LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ISANA Achernar Academy
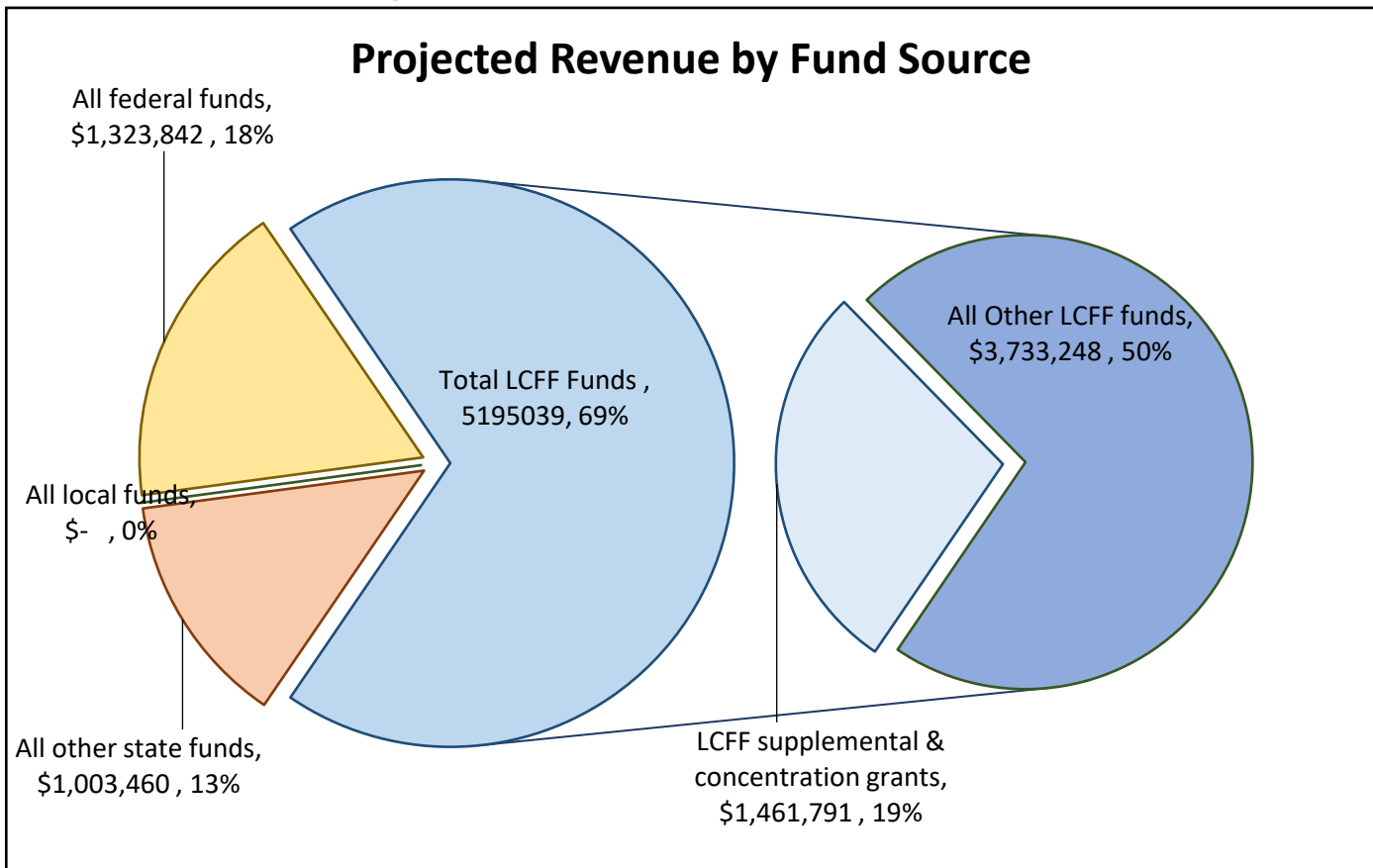
CDS Code: 19 73437 0134338

School Year: 2021 – 22

LEA contact information: Nadia Shaiq

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,323,842 , 18%

All local funds, $- , 0%

All other state funds, $1,003,460 , 13%

Total LCFF Funds , 5195039, 69%

All Other LCFF funds, $3,733,248 , 50%

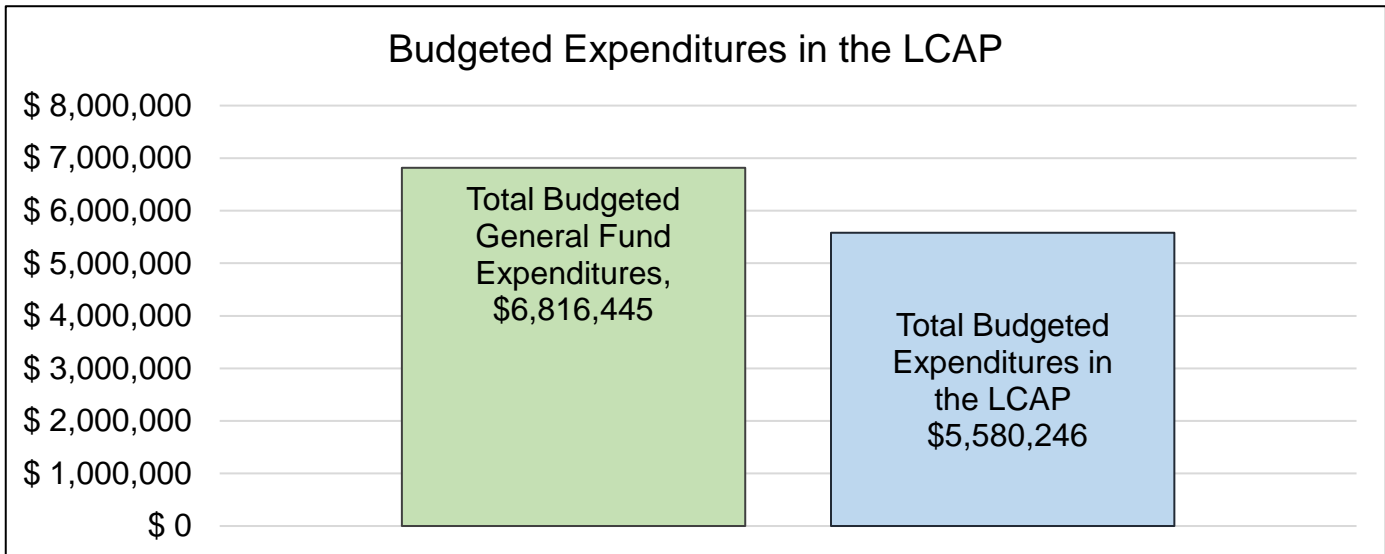LCFF supplemental & concentration grants, $1,461,791 , 19%

This chart shows the total general purpose revenue ISANA Achernar Academy expects to receive in the coming year from all sources.

