move out of hybrid. The administration, with board support, extended spring break for students by one week. Staff used the week to prepare for full reopening. Work was done on classroom arrangement, social emotional supports for all staff, and instructional planning. Additionally, the special education team was able to redesign service schedules and attend multiple trainings on topics related to their work.
While AACA was in the hybrid model, a student quarantine program was designed. It was implemented by the physical education teacher once we hired the additional teacher position. The Physical education teacher was able to be reallocated to meet the needs of students who needed to be quarantined so they did not loose contact with a teacher.
Throughout the year, AACA made a point to allow flexibility for families to move between programs. We had students in the At Home Academy whose families made a choice to not return to school during the 2020-2021 school year. Approximately 30 students at a given time were enrolled in the program and a teacher was assigned to meet with them daily to provide their synchronous instruction. Families were trained on the curriculum, given pacing guides, and provided technological support so they could progress through their grade level.

Challenges:
One of the most impact challenges was teacher availability due to quarantine needs. Several teachers had to quarantine due to exposure, illness, or travel. Each time, staff had to be reallocated to cover those classes. Surveys were used for any longer holiday breaks to gauge which teachers would need coverage due to travel quarantine restrictions.

A second challenge was the limited staff available for cohorts outside of special education. AACA developed a list of students who needed more support for engagement while on distance learning but due to staff needs, these cohorts were not started until early Spring.
A final challenge was the higher number of SEL needs in students, parents, and staff. Many teachers were also parents who were trying to balance work while meeting their own children's needs. Many families had two working parents and could not support the virtual days. Students were left alone in many instances and had a higher rate of tantrums, refusals, and other mal-adaptive behaviors. Staff were working long hours to provide quality in seat lessons as well as robust virtual and shared feelings of ineffectiveness and frustration. They shared that the in seat days were much more successful then the virtual days and this contributed to those feelings.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Program Director	$19,829.94	$25,223	Y
Curriculum Coordinator	$25,457.25	$26790	Y
DocHub	$20.94	$335.52	N
Technology purchase (REAP grant funds)	$19,516	$28160	N
Bi-lingual paraeducator to work with ELLs on engagement and work completion	$9020	$9020	Y
Additional adult support to work with homeless/foster, ELLs, and Low Income students on engagement and work completion.	$9720	$9720	Y
Homeless/Foster Youth Liaison	$1209	$1209	N
Reassign bus driver to paraeducator	$0.00	$0.00	N
Reassign Physical Education teacher to support large class	$0.00	$0.00	N
Reassign teachers to address At Home Academy	$0.00	$0.00	N
Basic supplies for families needing essential school supplies	$0.00	$0.00	Y

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

Action 8: Due to a staffing shortage, this individual had to be reassigned to support students with disabilities. AACA saw a significant increase in enrollment and the special education needs increased accordingly. Despite efforts to hire, there was a shortage and it required the school to reallocate staff to cover special education minutes as outlined in students' IEPs.

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 Successes: Teachers used multiple platforms already familiar to students for instruction (Google Apps for Education, ST Math, Read Naturally, and Big Ideas). The pacing guides for each grade were adapted to ensure key standards were addressed and the students returned to school on track to complete all standards for each grade level. Additionally, all the Service/Project Based Learning units were adapted to a virtual model and students received the full instruction of these units. Using regular materials pick up and drop offs allowed for students to have all the necessary materials consistent with the typical curriculum. For example, literature circles are a key component of the ELA program and every two weeks, students were given a new book so they could meet virtually with their literature circle groups.
Continuity of Instruction Challenges: One of the largest challenges to instructional continuity during distance learning was the level of engagement and work production by some students. Despite good attendance, actual participation and work production was a struggle for many students. This made gauging student success in academic skill acquisition a challenge. Teachers were not able to consistently respond to the academic needs of each student because of the inconsistency of work completion.

Access to Devices and Connectivity Successes: As soon as school closed in March of 2020, a technology survey was sent out to families to determine their needs for devices or internet access. All families who required devices were given those and families who needed internet connectivity worked with staff to ensure they accessed the various free internet sources offered during the pandemic. When students returned in the fall, the technology survey was sent again and devices were distributed at the initial materials pick up day. AACA made use of a tech assistance form so families could submit any technology needs to the tech support teacher. He worked quickly to resolve each issue as it arose.
Pupil Participation and Progress: Using both synchronous and asynchronous methods of instruction, student attendance was at 95.5% during distance learning. Tiers of support were developed for teachers and administration to reach out to families that were struggling with attendance. In addition, the bilingual paraeducator used his weekly check in meetings to address attendance issues with the English Learner population.

Access to Devices and Connectivity Challenges: Challenges were minimal in this area due to the purchase of additional devices and frequent surveying of the families to address technology needs. The use of the technology assistance form also helped families receive rapid response to any technological issue. There were a few isolated cases (less then five students) who lived in very rural areas where internet access was limited. They were given paper tasks to replace online assignments but this did limit their access to peers during distance learning.

Distance Learning Professional Development Successes: At the beginning of the year, three days were allocated to distance learning professional development. Focuses of this time were teacher expectations. These included guidelines for setting up digital classrooms, parent communication, start of school routines, student engagement tracking, and other basic logistics. Staff also reviewed the PBIS matrix for distance learning and had time to create strategies for creating a class community virtually. Time was also dedicated to specific adjustments to the curriculum for distance learning and revisions to the service/project based learning units so they could be delivered in a virtual model. When school closed in March of 2020, two weeks were used to provide professional development on a variety of technical topics. As a result, teachers were well prepared when the returned to distance learning in the fall to use those technical pieces.

Distance Learning Professional Development Challenges:Holding professional development virtually did minimized the level of interaction the staff had as they navigated all of the needs of distance learning. Social support within the staff as a whole became much more departmentalized and groups mostly communicated or interacted within their small grade level clusters or alike-job classifications. When the transition was made back to full in seat instruction, time was dedicated to having whole-group meetings and activities to increase staff connected-ness.

Staff Roles and Responsibilities Successes: AACA did have several reassignments for staff to accommodate distance learning. The physical education teacher was used as a co-teacher in 5th grade and the technology teacher was used to work with the At Home Academy (AHA) students (students who chose to remain on distance learning despite opportunities to return to in person instruction). Additionally, the bus driver was used to meet special education minutes and our food service staff was reallocated to work on materials distribution and drop off.