The total revenue projected for ISANA Achernar Academy is $7,522,341.00, of which $5,195,039.00 is Local Control Funding Formula (LCFF), $1,003,460.00 is other state funds, $0.00 is local funds, and $1,323,842.00 is federal funds. Of the $5,195,039.00 in LCFF Funds, $1,461,791.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,816,445	Total Budgeted Expenditures in the LCAP $5,580,246

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

ISANA Achernar Academy plans to spend $6,816,445.00 for the 2021 – 22 school year. Of that amount, $5,580,246.00 is tied to actions/services in the LCAP and $1,236,199.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
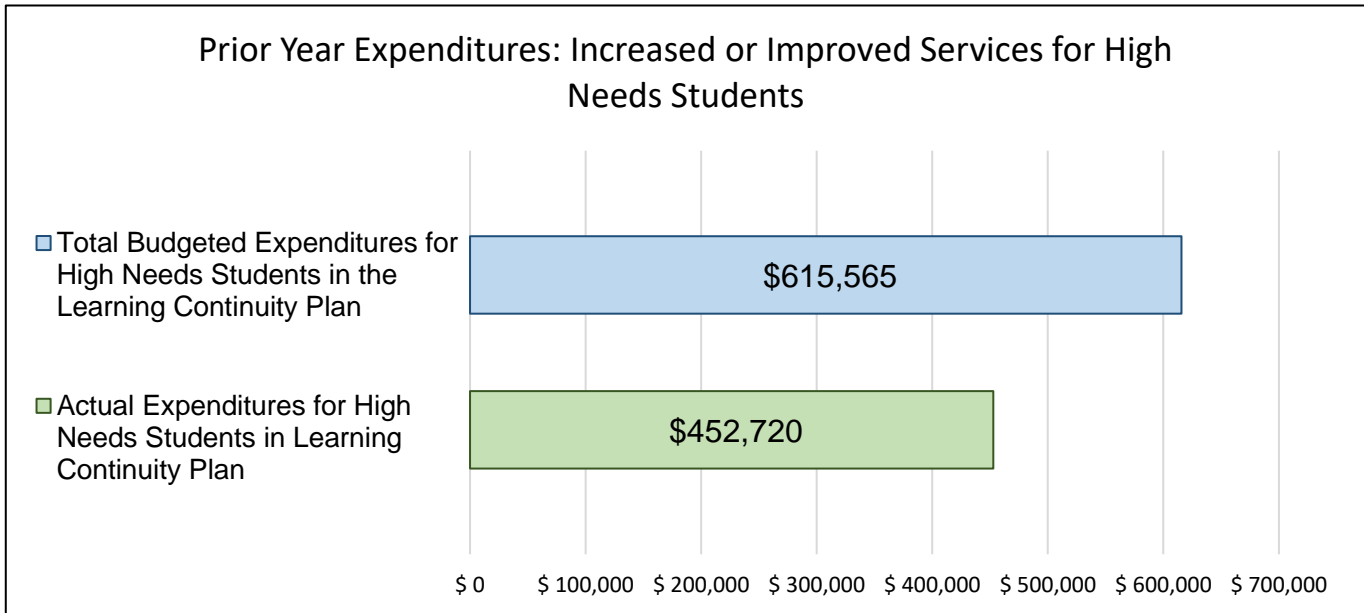
Some key expenditures not included in the LCAP include: Salaries and benefits for certain staff, additional support for students with disabilites, routine repair for maintenance, facility, custodial and utility costs, legal fees, and copy machine leases and insurance. Also, not included in the LCAP are Title II expenditures, which cover additional Professional Development.

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

In 2021 – 22, ISANA Achernar Academy is projecting it will receive $1,461,791.00 based on the enrollment of foster youth, English learner, and low-income students. ISANA Achernar Academy must describe how it intends to increase or improve services for high needs students in the LCAP. ISANA Achernar Academy plans to spend $1,501,536.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$615,565
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$452,720

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

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

In 2020 – 21, ISANA Achernar Academy's Learning Continuity Plan budgeted $615,565.00 for planned actions to increase or improve services for high needs students. ISANA Achernar Academy actually spent $452,720.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $162,845.00 had the following impact on ISANA Achernar Academy's ability to increase or improve services for high needs students:

In 2020-21 our overall actual expenditures were materially less than originally budgeted because ISANA campuses did not open for in-person instruction until April 26, 2021 due to COVID-19 safety.

Therefore, we were not able to implement actions 1.9 or 1.10 - a planned in-person residency program in math at a local university, as well as the associated transportation and nutrition costs for our students to participate in the program.

Also, due to safety, we were not able to rent indoor or outdoor space to house students in person (Action 1.7)

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
ISANA Achernar Academy	Nadia Shaiq, CEO	nshaiq@isanaacademies.org (323) 291-1211

Plan Summary 2020-2021

General Information

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

ISANA Achernar Academy operates a high quality education school in the historically underserved area of Compton. Achernar provides a intentionally diverse, inclusive, rigorous, and welcoming spaces that empower all scholars to thrive in an atmosphere of high expectations, cultural responsiveness, and a engaging curriculum with challenging learning activities.We envision a world that is more just, equitable, and kind and one that is a better place for all who inhabit it. ISANA scholars (our students, families, educators, and communities) will be the innovative, socially- aware, collaborative learners, achievers, and leaders who will impact our evolving communities and create this a better world. In accordance with our mission, we seek to enroll at-risk students from low income communities in need. The community surrounding ISANA Achernar Academy is growing rapidly and is highly impacted. The school opened in August of 2016 with 493 students in transitional kindergarten through eighth grade; it currently has 455 students from Transitional Kindergarten to eighth grade. Over 98% of students qualify for the free or reduced lunch program; at least 22.75% of the children are English Learners. The community is mostly African-American (33.11%) and Latino (65.56%).

Our dedication to low income communities has allowed us to develop an instructional model designed to meet the needs of these communities. ISANA Achernar Academy has developed a reputation for high academic standards, experienced and caring staff members, as well as a commitment to its students. Students have an opportunity to be challenged in an environment where high expectations and academic excellence are non-negotiable. Students benefit from a small, safe school environment where a respect for each other and each other's differences prevail. They benefit from an environment where parents and teachers work in partnership to meet student achievement goals.

Reflections: Successes

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

- There have been many successes in regards to student Technology. All of our scholars were able to get a Chromebook issued to use at home, as well as be provided with a Chromebook to be used at school. In addition, we were also able to support families who are in need of internet access at home through distribution of Hotspot devices.

- Our scholars' ELA proficiency in 2019, as demonstrated by internal i-Ready diagnostics data, has increased from 16% to 26% by the end of the year
- Our scholars' Math proficiency in 2019, as demonstrated by internal i-Ready diagnostics data, has increased from 13% to 22% by the end of the year
- The rate of Chronic Absenteeism, as evidenced by the CA Dashboard, is at 7.3%, which is well below the state's rate of 10.1%. In addition, our English Learner and Students with Disabilities subgroups placed in the Green and Blue bands on this measure. Our school has also consistently met our goal of >95% ADA.
- ISANA Achernar Academy's Suspension Rate is 0.6%, well below the state's rate of 3.4%. We have implemented a focus on SEL through the Second Step curriculum, and developed alternatives to suspension through implementing PBIS strategies across the campus.

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.

- Technology-driven distance learning has been difficult for many families. To address this need, we will hold parent workshops that assist families in navigating the learning platforms as well as the various school communication systems that are utilized.
- According to the CA Dashboard, our students' ELA Achievement in 2019 was 25.6 points below standard. In order to address this area of need, we have implemented a new Reading Intervention program with a credentialed reading specialist to target specific needs of student groups.. In addition, we have reviewed and analyzed our current ELA curriculum and decided to move forward with implementing a new ELA curriculum, Arc Core, that places a greater emphasis on language and reading instruction.
- The Math achievement in 2019 was 39.8 points below standard. To address this area of need, we have already implemented a new curriculum, Ready Classroom Math, that better incorporates the standards for mathematical practices in instruction. In addition, we launched a year-long partnership with CalState LA and the "Math Literacy Project" to increase the proficiency and confidence of our educators in culturally relevant math instruction.
- In 2019, English Learner progress towards English language proficiency was at 36.9%, which is below the state's rate of 48.3%. To address this area of need, we have reviewed and revamped our English Learner Master Plan to better target the needs of our ELs. Our educators have been provided opportunities to learn and unpack English Language Development standards, and we have also incorporated both designated and integrated ELD instruction throughout the instructional day to continually support our English Learners.
- In 2019, our Students with Disabilities demonstrated disparate internal i-Ready data. In ELA, proficiency increased from 10% to 20% by the end of the year. In Math, proficiency decreased from 11% to 10% by the end of the year. In order to address the needs of our SWDs, we have implemented weekly collaboration time amongst the General Education and Special Education educators to allow for more cohesion in instruction. In addition, professional development on appropriate student accommodations have been presented to all educators, and the implementation was closely monitored to ensure fidelity.

LCAP Highlights

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

ISANA has adopted an "Equity and Justice" agenda that governs the work of the entire organization and includes the specific objectives listed below:

Objective A: Acknowledge and address the impacts of systemic racism on and within our educational system.

Objective B: Engage explicitly in educator professional development around racial justice, equity, and implicit bias.

Objective C: Critically analyze our curriculum for issues of privilege and bias and ensure what we teach represents the histories of all peoples and teaches students to become critical thinkers and changemakers.

Objective D: Engage in instructional pedagogy that is culturally relevant and responsive, holds high expectations for students and fosters student engagement.

Objective E: Embed in our school culture and structures opportunities to address the social-emotional well-being of students, educators, leadership, and the community.

Objective F: Develop a collaborative system for inclusive partnerships with parents and community/stakeholders to ensure a well-rounded and effective student support system against racial justice, equity, and implicit bias

In translating this aspiration to the 21-24 LCAP goals, actions and services, ISANA has drawn from stakeholder feedback and recommendations across the different stakeholder groups. Our stakeholders agreed that our new goals allowed us to continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent over 90% of our total population. These five goals also address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

The ISANA LCAP Goals are as follows:

Goal 1: ISANA will provide all students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students access to high quality and culturally affirming learning experiences in order for them to demonstrate continuous growth toward achieving the skills of the Common Core State Standards, CA State Standards and CA Next Generation Science Standards.

Goal 2: All students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students will be educated in culturally relevant and safe environments that support learning, engagement, and social-emotional wellness.

Goal 3: ISANA will strategically recruit and support the ongoing development of effective educators who facilitate learning for all students.

Goal 4: ISANA will engage and involve families and the community as visible and valued partners in the education of all students, including Students with Disabilities, English Learners, and socioeconomically disadvantaged students.

Goal 5: Maintenance Goal: To ensure maintenance of progress, the following metrics and actions will be maintained and reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

Goal 1 and 2 are very similar to our past LCAP goals. **Goal 3** represents a need to further focus on the hiring and retention of quality staff. In this new goal, we are focused both on hiring effective teachers and retaining them and other high-quality staff both certificated and classified. We are also focused on ongoing development for all educators, not just certificated staff. Research has shown that high teacher rates negatively impact student achievement and that these rates are higher in schools serving low-income students, which makes up a large percentage of our schools. High turnover also impacts us financially and has other negative effects as well. Goal 4 represents a need to more deeply engage parents and families as partners in education. We believe that families are equal partners in attaining educational goals

for students, collaboration has a positive impact on student learning, families should be active partners in decision making and recognize parents' expertise and seek input from them on a regular basis.

Impact of the COVID-19 Pandemic: On March 13, 2020, ISANA Academies joined with schools and districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. ISANA Academies began the 2020-21 school year in a 100% distance-learning format and transitioned to a hybrid in-person and distance learning instructional model in late April 2021. Throughout this time, ISANA has remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted ISANA in several key areas contained in the 2021-24 LCAP, including, training for teachers, technology for students and teachers, and student's academic and social-emotional needs arising from being thrust into both an asynchronous and synchronous style of learning. The pandemic and its effect on students and families understandably dominated our stakeholder conversations and skewed data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 18-19, 19-20 and 20-21. In these cases, a determination was made that data collected presents the most accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

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.

ISANA Achernar Academy is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

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

ISANA Achernar Academy is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

ISANA Achernar Academy is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Stakeholder Engagement

ISANA believes that stakeholder input drives the development of the LCAP. Throughout the course of the COVID-19 pandemic and as we transitioned to hybrid learning, we involved and consulted parents, students and all school personnel including administrative leadership, teachers and classified staff to ensure there was a unified approach in providing high-quality educational opportunities for all students in both the distance and in-person settings and to plan and implement instructional programs that allow students, staff and the community to remain safe and healthy.