Staff Roles and Responsibilities Challenges: One challenge was the technology teacher who was assigned to meet the needs of the At Home Academy. His role as technology teacher was not eliminated but rather added to to address the AHA needs. Administration worked to lesson his responsibilities over the course of the year to address this challenge.

Support for Pupils with Unique Needs Successes: Students with disabilities saw an almost 100% increase in numbers during the fall of 2020. This necessitated reallocating staff to meet the required minutes per the IEPs. It was noted that many students made progress on their goals in the virtual setting and this was largely due to the special education staff ensuring the students made it to their meetings. Those that were not demonstrating growth were invited to an on-campus cohort to help support their work production attendance. The ELL students were given weekly check ins with the bilingual paraeducator in addition to their designated ELD instruction. This assisted them in participating in their synchronous and asynchronous instruction.

Support for Pupils with Unique Needs Challenges: One of the challenges faced with our students with unique needs was privacy. Many of our students require social skills instruction and this is typically done in a group. Some topics are sensitive and need to be kept within the group.

When groups were to happen virtually, it was deemed inappropriate for parents to be able to hear or observe what other students were sharing. Therefore these groups were redesigned to be more individualized. This caused us to not to be able to address some of the students needs and they were therefore some of the first to be brought back to on-campus cohorts.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Read Naturally	$690	$690	Y
SIPPS to mitigate reading deficits and reading skill loss in unduplicated students. No new purchases were necessary	$0.00	$0.00	Y
ST Math	$240.80	$250.80	Y
Learning Ally	$5840.50	$5840.50	Y
Bilingual Paraeducator	$9020	$9020	Y
Additional 1.0 FTE General Education Teacher	$70,000	$44172.70	N
Additional .5 FTE Special Education Teacher	$35,000	$6,700.00	N
Additional adult support to work with homeless/foster, ELLs, and Low Income students on engagement and work completion	$9720	$9720	Y
ELD Curriculum due to increase in ELD enrollment	$500	$1000	N
Plexiglas dividers for safety	$100	$100	N
Additional technology for teachers and students to promote instructional equity	$10,000	$18,345.75	N
Additional hard copies of math textbooks to enhance the digital text currently being used	$2000	2000	N
Phonics program to mitigate learning loss in the lower grades (estimated cost)	$2000	$2000	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Step Up To Writing	$1448.70	$0.00	N

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.

Action 7:
An additional .5 special education teacher was to be hired to address the increase in students with disabilities. A candidate who was eligible for an internship was selected and they started working as a para-educator to become familiar with the students and routines. Once they were eligible for the internship, the university shared that there were complications and that individual would not be able to be in intern and AACA. The position continued to be flown but no candidate was found during the 20-21 school year. As a replacement, the current case manager was provided a per student monthly stipend to compensate her for the increased caseload.

Action 8:
Due to a staffing shortage, this individual had to be reassigned to support students with disabilities and substitute for quarantined teachers. AACA saw a significant increase in enrollment and the special education needs increased accordingly. Despite efforts to hire, there was a shortage and it required the school to reallocate staff to cover special education minutes as outlined in students' IEPs. In addition, based on pandemic restrictions and quarantine requirements, this staff member also had to serve as a substitute classroom teacher on a regular basis.

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.

Successes:
To address learning loss, many steps were taken across the year. For starters, Read Naturally could be done virtually and consistently therefore mitigating regression in some of our most needy students. Secondly, the hiring of the additional teacher allowed the physical education teacher to address the needs of quarantined students. The purchase of a new ELD curriculum allowed the ELD students to engage in a more structured series of lessons that allowed for flexibility between distance learning and in seat instruction. When students returned to school full time, SIPPS was implemented with several groups of students to address phonics skills gaps. Additionally, the existence of the MTSS structure allowed

teachers to alert administration to students who needed additional supports. Finally, the greatest success in mitigating learning loss was how quickly AACA was able to transition to in-seat instruction, either into a hybrid model or when we returned to full time on campus learning. AACA students had full in seat instruction from April through the end of the year.

Challenges:
Challenges existed in delivering certain programmatic elements. ST Math is an intervention that happens across campus. When this was assigned to be done at home to assist with learning loss, students across the school were not participating in the program. Another challenge was assessment. Assessing in person versus virtually leads to questionable data to determine loss and therefore it is a challenge to ensure staff are providing the correct interventions. Finally, increase in sped enrollment which necessitated reallocating staff caused the special education staff to be stretched trying to meet necessary services. The increase in enrollment was not matched by the increase in staff so the existing staff worked beyond their typical work day to meeting the various needs.

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.

Successes:
AACA was able to maintain the various components of the multi-tiered system of support for social emotional learning. Systems such as Check In Check Out, counseling, and social skills groups were either presented virtually or in person once students returned to campus. Each grade level group of teachers was given the opportunity to only teach two subjects during distance learning and the hybrid model. For example, a grade level partnership would split up the subjects so one was teaching ELA and Social Studies while the other taught Math and Science. The reduction in preparation was intended to offer staff the chance to focus on fewer topics. When AACA chose to return to a full reopening, the board supported extending spring break for a week to allow all staff to prepare to have all students back on campus. During that time, teachers were given support in setting up their classrooms for a full class of students (previously they had only half the students in the hybrid model), they were given planning time to adjust their curriculum for the rest of the year, and they were given time to collaborate in teams to create class splits that made sense for the remainder of the year.

Challenges:
Based on parent feedback and teacher observation, there was an uptick in tantrum behaviors, defiance, work avoidance, and suicidal comments by students. Student motivation was low across many families as reported in our family survey. Finding ways to engage students who were experiencing these included parent meetings, teacher outreach to families, administrative outreach to families, counseling sessions, moving into a

hybrid model as soon as it was available and returning to a five day a week program as soon as it was available. A recurring challenge was the social emotional well being of staff. Staff reported they were highly fatigued and emotionally taxed through this school year. Transitioning between programs (full distance learning, hybrid models, and full reopening) all cause stress and need staff to be flexible with their approach to their position.

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.

Successes:
Engagement and outreach was a focus of the team at AACA. The following things were put into place to support these efforts: the bilingual para worked with Spanish speaking families weekly; the school provided parent support through weekly Growing Great Parents live webinars and daily shared start assemblies; and regular communications between administration and teacher with parents via Parent Square. Parents shared they felt informed when changes were necessary and they appreciated the systematic way information was shared out during the transitions. In addition, systems were in place to support parents when struggles arose with technology and curriculum questions so this allowed students to remain engaged virtual lessons.

Challenges:
AACA has a history and cultural norm of having families directly involved in the daily activities of the school. We have had to eliminate that element of the school culture due to the COVID-19 restrictions. This has led to a reduction in the close relationships staff usually have with all of the families. In addition, there has been over a 30% increase in enrollment across the school year when compared to last year. It has been a struggle to form those meaningful relationships with all the new families who have joined AACA.

Analysis of School Nutrition

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

Due to the free lunch and breakfast being provided to all students, families were able to access meals daily. Meals were distributed an multiple sites across the county so parents picked up their food at any site that was convenient for them. On Fridays, they were able to pick up food for the weekend as well. Many students continued to use the free lunch and breakfast service when AACA returned to on campus instruction.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Parent Square: Platform for communicating with parents regarding all topics.	$1000	$1000	N

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.

In general the plan was enacted as intended with one expectation. Due to a staffing shortage, this individual had to be reassigned to support students with disabilities and substitute for quarantined teachers. AACA saw a significant increase in enrollment and the special education needs increased accordingly. Despite efforts to hire, there was a shortage and it required the school to reallocate staff to cover special education minutes as outlined in students' IEPs. In addition, based on pandemic restrictions and quarantine requirements, this staff member also had to serve as a substitute classroom teacher on a regular basis. AACA had multiple staff who needed to quarantine and the normal substitute pool was not available.

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.

Over the course of the 20-21 school year, staff observed learning loss in both academics and social emotional skills. Assessing academic skills posed challenges with consistent engagement and work completion. In addition challenges with consistent program implementation due to staffing issues based on shortages and quarantine needs. Additionally, English Learners proved to have the most challenges consistently engaging in

distance learning activities and completing assigned tasks. Utilizing a targeted intervention teacher with a common cultural background to meet weekly with our EL students helped address this issue but did not mitigate it completely. Due to the fact that this targeted intervention did help with engagement and work completion (in addition to forming a strong personal connection with those families) that intervention teacher position will be continued across the next three years. The EL population is growing at AACA and we learned having this individual reaching out to these families was key to the engagement we did see during distance learning.

Upon return to full in person instruction, social issues became a primary concern. Students were observed to engage in negative behaviors towards each other and have limited emotional resiliency. Targeted verbal and physical aggression emerged across many grade levels and the need for more intensive school wide behavior instruction became clear. Emotional challenges were also observed among staff. Responses to directives and necessary changes based on COVID-19 guidelines could be curt and emotionally charged. Efforts to include all staff in decision making was a focus but the level of fatigue and frustration with the situation remains. The need to support all individuals social emotional well being is a necessary focus moving forward.

Through in seat and distance learning programs, families were happy with the design and implementation. The increase in enrollment reflects this positive attitude towards AACA. The unknown of that enrollment increase is the level of learning loss and social emotional needs to new families. Therefore we need to implement a robust program that targets learning loss and the social emotional well being of our students over the next three years to recoup skills in all areas.

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

Academics will be assessed by a rigorous assessment calendar which will include IABs, trimester benchmarks, chapter tests, school wide writing assessments, reading assessments, and intervention data collection. In the area of SEL, we are investing in a universal screening tool that also has progress monitoring elements to help track the social emotional well being of all students. Students who are receiving tier 2 and tier 3 interventions will also have individualized progress monitoring through the data collected within those various intervention. Additionally, funds are being allocated for the intervention teacher and instructional assistants to allow for small group instruction and targeted intervention within the general education classroom.
Based on the increase in enrollment and an anticipated broader demographic group moving in the next three years, cultural needs also need to be addressed through an analysis of those cultural groups and target work towards incorporating those groups into school wide activities and units of study. Lastly, interventions need to be focused on those various demographic groups with a specific focus on EL students and low income students which has also increased in size over the course of the pandemic.

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.

The one change was the reallocation of the additional adult support who was intended to service unduplicated youth. Due to the increase in enrollment and the increase on special education services, that adult had to be reallocated to serve special education minutes. AACA worked to fill open special education positions but was unsuccessful in finding staff to fill vacancies.

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.

Academics, social emotional well being, and cultural diversity will be the focuses moving forward based the analysis of the 2019-2020 LCAP and the 2020-2021 LCP. Due to the social emotional and academic needs made clear through the pandemic, AACA has determined that more staff is needed to support systems designed to meet student's needs. These include an MTSS coordinator, an intervention teacher, and instructional assistants for each grade level. Due to teacher fatigue, best first instruction needs to be a focus to realign instruction to clear instructional objectives and succinct lesson delivery. Additionally, the social emotional well being of staff must be addressed to support their needs. Supports are also in place to help address the focus on cultural diversity as AACA moves through the next three years. Having a new facility that is conveniently located in Paso Robles will allow the staff to actively engage with the community to promote that cultural diversity.
AACA will continue to provide support to our families through our Growing Great Parent webinars, regular Parent Square communication, and inviting them back into our classrooms as the health and safety restriction allow.
Technology is not an area of focus moving forward due to the up-scaling that was necessary to address virtual learning during the COVID-19 pandemic. Staff are now well versed in online platforms for a variety of uses and are able to incorporate these into their lessons The main focus for technology will be maintenance and replacement of devices and the ongoing support for any device issues that arise regularly as students use those devices.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Almond Acres Charter Academy	Robert Bourgault	bbourgault@aacacademy.com (805)467-2095

Plan Summary 2021-24

General Information

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

Almond Acres Charter Academy (AACA) is a kindergarten through eighth grade school serving approximately 310 students located in the northern part of San Luis Obispo County. Students come from seven school districts within the surrounding area. The demographics are representative of the entire region.