To guide the development of goals, actions and metrics for the 2021-2022 Local Control and Accountability plan, we drew on stakeholder input from discussions held with parents, pupils, all school personnel including administrative leadership, teachers and classified staff. These discussions included meeting with the Parent Advisory Council(PAC), District English Learner Advisory Council (DELAC), School Site Council (SSC); facilitating LCAP Focused Stakeholder Sessions for all staff, and providing updates on progress toward LCAP goals and new LCAP development at ISANA Board Meetings. Presentations to the board that provided opportunities for board member input and public comment. Surveys were also sent to all staff and families and to select grade levels of students in Spring 2021. The special education plan administrator (SELPA) was also consulted in developing this plan.

ISANA Board Meetings: Progress toward LCP and LCAP goals were shared with the board at all regular board meetings: 9/15; 10/20; 12/15; 2/23; 4/20; 6/15

Administrative Leadership Stakeholder Sessions: 2/16; 2/23; 4/30; 5/7; 5/14; 5/21; 5/28

LCAP Stakeholder Engagement Sessions with Certificated Staff: 11/20; 3/05; 5/28

LCAP Stakeholder Engagement Sessions with Classified Staff: 11/20; 3/05; 5/28

DELAC: 11/19; 3/4; 5/27

PAC: 11/19; 3/4; 5/27

SSC: 11/19; 3/4; 5/27

Students: 11/19; 3/4; 5/27

All meetings were conducted virtually and translators in Spanish were available for parents as needed. The virtual meeting platform allowed us to increase our participation rate of stakeholders in this process from last year, a testament to our commitment to involve as many people as possible.

An overview of the LCAP and the updates made this year was presented in draft form during the Board Meeting on June 14, 2021, during the Public Hearing. The final draft of the LCAP and budget was approved on June 15, 2021 at a regularly scheduled Board Meeting.

A summary of the feedback provided by specific stakeholder groups.

Spring 2021 LCAP Survey

An annual survey was administered to all staff, select grade levels of students , and offered to all parents.

91 parent surveys were collected; 42/42 staff surveys were collected; 179 student surveys were collected.

Certificated Staff: 96% of the staff believe that Achernar provides a high quality educational program, but they believe they need more materials, resources, and PD to work with the various student groups. All Certificated staff feels that the administration communicates in multiple ways so staff is aware of the happenings at the school.

Classified Staff: 88% of the staff feels Achernar creates a welcoming and safe environment for students; 88% of the staff believes that Achernar fosters an appreciation of student diversity and respect for each other

Students: 80% of the students surveyed believe that the school creates a welcoming and safe environment; 83% of the students surveyed believe the school provides a good education. Students expressed a desire for more real-world connections to their learning.

Parents: 82% of parents responding to the survey believe that the school provides instructional experiences that respect my child's culture, ethnicity and identity; 81% of parents responding to the survey believe Provides a high quality, educational program.

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

Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent Learning Continuity and Attendance Plan process. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged within LCAP goal areas.

Overarching Themes

Professional Learning Opportunities

Staff have appreciated the professional learning that occurred throughout the school year, which was focused on math literacy and was in partnership with Cal State. They desire continued professional learning on academic subjects including additional training in order to successfully implement our newly adopted Reading and History/Social Science curriculum. They also communicated a need for training and resources on teaching student groups such as English Learners, Students with Disabilities and high-achieving students. **Goal 1, Action 1** reflects our commitment to providing sustained professional learning on our adopted instructional programs as well as professional learning opportunities in best instructional practices for all students and for student groups.

While staff appreciate the many opportunities for in-house professional learning, they are especially enthused to explore outside opportunities for professional learning, including bringing in outside consultants. Actions reflecting these efforts can be found in **Goal 3**, **Actions 1,3, and 4**. In addition, to better prepare new teachers for the start of the school year, a separate new teacher training will take place in July before ISANA-wide professional learning takes place.

Students expressed a need for more real world connections to their learning and a desire for more challenging activities and projects. We look forward to renewing our focus on project-based learning in the 2021-2022 school year so that we may continue to engage students in real world problem solving. **(Goal 1 action 1, 10)**

Social Emotional Learning

Students feel welcomed and cared for by their school overall and more so by their teachers. Staff also highlighted our efforts in creating a safe and welcoming environment for all. **Goal 2, Action 1** describes our commitment to ensuring that both certificated and classified staff are providing training on social emotional learning, comprehensive and restorative approaches to student behavior.

Parent and Family Re-engagement

Staff and families appreciated the increased effort to engage and involve parents and families **(Goal 4)**. In addition to the actions described in **Goal 4**, they would specifically like resources and workshops on how to assist their child/children with homework, and expressed a desire for access to tutoring programs. Our Student Family Services Coordinator will work with the administrative team to ensure that this need is supported. **Goal 1, action 4** describes the extended learning opportunities, including tutoring that we plan to make available to our students needing additional academic support.

Goals and Actions

Goal

Goal #	Description
1	ISANA will provide all students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students access to high quality and culturally affirming learning experiences in order for them to demonstrate continuous growth toward achieving the skills of the Common Core State Standards, CA State Standards and CA Next Generation Science Standards.

An explanation of why the LEA has developed this goal.

Using feedback from stakeholders, ISANA will utilize curriculum and other teaching resources that affirm learning experiences from the perspective of a variety of cultures as represented within and outside of our school communities. Schools will provide learning opportunities beyond the walls of the classroom to help students make lasting connections with their learning. Upon review of both internal benchmarks and state-wide annual assessments, data shows that not all students at ISANA are achieving at or above grade level. The metrics below define additionally how progress toward standards-mastery will be measured over time.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards	**CAASPP ELA (18-19):** Schoolwide: 41.22% ELLs: 11.11% Low SES: 41.25% Foster Youth: N/A SWD: 7.14% **CAASPP MATH (18-19):** Schoolwide: 32.73% ELLs: 5.66% Low SES: 32.63% Foster Youth: N/A SWD: 0% **CAST Science (18-19):**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	**CAASPP ELA 23-24 Target:** Schoolwide: 47.22% (+6%) ELLs: 21.11 (+10%) Low SES: 47.25% (+6%) Foster Youth: N/A SWD: 15.9% (+8.76%) **CAASPP MATH 23-24 Target:** Schoolwide: 38.73% (+6%) ELLs: 15.66 (+10%) Low SES: 38.63% (+6%) Foster Youth: N/A SWD: 13.6% (+13.6%) **CAST Science 23-24 Target:** Schoolwide: 21.85% (+6%) ELLs: 10% (+10%) Low SES: 21.28% (+6%) Foster Youth: N/A