AACA's mission is Growing Great Kids by integrating service/project based learning with the state academic standards. Moreover, supporting

the effort of families to nurture positive and productive citizens is essential to all academic success. By identifying and nurturing the unique and valuable intelligences of every child, their disposition to learn and develop into a whole child (heart, mind, body, and soul) is achieved

Reflections: Successes

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

Areas of growth and strength include:
-Service/Project Based learning – S/PBL units of study in all grade levels has enhanced student achievement with the integration of meaningful experiences and core academic standards. The school has developed a comprehensive curriculum map outlining the specific units of study for each grade level
- Family Participation – Synergy between families and the school has established common language and
learning practices to improve student achievement.
- Ubiquitous adherence to the school's mission and vision – Every child, teacher, administrator, parent, and support personnel understand and work toward the achievement of the mission and vision of the school to Grow Great Kids.
- Implementation of a comprehensive PBIS matrix outlining the specific behavioral expectations for all areas of the school. Previously produced videos were used in the instruction of these expectations.
- Reduction in suspension rates both overall and for students with disabilities.
-Suspension rates on the dashboard remained in red when comparing the 17-18 school year and the 18-19 school year. However, internal data on suspensions showed a large decrease in the number of suspensions when comparing the 18-19 school year and the 19-20 school year.
- Implementation of Tier 2 and Tier 3 supports for social emotional learning and behavior (including but not limited to check in check out, counseling/skills groups, and mentorships).
- The student assessment system was used to examine student progress and determine necessary steps to meet student needs
- School wide implementation of Big Ideas math curriculum.
- School-wide implementation of Step Up to Writing curriculum.
- Increase in diversity of staff and board members.
- Between 17-18 school year and the 18-19 school year, the dashboard showed an increase in the areas of Chronic Absenteeism, English Language Arts, and Mathematics.

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.

Identified needs were as follows:
-SEL for students and staff following COVID pandemic. AACA has seen a rise in office discipline referrals since returning to full in-seat instruction as well as an uptick in staff frustrations.
-Additional staff to support academic and SEL needs. The administration has taken note that staff need to be available to meet all levels of need for students since implementing small group interventions will be a focus for the next three years.
-Clear instructional targets and objectives to improve first teaching. Only a small number of teachers are using clear objectives during lessons and this is being attributed to fatigue based on the pandemic situation.
-Cultural diversity represented across AACA (staff, students, administration, board, community engagement, academics, etc). AACA is moving into a new town and is working towards having the cultural diversity of the community represented across the school from enrollment to units of study.

LCAP Highlights

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

The 21-24 LCAP will emphasize social emotional well being of staff and students, academic instruction and curriculum, maintaining (and in some cases expanding) the multi-tiered system of support in place at AACA, and cultural diversity.

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.

Stakeholder engagement was conducted in a variety of ways across the 20-21 school year. Due to COVID-19 safety restrictions, most of the feedback was gathered electronically or virtually.   A slide show and video presentation was developed for parents, faculty, staff, and board members. The groups viewed the video then completed a survey to share their feedback. The slideshow was sent out to all groups via the weekly Parent Square parent update and district email. Additionally, a live presentation was done on three separate zoom meetings to answer questions groups may have had or to address any immediate concerns. One of these live meetings was the weekly Growing Great Parents Webinars offered by the Executive Director and another was during a staff meeting where all staff were present. Finally, board members were given a synopsis of the presentation during a zoom board meeting.

When developing the LCAP goals and services, staff considered the survey results as well as comments or questions shared at the zoom presentations.

A summary of the feedback provided by specific stakeholder groups.

Parents:
This group overwhelmingly shared struggles with distance learning. In the area social emotional and behavior, parents described their students as having tantrums, avoiding work, attempts at self harm, and crying. Parents also shared the following strategies were helpful during distance learning: established routines, positive reinforcement systems, completing work at a preferred time of day, and the use of checklists for tasks. In the area of academics, parents shared that although students were needing assistance to complete tasks and lacked motivation, they were benefiting from the virtual instruction. 86% of parents also shared that the best way to assist their children with their academics was to return to in-seat instruction.

Staff:
Teacher feedback largely centered around the logistics of lesson planning, use of technology, grading, and student engagement. Teachers shared that logistically certain elements of distance learning were very successful and some needed addressing. For example, the use of time came up as a concern so the administration set up a schedule for the teacher's day that would provide time for them to meet with students (whole group, small group, and individuals), have time for recording necessary lessons, and collaborate with their grade level partners. Time was also set aside for grading, long term planning, and weekly PLC (Professional Learning Communities). Teachers also shared that Google Classroom was a success and they found it easy to navigate. The administration had considered not using it for kindergarten and first grade but after hearing the teacher feedback, Google Classroom is used across all grade levels. Teachers shared creative ways to engage students during distance learning and time was provided during professional development for teachers to collaborate on additional strategies for engagement and share best practices. Teachers also shared a desire to service students in their classrooms to help address individual student needs. They were in favor of moving into in seat options (hybrid and full reopening) when they were given the opportunity to plan and prepare for the transitions. Teachers are also seeing that students have learning gaps and interventions are needed to close those gaps. Also, there are students who need support with their social emotional well being and behavior following all of the transitions of the 19-20 and 20-21 school

year.

Administration:

The 20-21 school year say a myriad of transitions due to the COVID-19 pandemic. Academically, distance learning and hybrid instruction affected AACA programmatically and technologically. From a programmatic perspective, lesson delivery had to be adjusted to be performed virtually. Grading practices needed to be adjusted to not punish students who do not have support in the home for academic tasks. Pacing guides were adjusted to reflect weekly pacing as opposed to monthly pacing to give teachers more specific guidance in their planning. Engagement strategies had to be examined and expanded to assist

 with virtual lessons. Upon returning to full in-seat instruction, the administration observed learning loss in some of the most needy populations (in particular, English Language Learners, Low Income students, and students with disabilities) between March of 2020 and April of 2021. Walk throughs of classrooms showed that some faculty were using clear instructional objectives effectively but this is not happening in every classroom.

To provide effective instruction during this school year, AACA was forced to grow its capacity for technological applications for all tasks. The use of virtual meetings and online learning platforms has required all staff members to greatly increase their technological skills. The reliance on internet and devices highlighted areas of need for both staff and students. Internet strength in the home setting of staff and students can be intermittent for rural families. For staff, access to school as a workspace was offered but balancing child care was always a conversation. For students, alternative instructional methods had to be developed to address these issues.

COVID-19 affected AACA's school-wide MTSS (Multi-Tiered Systems of Support) system. Tiers of support needed to be developed to address attendance, parent support, and teacher accountability. The PBIS (Positive Behavioral Interventions and Supports) team had to create expectations for distance learning and those expectations had to be taught with specificity. Behavioral interventions needed to shift to include this new virtual environment. In some cases, students who had struggled behaviorally in traditional instructional models greatly improved with the virtual learning process. In turn, some students who did not struggle in the traditional model started to struggle in the virtual environment due to many factors including home environment, lack of support, and lack of connection to peers. Additionally, a social-emotional toll has been noticed among staff at all levels. A primary recurring struggle was how to balance work with the need to have children learning at home. Many staff who are single parents or staff whose partner also works experienced a much higher level of stress and were working longer hours to accomplish all of their daily tasks. This concern is mirrored with many of the AACA families and consequently, the teachers and administration worked to be as flexible as possible with families regarding assignments and timelines while upholding state mandates.

From an accountability perspective, COVID-19 caused difficulty in measuring progress with a host of initiatives implemented during the 2019-2020 school year. AACA revamped its LCAP for the 2019-2020 school year to include a variety of tier 1 and tier 2 academic supports. For example, AACA adopted Big Ideas Math for K-5th to provide curricular coherence from Kindergarten through 8th grade. AACA was already using Big Ideas in grades 6th-8th grade. Step Up to Writing was implemented to assist writing instruction and Read Naturally was used to address reading gaps. AACA staff was eager to see progress on the summative CAASPP assessment but this was not possible due to the elimination of testing for 2019-2020. Benchmark data was showing promise so not being able to demonstrate the learning on high stakes testing was a disappointment to staff.

Board Members:

The AACA board members have provided feedback regarding programming and budget. The board shared that they encouraged the continuing of the various elements of MTSS and with the staffing related to overseeing those initiatives. Administration presented LCAP snapshot information for the 19-20 school year and updates on progress regarding initiatives during monthly board meetings so the board was fully informed about progress toward our school goals. During distance learning and hybrid models, the board shared that since we have staff working from home for distance learning, they wanted a system in place for ensuring equity among the lessons presented. A clear set of expectations was developed and administration will have scheduled drop ins for all of the grade levels. Finally, they encouraged continued communication with families to ensure the families know what is expected and how to find help when necessary. The board shared their desire for flexibility for programmatic options that would allow students to receive the best education during the many transitions for the 20-21 school year. They directed the administration to be responsive to both the pandemic restrictions as well as the desires of families and staff. Consequently, they approved plans to move between distance learning, hybrid models, and full reopening as those steps were possible. Lastly, the board has a focus of addressing cultural diversity as an organization. AACA is transitioning between authorizors in the summer of 2021 and the new authorizor has worked with our board to find ways to encourage a culturally diverse population at AACA.

Students:

Student groups shared their concerns related to the school environment. They felt the loss of social interaction and missed their friends. Those that partook in learning pods during distance learning were more positive and appeared to have higher levels of engagement. Upon reopening school for in seat instruction, student also shared how excited they were to see their friends and classmates. Learning virtually was a challenge and many of them were not motivated to participate at their usual levels.

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

Based on the parent and staff feedback, AACA staff acknowledged that social emotional supports needed to be a focus of the LCAP for students and staff. The pandemic caused emotional struggles across all stakeholder groups. Therefore a goal will focus on the social emotional health of staff and students. Secondly, the stakeholder feedback shows that a focus on strong academic instruction is needed to address the learning loss experienced by various subgroups of students. Lastly, moving the school to a new town offers an opportunity to address cultural diversity from a systematic view point. AACA prides itself of inclusivity and having cultural diversity be a focal point moving forward expands the opportunities for our students and our community.

Goals and Actions

Goals

Goal #	Description
Goal 1	AACA will address the social emotional well being of students by maintaining the existing multi-tiered system of support and implementing a multi-tiered system of support for staff. (Priority 5, Priority 6, Priority 8)

An explanation of why the LEA has developed this goal.

AACA worked diligently on developing and implementing tiers of support for social emotional learning during the 2019-2020 school year. School discipline data demonstrated success with that implementation. When the pandemic required AACA to move to virtual instruction, and subsequent hybrid instruction, students and staff showed signs of stress and disregulation. When planning to return to a more typical school schedule, it became clear both groups require support to return to a more healthy social emotional state.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Decrease monthly suspensions by 50% when compared to 19-20 levels.	For the 19-20 school year, the monthly average for student suspension days was 1.3.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Annual suspension rates will fall to less then three a year based on assertive discipline records.

Decrease office discipline referrals by 50% when compared to 19-20 levels.	For the 19-20 school year, the monthly average for office discipline referrals was 12.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Office discipline referrals will fall to less then 3 per month as measured by assertive discipline records. This will indicate a strong tiered system of support for behavior and social emotional needs.
80% of staff participate in social emotional activities provided by the school.	The school provides verbal praise and celebrations for staff successes. On select occasions (Organizational Health meetings, return from summer break, etc), food is provided to thank the staff as whole for the work being completed.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Monthly social emotional wellness offerings will be a systematic approach to support staff as they emerge from the pandemic cycle of fatigue and stress.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Multi-Tiered System of Support (MTSS) Coordinator	Implement and employ an MTSS Coordinator to implement and further develop the Multi-Tiered System of Support.	$93,347.31	Yes
Action #2	Professional Development	Provide professional development on social skills instruction for 2nd and 3rd tier instruction.	$0.00	No
Action #3	Staff SEL	Develop and implement an MTSS continuum for staff social emotional well being.	$0.00	No
Action #4	Goal	Develop a school-wide Social Emotional Learning goal to be monitored by site staff.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	Counseling/Skills Instruction	Utilize school psychologist, therapist, and/or counselor to implement social skills groups for students demonstrating social emotional needs in tier 2 and tier 3. Cost calculated for one and a half days per week for each, the psychologist and counselor	$64,513.92	No
Action #6	Positive Behavior Interventions and Supports (PBIS)	Continue and expand PBIS school-wide behavior expectation matrix with a reinforcement system and clear instructional plan.	$3,000.00	No
Action #7	2nd Tier PBIS	Consistently implement and monitor identification system and appropriate interventions for the 2nd tier of PBIS.	$0.00	No
Action #8	Alternative Means of Correction	Identification, training, and implementation of alternative means of correction.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #9	Universal Screening	Adopt and implement a universal screening tool for social emotional learning to assist with the implementation of appropriate interventions.	$1,512.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	AACA will improve the academic performance across all subgroups by increasing focus on teacher clarity of standards and use of clear instructional objectives. (Priority 1, Priority 2, Priority 4, Priority 7)

An explanation of why the LEA has developed this goal.