ISANA Achernar Academy - LCAP 2021-2024

	Schoolwide: 15.85% ELLs: 0% Low SES: 15.28% Foster Youth: N/A SWD: 0%				SWD: 6% (+6%)
Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic	**i-Ready Annual Typical Growth K-8 ELA- (MAY 2021):** Schoolwide: 35% ELLs: 28% Low SES: 34% Foster Youth: N/A SWD: 46% **i-Ready Annual Typical Growth K-8 Math- (MAY 2021):** Schoolwide: 28% ELLs: 24% Low SES: 27% Foster Youth: N/A SWD: 38%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	80% or more of all students and student groups achieving Annual Typical Growth on the end of year i-Ready Diagnostic in math and ELA
English Learner Reclassification Rate as measured by CALPADS reports/DataQuest	2020 Reclassification rate: 2.8%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Exceeding 10% RFEP Rate OR exceeding the District /State Reclassification rate, whichever is higher.
Progress toward English Language Proficiency - Percentage of students making progress toward English Language proficiency as measured by the CA Dashboard:	Percentage of students making progress toward English Language proficiency as measured by the CA Dashboard: 36.9%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	50 % of students making progress toward English Language proficiency as measured by the CA Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing

ISANA Achernar Academy - LCAP 2021-2024

| 1 | **Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices** | ISANA Staff and outside consultants will provide educators with virtual and in-person professional learning and a wide range of topics and supports including guidance for the use of grade level scope and sequence plans, administration and analysis of ISANA's common assessments and data, on-site coaching for effective delivery of research-based, standards-aligned instruction, culturally responsive teaching practices, meeting the needs of all students (including English Learners, Students with Disabilities, socioeconomically disadvantaged students and foster youth) and training in school-adopted curriculum and programs. To further meet the needs of Students with Disabilities, time is allocated during professional learning at the beginning of the year to allow for in-depth discussions using teacher passports and strategic planning regarding student accommodations and modifications to ensure teachers understand the needs of students with disabilities that are enrolled in their class for the new school year. This includes providing professional development on administering Interim Assessments, test taking strategies, universal supports, designated supports and testing accommodations/modification for CAASPP.

Professional learning is anchored in ISANA's commitment to the practices of Universal Design for Learning (UDL), ISANA's Objectives for Equity and Justice and the tenets of our educational model. Professional learning opportunities are offered throughout the year, including before the start of the school year, per trimester as an organization, weekly covering PD topics determined by the school site team and during weekly grade level team sessions. Staff attendance is recorded, resources are uploaded to a centralized location and participants complete surveys to provide feedback on the training/PD received.

Professional Learning specific to instruction for English Learners

ISANA staff and outside providers will provide professional learning to build capacity of staff (including Instructional Coaches, Instructional Coaches/Admin-in-Training, Principals, Paraprofessionals, Academic Interventionists, Teachers) in implementation of the ELD standards across the grade levels and content areas. Professional learning will include participation in the CDE ELD Series Training, EL RISE and the English Language Proficiency Assessment for California (ELPAC) as well trainings on topics such as integrated and designated ELD and supporting the needs of Long-Term English Learners and Potential Long Term English Learners. | $25,645 | N |

| | | Universal Design for Learning (UDL)

We are prepared to begin our multi-year roll out of the UDL practices. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. Overall, this action is intended to improve outcomes for all students and especially unduplicated students in meeting academic standards across content areas as measured by state assessments and local assessments. Professional learning in UDL will be provided both in-house and by and outside organizations.

As part of 'Phase 1' of Professional Learning for Distance Learning, staff will complete self-paced modules on UDL and attend other professional learning as well. This professional learning supports staff in designing instruction that provides multiple access points for students to engage in learning, multiple representations of content and concepts, and multiple ways for students to express their thinking. | | |
|---|---|---|---|---|
| 2 | **Assessments and Data Driven Instruction** | The school will continue to administer the i-Ready Diagnostic Assessments as a measure of academic progress and growth to students in grade TK-8 in both reading and math. Data from this assessment and others, will help the LEA to identify and provide targeted interventions to struggling students in literacy and math, set goals and monitor student progress.

Data gathered from other sources and assessments such as i-Ready comprehension checks, formative assessments and personalized instruction path progress are also monitored and analyzed regularly by teachers and leadership to inform decisions about the instructional programing for students with disabilities, English Learner, Foster Youth and Low Income students. | $94.091 | N |
| 3 | **Data Monitoring for English Learners** | Administrators and teachers will utilize the ELLevation platform to monitor English Learner achievement and progress toward reclassification. The platform will also be used to inform instruction and to provide intervention and/or increased support in the classroom to English Learners,and to identify students who may not be making timely progress toward reclassification.

Administrators and teachers will also use the ELLevation platform to monitor the progress of Reclassified Fluent English Proficient (RFEP) students to ensure that they maintain proficiency after reclassification and to provide supports as needed. | $2,997 | Y |
| 4 | **Extended Learning Opportunities-Summer** | Our Low Income, Foster Youth, English learners, and Students with Disabilities have the most opportunity for continued academic growth. The ISANA | $285,032 | Y |

	Programming and Tutoring	Extended Learning program will ensure that unduplicated students receive increased academic support and assistance completing homework. Extended day academic opportunities will continue to be offered. The Expanded Learning program will continue Monday through Friday from 2:45pm – 6:00pm on all school days. This program contributes towards the success of all students through the incorporation of a variety of targeted elements such as Academic, Social and Physical Enrichment. Targeted elements will include: ● ongoing PD for Expanded Learning program leaders, provided by the Expanded Learning district team, centered on standards-based learning plans ● full student inclusion in after school programs and activities with opportunities to engage in meaningful academic discourse ● program leader collaboration with day school-teachers to stay abreast of student achievement levels ● and the incorporation of social enrichment classes such as art, etiquette, Reader's Theater, Fun Friday Science and more to promote language development in a least restrictive environment. We will continue implementation of/collaboration with: ● Read to Lead, a web-based reading program for reading fluency which helps students to articulate what they read in school and at home. ● Girls Scouts of America ● social and emotional life skills. ● Every Monday Matters ● STEM and More ● LA County Libraries ● City of Los Angeles Police and Fire Departments The school principal and program director will conduct periodic on-site observations to ensure that all students are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.			
5	**Extended Learning Opportunities-After school**	Our Low Income, Foster Youth, English learners, and Students with Disabilities have the most opportunity for continued academic growth. The ISANA Extended Learning program will ensure that unduplicated students receive increased academic support and assistance completing homework. Extended day academic opportunities will continue to be offered.	$214,183	Y	

| | | The Expanded Learning program will continue Monday through Friday from 2:45pm – 6:00pm on all school days. This program contributes towards the success of all students through the incorporation of a variety of targeted elements such as Academic, Social and Physical Enrichment.