When examining data from the last California dashboard (data for the 18-19 school year), trimester benchmark assessments, and interim assessment blocks, academic achievement continues to be a need across all subgroups. In particular, English Language Learners, Students with Disabilities, and Low Income students are lower performing then other groups.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

| 100% of teachers will have specific instructional objectives posted and will refer to them explicitly during lessons. | Based on classroom walk-throughs, 20% of teachers are currently posting objectives and making them explicit during instruction. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math will be two levels above the 18-19 school year student performance as reported on the California Dashboard. |

| Unduplicated student subgroups (English Language Learners, Low Income, and Homeless/Foster youth) will increase their academic performance in ELA and Math by two levels when compared to the California Dashboard in 2019. | English Learners did not have a level on dashboard due to the small number of students in the subgroup fro 2018-2019. However, site based data shows English Learners are performing below their grade level peers in reading, writing. and math. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | English Learners will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to the level where they are considered a significant subgroup. |

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention Teacher	Employ a bilingual intervention teacher to address the needs of unduplicated students.	$72,178.60	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Early Release Days	Provide ongoing training during early release days and time for grade levels to refine SPBL units and instruction. Embedded in Goal 3, Action 1	$0.00	No
Action #3	English Language Development	Provide additional professional development for ELD curriculum and ongoing embedded objectives. Embedded in Goal 3 Action 1	$0.00	No
Action #4	Goal	Develop a school-wide academic achievement goal to be monitored by site staff. Embedded in Goal 3, Action 1	$0.00	No
Action #5	Reading Intervention	Continue to implement Read Naturally and SIPPS reading intervention programs for unduplicated students and students with disabilities.	$1,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #6	Step Up to Writing	Continue to implement Step Up to Writing school-wide for unduplicated students and students with disabilities.	$0.00	Yes
Action #7	Step Up to Writing	Implement cross-curricular integration of Step Up to Writing visual supports school-wide to support English Language Learners and Students with Disabilities.	$0.00	Yes
Action #8	ST Math	Continue to implement ST Math for unduplicated students school-wide.	$3,500.00	Yes
Action #9	Best Practices	Implement systematic cycles of best practice sharing for district adopted curriculum. Embedded in Goal 3, Action 1	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #10	Teacher Clarity	Teachers will post and state a clear instructional objective during instruction. Embedded in Goal 3, Action 1	$0.00	No
Action #11	Instructional Assistants	Addition of seven instructional assistants to provide support to unduplicated youth in each grade level (1 for kindergarten, 1 for first grade, 1 for second grade, 1 for third grade, 1 for fourth grade, 1 for fifth grade, 1 for middle school).	$127,008.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	AACA will utilize data analysis to inform instructional practices to evaluate effectiveness of Tier 1 instruction and to determine appropriate student interventions. (Priority 1, Priority 2, and Priority 4)

An explanation of why the LEA has developed this goal.

Across the COVID-19 pandemic and associated instructional models, data analysis was challenging due to inconsistent student data. Instructional decisions need to be based on data analysis and this needs to be systematic within the school.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

A data analysis process will be utilized at a minimum of two times per month by all faculty as documented on the PLC calendar.	Metric 1: Administration engages in data analysis weekly and faculty engage in data analysis trimesterly.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	By spring of 2024, an efficient and systematic data analysis process that leads to targeted instruction will be in place across all grade levels. Students increase academic achievement data will demonstrate targeted instruction.
Data-based instructional action plans will be submitted by faculty to administration two times per month.	Each trimester, faculty submit intervention plans for instruction based on trimester benchmark data.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	An efficient and systematic data analysis process that leads to targeted interventions will be in place across all grade levels.

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Curriculum Director	Implement and employ a Curriculum Director to oversee the implementation of best first teaching and intervention practices.	$104,161.62	Yes
Action #2	Data Review	Implement and adhere to a monthly schedule of data review to inform systematic decision making in all areas. Embedded in Goal 3, Action 1	$0.00	No
Action #3	Data Tracking	Maintain a school-wide data tracking tool for student academic interventions and supports. Embedded in Goal 3, Action 1	$0.00	No
Action #4	Goal	Develop a school-wide data-analysis goal to be monitored by staff. Embedded in Goal 3, Action 1	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	CC Pensieve	Purchase, train staff, and consistently use the CC Pensieve to track student achievement in reading.	$720.00	No
Action #6	OTUS	Purchase and implement the OTUS SAS to monitor, assess, and communicate student achievement in all academic areas.	$8,220.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 4	AACA will expand cultural diversity across the scope of the school community.

An explanation of why the LEA has developed this goal.

AACA is moving to a different location and would like to work towards matching the demographics of the new community and celebrating that cultural diversity.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Metric 1: Enrollment demographics will align with the demographic breakdown of the school district in which AACA resides.	Current AACA demographic is as follows: Hispanic or Latino: 24.84% White: 69.35% American Indian: 0.65% Multi-ethnic/ Non Hispanic: 5.16% English Learners: 5.48% Current Paso Robles Joint Unified School District demographic breakdown is as follows (as found on publicschoolsreview.com): Hispanic or Latino: 54.0% White: 23% Black: 5% American Indian:1% Asian: 12% Hawaiian: 1% Multi-Ethnic/Non Hispanic: 4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	By the end of the 2023-2024 school year, AACA will have a population submitting requests for enrollment that aligns with the surrounding neighborhood demographic.