Targeted elements will include:
● ongoing PD for Expanded Learning program leaders, provided by the Expanded Learning district team, centered on standards-based learning plans
● full student inclusion in after school programs and activities with opportunities to engage in meaningful academic discourse
● program leader collaboration with day school-teachers to stay abreast of student achievement levels
● and the incorporation of social enrichment classes such as art, etiquette, Reader's Theater, Fun Friday Science and more to promote language development in a least restrictive environment.

We will continue implementation of/collaboration with:
● Read to Lead, a web-based reading program for reading fluency which helps students to articulate what they read in school and at home.
● Girls Scouts of America
● social and emotional life skills.
● Every Monday Matters
● STEM and More
● LA County Libraries
● City of Los Angeles Police and Fire Departments

The school principal and program director will conduct periodic on-site observations to ensure that all students are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success. | | |
| 6 | **Academic Intervention** | Through the use of COST (Coordination of Services Team) and SST (Student Success Team), students have readily available access to academic support services. Foster Youth, English Learners, and low-income students have access to COST, SSPT, and support services on an as needed basis. Particular attention will be paid to older students and students identified as **Long Term English Learners(LTELs)** and **Potential Long Term English Learners (PLTELs)**.

The school will [continue to] provide a **full-time certificated Academic Interventionist** to help provide more individualized instruction and targeted interventions and Tier 2 supports to low-income students, English learners, foster youth, and others who are struggling and require additional attention as | $287,742 | Y |

		determined by local and state data as well as teacher recommendation. **Classified Academic Interventionists** and **General Ed and SPED Paraprofessionals** provide additional support and also monitor the academic achievement and learning progress of our highest needs students. Interventionists use programs such as Reading A-Z, Brain-Pop Fountas and Pinnell Guided Reading and others.		
7	**School Psychologists**	School Psychologists provide screening and early identification of learning disabilities and other learning needs challenges students face. They attend SSPT meetings and support the recommendation of appropriate interventions, modifications, and accommodations needed for students to fully access instruction and achieve learning goals, including for low income, English learner, foster youth and homeless students.	$128,813	Y
8	**Technology Enhanced Teaching and Learning**	A need exacerbated by the pandemic highlights the need for increased access to technology to augment and support learning, especially for our Low Income, Foster Youth, and English Learner students. ISANA staff and students will have access to cutting-edge technology and hands-on learning opportunities that give them a competitive edge and allow them to interact and master grade-level standards. IT Professionals will provide technology support such as computer and equipment maintenance to ensure all students have access to working technology for learning. Computers will undergo regularly scheduled maintenance to ensure full functionality of all school programs. Educational software is periodically updated according to company recommendations. Computers will be repaired or replaced as needed. We will continue our coordinated system of student, staff and parent support to address and eliminate technical barriers. The school will also create a community learning hub that provides students and families with access to technology, high-speed internet, and other academic supports.	$204,892	Y
9	**Learning Management Software and Digital Platforms**	The school will continue to utilize a Learning Management Software for content management and learning management, and other digital platforms for instructional resources and materials to supplement core curriculum for all students, including unduplicated students and students with disabilities. These tech-based platforms will help to facilitate instruction and assignment delivery and increase access to supplementary content such as digital libraries	$15,000	N
10	**Visual and Performing Arts Opportunities**	ISANA's Arts department is dedicated to providing high quality Visual and Performing Arts (VAPA) standards-based instruction through research, application, and show production. The VAPA department will collaborate with academic teachers to create Project-Based Learning models that are aligned to show themes such as environmental awareness, culture, exploration, voyaging, technology, etc. Through arts integration (vocal, dance, acting, and visual arts), students will develop critical thinking, problem-solving skills, advanced comprehension and application of physical capabilities according to anatomy and kinesiology, enhanced verbal and non-verbal communication skills,	$165,654	N

| | | broaden their knowledge and engagement of cultural diversity, recognize self-in-text within projected concepts and literature, increase their application of vocabulary and creativity through the supports of research and writing, and cultivate social connections and relationships through a high emotional intelligence (EQ). | | |

Goal Analysis 2021-2022

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
2	All students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students will be educated in culturally relevant and safe environments that support learning, engagement, and social-emotional wellness.

An explanation of why the LEA has developed this goal.

Using feedback from stakeholders, as well as academic & behavioral data, we continue to see the importance of creating and maintaining a positive, culturally relevant, and positive school climate. Social Emotional Learning helps to advance educational equity through authentic

school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, and culturally-relevant and meaningful instruction. Students being educated in culturally relevant & safe environments that promote social-emotional wellness, helps to address various forms of inequity and empowers our students to co-create a thriving school climate and contribute to a safe, healthy, and just school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate as measured by Data Quest	2019 Suspension rate maintained under 5% at 1.06%.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Suspension rate maintained under 2% (3 years of data shows suspension rate at under 2%)
Expulsion Rate as measured by DataQuest	2019 Expulsion rate maintained at 0%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Expulsion rate maintained under 0.5% (based on historical data)
Attendance Rate as measured by local data in PowerSchool	2020 Attendance rate maintained above 95% (97.11%).	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Attendance rate maintained above 95%
Chronic Absenteeism Rate as measured by DataQuest/CA Dashboard	2019 Chronic Absenteeism decreased from 7.45% in 17-18 to 5.36% in 18-19.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Decrease Chronic Absenteeism rate under 7%
Middle School dropout rate a measured by DataQuest	2019 Middle School dropout rate maintained at 0%.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Maintain middle school dropout rate at 0%
Stakeholder [Connectedness and Safety] Survey Results and Participation Rate as measured by local survey data	The school scored at least 3/5 on 80% or more of the questions asked for certificated, classified, students and parents. The number of	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Score at least 3.5/5 on 80% or more of the questions asked for each stakeholder group.

| | | survey participants increased by at least 2%. | | | | Increase the number of survey participants by at least 2% |