The new AACA facility will be utilized by culturally diverse community groups for a minimum of 2 events per year.	The current AACA facility is not under the jurisdiction of AACA and so can not be offered to community group use.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	By the end of the 2023-2024 school year, AACA will be known as an option for culturally diverse groups to use as an event venue.
80% of service/project based learning (S/PBL) units will have cultural awareness component.	Currently the S/PBL units do not have cultural awareness components that align to the demographics of the local community.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	S/PBL units will reflect cultural awareness in alignment with the demographic breakdown of the student community of Paso Robles.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student demographics	Use community outreach to encourage culturally diverse enrollment reflective of the Paso Robles Joint Unified School district's demographic makeup.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Community engagement	Implement options for culturally diverse groups to be involved with AACA (ex: guest speakers, elective offerings, facility use for community groups, etc).	$0.00	No
Action #3	SPBL Cultural Elements	Examine SPBL units for opportunities to incorporate multicultural perspectives within the units. Embedded in Goal 3, Action 1	$0.00	No
Action #4	Goal	Develop a school-wide cultural diversity goal to be monitored by site staff	$0.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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
6%	$230,585.00

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

Required Descriptions

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

Goal 1:

Action 1:

Implement and employ an MTSS Coordinator to implement and further develop the Multi-Tiered System of Support. (Budgeted amount: 93,347.31)

Principally Directed: This will benefit our unduplicated students by providing programmatic oversight for social emotional and behavioral programming. THe coordinator will use data based decisions to ensure unduplicated students are receiving the appropriate tier of support to meet their social emotional and behavioral needs. This position has been created this year to allow for direct oversight and evaluation of the systems of support while providing the necessary improvements of the tiers of support. Previously these responsibilities were split between three positions, a director, a coordinator, and a teacher.

Research: SEL instruction increases a student's "ability to increase their ability to integrate thinking, emotions, and behavior in ways that lead to positive school outcomes." Jones, Stephanie M., and Emily J. Doolittle. "Social and Emotional Learning: Introducing the Issue." The Future of Children, vol. 27, no. 1, 2017, pp. 3–11. JSTOR, www.jstor.org/stable/44219018. Accessed 20 May 2021.

Other Considerations: AACA considered continuing with the current job assignment model with multiple individuals addressing this responsibility but determined it was less efficient and therefore less effective for students.

Metrics: This will be measured by a demonstrated decrease in maladaptive behaviors as seen as a decrease in suspensions and office discipline referrals.

Goal 2:

Action 1:

Employ a bilingual intervention teacher to address the needs of unduplicated students. (Budgeted amount $72,178.60)

Principally Directed: This will benefit our unduplicated students by providing systematic program implementation and progress monitoring. The intervention teacher will support unduplicated students through focused small group instruction in all areas of need as defined by data based decision making rules.

Research: John Hattie's research proves that response to intervention has a high effect size on student achievement. This relates to closely monitored direct intervention utilizing research based techniques or programs.

Other Considerations: Historically AACA has relied on special education staff to implement the majority of intervention programming. This practice has not proven to increase student achievement rates and a more comprehensive approach from the general education staff is necessary. The school is moving from having only Tier 1 and Tier 3 supports available to having a more complete multitiered system of support available for unduplicated students.

Metrics: This will be measured by a demonstrated increase on ELPAC scores, schoolwide writing exams, and trimester academic assessments.

Action 5:

Purchase and implement Read Naturally and SIPPS reading intervention for unduplicated students (Budgeted amount $1150.00).

Principally Directed: Our unduplicated students need a supplemental to their core reading instruction since they are demonstrating low performance on standardized tests.

Research: Research supports the importance of reading fluency as a key component of reading comprehension. It improves decoding accuracy, automatic processing, and prosodic reading. (http://www.ascd.org/publications/educationalleadership/mar04/vol61/num06/Creating-FluentReaders.aspx) Read Naturally builds fluency in a systematic and sequential way, allowing students to demonstrate overall improvement in their reading achievement.

Other Considerations: The district considered a phonics based approach to reading intervention. However, the team felt a more comprehensive approach was needed so fluency and comprehension supports were also necessary. Read Naturally was selected because it contains both of these components.

Metrics: This will be measured by a demonstrated increase in schoolwide reading assessments administered each trimester as well as an increase in the students' standardized assessments.

Action 7:

Implement cross-curricular integration of Step Up to Writing visual supports school-wide to support English Language Learners and Students with Disabilities. (Budgeted amount: $0.00)

Principally Directed: This is directed to our unduplicated students who will be given Step Up to Writing visual supports across curriculum areas since they are demonstrating low performance on district and standardized tests.

Research: Research states that students benefit from a multimodul approach, concrete strategies to clarify abstract content, and a focus on academic language development (www.voyagersopris.com).

Other Considerations: The district considered using other visual supports in the various curriculum but determined consistency would be a stronger model for our ELLs and SWDs.

Metrics: This will be measured by a demonstrated increase in the students' schoolwide benchmark assessments administered each trimester.

Action 8:

Purchase and Implement ST Math for unduplicated students (Budgeted amount $3500).

Principally Directed: Our unduplicated students need a supplemental to their core math instruction since they are demonstrating low performance on standardized tests.

Research: ST Math has demonstrated marked improvement on high stakes testing when students complete 50% of their grade level content prepared in ST Math (www.stmath.com).

Other Considerations: The district has considered and implemented Kahn Academy and Prodigy and it was determined that these programs have not resulted in improved outcomes on CAASPP and other standards based assessments. ST Math was chosen to serve our student's needs based on the following criteria: it is technologically based, it is not text driven, it has a strong visual component, and it fits with the school's instructional model.

Metrics: This will be measured by a demonstrated increase in the students' CAASPP and other standards based assessments.

Action 11:

Addition of seven instructional assistants to provide support to unduplicated youth in each grade level (1 for kindergarten, 1 for first grade, 1 for second grade, 1 for third grade, 1 for fourth grade, 1 for fifth grade, 1 for middle school). (Budgeted amount $127,008)

Principally Directed: Based on current enrollment projections for the next school year, AACA is anticipating an increase in English Learners as well as Low Income students. Additional adult support will allow for small group instructional groups within the general education classroom to target these students' intervention needs.

Research:John Hattie's research proves that response to intervention has a high effect size on student achievement. This relates to closely monitored direct intervention utilizing research based techniques or programs. Having Instructional Assistants available to implement research based interventions will make process more efficient and therefore more effective.

Other Considerations: AACA has historically used special education paraeducators as the primary means of delivering certain interventions. With the uptick in special education enrollment, AACA found it necessary to grow both the special education paraeducator staff and incorporate non-special education personnel when meeting the needs of the student population.

Metrics: This action will be measured by a demonstrated increase in student performance within targeted academic intervention programs.

Goal 3:

Action 1:

Implement and employ a Curriculum Director to oversee the implementation of best first teaching and intervention practices.

Principally Directed: This will benefit our unduplicated students by providing programmatic oversight for instructional programming. Teachers in all grade levels will work during PLC and work days on intervention plans, bolstering instructional techniques, and reviewing student data under the supervision of the curriculum director to meet the needs of unduplicated students. This position has been created this year to allow for direct oversight and evaluation of faculty while providing the necessary coaching for best first instruction. Previously these responsibilities were split between two positions, a director and a coordinator.

Research: John Hattie's research proves that teacher efficacy has a high effect size on student achievement. This relates to direct one on one conferring between the teachers and the students on setting instructional goals and monitoring student progress towards the achievement of the

academic goal.

Other Considerations: The conferring process requires training and support for the teachers. The team considered the past trainings offered to all teachers (new and returning) provided by the Daily 5 staff on the management and implementation of the program including specific examples of how to effectively confer. Based on data analysis, it is clear that closer oversight is required to ensure the process is being implemented with fidelity. Specifically, this true with our unduplicated students who show lower academic performance on certain assessments.

Metrics: This will be measured by a demonstrated increase on ELPAC scores, schoolwide writing exams, and trimester academic assessments.

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

Addition of nine new positions including instructional assistants, MTSS Coordinator, Bilingual Intervention Teacher, and a Curriculum Director. This is an increase of 10 staff members which equates to an almost 30% increase is staffing. This increase in staffing is intended to work to meet the needs of unduplicated students.

Total Expenditures Table

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

1	1	Multi-Tiered System of Support (MTSS) Coordinator		$93,347.31	$0.00	$0.00	$0.00	$93,347.31
1	2	Professional Development	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
1	3	Staff SEL	None	$0.00	$0.00	$0.00	$0.00	$0.00
1	4	Goal	All subgroups and staff	$0.00	$0.00	$0.00	$0.00	$0.00
1	5	Counseling/Skills Instruction	Students requiring tier two and tier three supports in Social Emotional Learning	$64,513.92	$0.00	$0.00	$0.00	$64,513.92
1	6	Positive Behavior Interventions and Supports (PBIS)	All subgroups	$3,000.00	$0.00	$0.00	$0.00	$3,000.00
1	7	2nd Tier PBIS	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
1	8	Alternative Means of Correction	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
1	9	Universal Screening	All subgroups	$1,512.00	$0.00	$0.00	$0.00	$1,512.00

2	1	Intervention Teacher		$72,178.60	$0.00	$0.00	$0.00	$72,178.60
2	2	Early Release Days	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
2	3	English Language Development	English Language Learners	$0.00	$0.00	$0.00	$0.00	$0.00
2	4	Goal	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
2	5	Reading Intervention		$1,150.00	$0.00	$0.00	$0.00	$1,150.00
2	6	Step Up to Writing		$0.00	$0.00	$0.00	$0.00	$0.00
2	7	Step Up to Writing		$0.00	$0.00	$0.00	$0.00	$0.00
2	8	ST Math		$3,500.00	$0.00	$0.00	$0.00	$3,500.00
2	9	Best Practices	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
2	10	Teacher Clarity	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
2	11	Instructional Assistants		$127,008.00	$0.00	$0.00	$0.00	$127,008.00
3	1	Curriculum Director	All subgroups	$0.00	$0.00	$104,161.62	$0.00	$104,161.62
3	2	Data Review	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Data Tracking	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
3	4	Goal	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00

3	5	CC Pensieve	All subgroups	$720.00	$0.00	$0.00	$0.00	$720.00
3	6	OTUS	All subgroups	$8,220.00	$0.00	$0.00	$0.00	$8,220.00
4	1	Student demographics	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Community engagement	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	SPBL Cultural Elements	All subgroups	$0.00	$0.00	$0.00	$0.00	$0.00
4	4	Goal	all subgroups	$0.00	$0.00	$0.00	$0.00	$0.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$375,149.83	$0.00	$104,161.62	$0.00	$479,311.45

Total Personnel	Total Non-Personnel
$461,209.45	$18,102.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

1	1	Multi-Tiered System of Support (MTSS) Coordinator	Schoolwide	English Language Learners, Low Income, Homeless/Foster Youth	School-wide	$93,347.31	$93,347.31
2	1	Intervention Teacher	Schoolwide	English Language Learners, Low Income, Homeless/Foster Youth	School-wide	$72,178.60	$72,178.60
2	5	Reading Intervention	Schoolwide	English Language Learners, Low Income, Homeless/Foster, and Students with Disabilities	Schoolwide	$1,150.00	$1,150.00
2	6	Step Up to Writing	Schoolwide	English Language Learners, Low Income, Homeless/Foster, and Students with Disabilities	School-wide	$0.00	$0.00
2	7	Step Up to Writing	Schoolwide	English Language Learners and Students with Disabilities	All classrooms	$0.00	$0.00

2	8	ST Math	Schoolwide	English Language Learners, Low Income, Homeless/Foster	school-wide	$3,500.00	$3,500.00
2	11	Instructional Assistants	Schoolwide	Low income, English Learners, and Homeless/Foster Youth	Each grade level	$127,008.00	$127,008.00
3	1	Curriculum Director	Schoolwide	English Language Learners, Low Income, Homeless/Foster Youth	School-wide	$0.00	$104,161.62

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$297,183.91	$401,345.53

Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the

content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

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

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

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

indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state

priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

Information and resources that support effective stakeholder engagement, define student

consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a

description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

In order to support prioritization of goals, the LCAP template provides LEAs with the option of

developing three different kinds of goals:

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

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

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant

consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions

above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 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 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA

must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

•   Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

•   Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

•   Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all

students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).
Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:
Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.
Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.
Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:
- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not

emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rsate 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 inpidual 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.

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

•   **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).

•   **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.