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Professional Learning to Support Positive Discipline & A Safe School Environment**	The school will continue to implement a comprehensive and restorative approach to student behavior management to maintain a safe, positive, and engaging learning environment for all students. Love & Logic, the ISANA Peace Tree, social-emotional learning, and culturally responsive restorative practices will be used as alternatives to discipline referrals and suspension. All staff will participate in professional learning events designed to build competencies in culturally responsive restorative practices, social-emotional learning skills and strategies, building positive relationships with students, creating safe and affirming learning environments, and maintaining nurturing climates that promote engagement and learning. The school will offer workshops on Love & Logic and other related topics to families to support their efforts to implement these practices outside of the school setting. Through regular analysis of data, the school will review the effectiveness of its positive discipline plan and make necessary revisions to ensure students are demonstrating growth towards meeting behavior expectations.	$109,041	Y
2	**Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness**	Our SEL initiative strives to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. Teachers, counselors, and staff will continue to implement the "Second Step," a universal, classroom-based, social-emotional learning curriculum for students in all grades. All educators will engage in professional development around the curriculum. Teachers, counselors, and staff will use Second Step curriculum and supplemental materials to facilitate daily SEL Meetings. Regular engagement in SEL learning is particularly important for students who come from **low socioeconomic backgrounds**, as they may not be able to access other virtual social camps. Additionally, it is important for **foster youth,** who may face even more social isolation than their peers, as well as **English Learners,** to have opportunities to practice hearing and speaking English without the additional factor of academic content. As part of ISANA's holistic approach to wellness, in-house staff such as psychologists and counselors and partnering organizations provide	$90,158	Y

		professional learning to teachers, administrators, and staff, centered on social-emotional wellness and related topics, while helping to conduct outreach that connects families with community resources. The school takes a multi-tiered approach to promoting social-emotional wellness within students. In addition to daily SEL lessons, students will have access to individualized and/or group counseling to address specific social-emotional wellness needs.		
3	**Multi-TIered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism**	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates. Ongoing support and meetings will take place to help families find solutions to cut down on absenteeism. Meetings are documented by the principal. The Attendance Improvement Team will work with the school to help implement best attendance improvement practices. The Attendance Improvement Team also provides for the social-emotional wellness of the student through ISANA's multi-tiered re-engagement process, which affirms the importance of regular daily participation among students. They strive to ensure that parent/guardian communications, virtual and in-person, show care and concern rather than being perceived as punitive. Team members maintain connection with families on a personal level while recognizing and respecting appropriate boundaries. The school will continue to address the needs of students who are **chronically absent** by continuing to engage best practices such as regular meetings of attendance improvement teams that focus on data monitoring and examining conditions in and outside of school that cause chronic absenteeism. The attendance improvement team, which may include parents/caregivers, students, administrators, teachers, Student and Family Services Coordinators, and other student allies (including network of peers) within the student-identified network of support will take a student-centered approach to increasing family and student engagement, social-emotional learning and relationships, and connecting students to behavior and mental health, physical health, academic support, and other resources to meet basic needs. They will work collaboratively to identify challenges the students face with being present at school and develop viable solutions to mitigate identified challenges and position the student and family to successfully meet their attendance goals.	$77,904		Y

Goal Analysis 2021-2022

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

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

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

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

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

Goal

Goal #	Description
3	ISANA will strategically recruit and support the ongoing development of effective educators who facilitate learning for all students.

An explanation of why the LEA has developed this goal.

Based upon the trends and patterns of staff retention and the percentage of new incoming staff, particularly with middle school teaching and SPED positions, there is a need for more efficient recruitment strategies, as well as ongoing professional development and support for newly hired positions. This will lead to a higher retention of school staff as educators are continually building upon their skills and professional development; therefore, providing students with more consistent and effective learning opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff attending training and professional learning opportunities	100% of staff are regularly attending training and professional learning	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of staff are regularly attending training and professional learning

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Certificated Staff Retention %	To be established in fall 2021	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Maintain an 80% retention rate for Certificated Staff
Classified Staff Retention %					Maintain an 80% retention rate for Classified Staff
Educator Climate Survey - Positive Responses and Completion Rate	To be established in fall 2021	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	90% Completion Rate from certificated and classified staff

80% questions with positive responses (positive responses= agree or higher) |

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Recruitment, Retention and Development of Certificated Teachers and Other Educators**	Overall compensation, including career increments and benefits contributions, is an important component in attracting and retaining highly qualified staff members who can support ISANA scholars, particularly those who have the most opportunity for continued academic growth according to state and local assessments. In addition, we will continue to recruit for and hire special education teachers to support SPED students ISANA will maintain a competitive salary and benefit package for certificated staff to increase the organization's ability to recruit highly qualified candidates, retain experienced educators, and reduce overall turnover.

ISANA will also analyze and refine hiring practices to help ensure a diverse and inclusive talent acquisition strategy to recruit and retain a highly qualified workforce that is reflective of our students and community.

In order to consistently develop a steady stream of effective educators, the organization will establish a team to begin developing educator pipelines and providing staff training and advancement opportunities to improve the quality of certificated and classified staff. In phase one of this development, the team would begin establishing a multi-year plan and connecting with organizations such as LACOE for educator advancement professional learning support. | $2,149,759 | N |

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2	**Recruitment and Engaging External Partners**	ISANA will expand partnerships with community organizations, including partnerships with universities and colleges, to support equity centered pipelines. This includes attending several recruitment events, such as career fairs, throughout the year.	Repeated Expenditure from Goal 5-Action 5	N
3	**In-House and Outside Professional Learning:**	ISANA will create and deploy a professional development plan that incorporates training for all staff around culturally relevant and sustaining practices centering on academic success, cultural competence, and critical consciousness and their relationship to students' social-emotional learning and well-being ISANAs leadership team will also conduct surveys before and after Professional Developments in order to gather staff interest and needs in professional development, as well as assess how effective the professional development sessions were. This information will be used to plan future professional developments. Professional development activities will be also designed and selected based on staff strengths and needs in relation to student achievement results. Input from staff will remain critical throughout this process. To further encourage ISANA educators to seek out and participate in professional development outside of the organization, the organization will restructure the process for requesting outside professional development. This will further allow educators to participate in professional learning opportunities that are tailored toward their needs and individual goals. Throughout the year, ISANA educators will also have the opportunity to participate in conferences with speakers/trainers that provide professional development on teaching students with disabilities, English Learners and students from socioeconomically disadvantaged backgrounds and other under-resourced students.	Repeated Expenditure from Goal 1-Action 1	N
4	**New Teacher Support**	Induction Program: Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.Teachers in the program are assigned a mentor teacher for the duration of the program.	$6,000	N
5	**Instructional Coaching and Support**	In order to continue to increase student academic achievement through improved teacher efficacy, the school will continue to provide instructional coaches which work with teachers and other staff and provide coaching, ongoing professional development and support services as well as direct student support.	$168,031	N

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		Instructional Coaches receive ongoing training in research-based coaching practices and other areas so that they provide a teaching and learning space that allows educators to reflect, grow and feel supported.		

Goal Analysis 2021-2022

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
4	ISANA will engage and involve families and the community as visible and valued partners in the education of all students, including Students with Disabilities, English Learners, and socioeconomically disadvantaged students.

An explanation of why the LEA has developed this goal.

Stakeholder input has continued to reaffirm the importance of engaging and empowering community members and families as partners in teaching and learning. This goal was added to allow us to further and more deeply focus in on our efforts to engage families including by expanding communication across multiple platforms (digital and non-digital) capacity building, and increasing opportunities for collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of stakeholders during school closures further highlighted their importance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of workshops offered as measured by workshop agendas and annual parent workshop calendar	At least 2 parent/family workshops were offered to families	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	A minimum of 4 parent/family workshops open to all families (previous metric) A minimum of 4 parent/family workshops specifically targeting families of ELs
Maintain an SSC with proper composition	Baseline to be established	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Maintain SSC with proper composition
% of DELAC members who attend 4 out of 7 DELAC meetings	Baseline to be established	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	75%+ of members attend 4 out of 7or more DELAC meetings

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Student Family Services Coordinators**	Student Family Services Coordinators (SFSC) support parent engagement efforts by facilitating opportunities for involvement, providing access to resource information, and offering capacity-building workshops and training in order to help increase academic achievement for all students as well as contribute to social emotional wellness. **Parent Education Opportunities:** SFSCs coordinate several workshops throughout the year on both academics and social emotional wellness topics. This includes several workshops targeted to families of English Learners, The workshops will be offered via multiple platforms and uploaded for reference to those that need it.	$65,738	Y

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		Parent Resource Hours: SFSCs create parent resource hours at the school – at least once a month – in the evening where families and community members can access "community resource centers" (with access to computers), receive support (e.g. applying for programs), improve skills in various areas (e.g. computer skills) and receive information about community programs and services. **Parent Advisory Council and School Site Council:** SFSCs, with admin support, maintain and facilitate Parent Advisory Council and School Site Council. The school shares reports on overall student achievement and student group achievement on both school and state assessments in ELA and math. Dates for meetings are determined at the start of the school year. **DELAC:** SFSCs, with admin support, maintain a District English Learner Advisory Council (DELAC). The school shares reports on overall English Learner student achievement in both school and state assessments in ELA and math. Dates for meetings are determined at the start of the school year. **Foster Youth:**The school will ensure foster youth to have full access to the same academic resources, services, and extracurricular activities that are available to all students, thereby supporting their path to academic and social success. SFSCs act as a liaison for foster youth and with the organization-wide liaison to : ● Ensure that all appropriate staff members receive training regarding the enrollment, placement, and rights of foster youth. ● Develop strategies to build students' feelings of connectedness to school. ● Collaborate with local agencies to address the needs of foster youth.		
2	**Family Communication Tools & Increased Access to Educational Resources for Parents and Families**	The school will continue to use communication tools such as ClassTag or Class Dojo for family outreach and to partner in increasing student engagement, providing student achievement information and reducing chronic absenteeism- three areas which continue to be opportunities for growth for Low Income, Foster Youth and English Learner students. The school will also continue to provide other methods of communication such as teleconferencing, phone calls, print and social media. The school will continue to also set up Family Re-Engagement	$25,000	Y

		meetings to continue to meet to support and find solutions as a team. The school will work on making sure all tools are translated for families to be able to use as a resource or communicate with staff. The school will continue to utilize virtual meeting platforms as an option for parent and family meetings and workshops to provide greater accessibility to information and learning opportunities. The school will also continue to upload all the meeting items for reference use for families that could not attend or want to be able to revisit. This is especially All items will continue to be translated for ease of access.		
3	**Collaboration with Community Partners**	With the support of the **Communications Manager** the school will develop an understanding of the strengths and challenges of our school communities (through town halls, needs assessments, parent meetings) to determine the services and supports the need, and in collaboration with community partners, provide them access to opportunities that fulfill the needs of all students and families, and especially the needs of Low Income, English Learners and Foster Youth.	$10,000	Y

Goal Analysis 2021-2022

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

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Goal

Goal #	Description
5	Maintenance Goal: To ensure maintenance of progress, the following metrics and actions will be maintained and reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

An explanation of why the LEA has developed this goal.

Analysis of data and input has not identified concerns or needs within Priority 1 (Basic Services), 2 (Implementation of State Standards) or 7 (Access to Courses). The metrics and actions are selected to ensure that progress has been made on priorities 1, 2, and 7 and to plan for continuous improvement through reevaluation on a regular basis. We will continue to maintain school facilities in good repair, purchase state/locally approved curriculum for all courses, continue to prove all students with standards aligned-instruction and maintain credentialed teachers in all classrooms. Reevaluation of the metrics and actions determine whether a priority needs to be elevated, modified, or is on track to being achieved within the given time frame. The metrics and actions reflect input from all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT (Facilities Inspection Tool) Score Good/Exemplary	FIT Score: Good	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Maintain FIT score of Good or higher
Percentage of teachers fully credentialed and appropriately assigned (as measured by SARC, Paycom (HR Internal Data) and CALPADS)	Percentage of teachers holding credentials appropriate to their job assignment = 100%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of teachers holding credentials appropriate to their job assignment
Access to standards-aligned instructional materials as measured by proof of purchase	Percent of students with access to standards aligned instruction materials as measured by	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of students with access to standards aligned instruction materials as measured by proof of purchase

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	proof of purchase=100%				
Enrollment in a Broad Course of Study	Percentage of students having access and enrolled in a broad course of student as measured by course enrollment in PowerSchool = 100%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of students having access and enrolled in a broad course of student as measured by course enrollment in PowerSchool
Teacher observations	Percentage of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards = 100%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Facilities Maintenance**	ISANA will complete repairs and maintenance on the campus so that students continue attending a safe, clean and hazard-free school. Updates will occur as needed.	$12,678	N
2	**Charter Management Organization Support**	Central Offices provide a host of centralized services to the school, including the following: Centralized Staff salary costs, central offices rent, drafting charter petitions/renewal support, recruitment and hiring of qualified teachers; design and implementation of a leadership development program for principals, as well as day to-day principal training, coaching and support, and assistance to principals in developing and implementing the professional development programs for teachers; fiscal oversight management and budgeting; network maintenance; procurement of all outsourced vendors; assistance in retention of appropriate legal counsel, as well as liability, property and professional insurance policies; coordination of maintenance schedule and staff; development and updates of facility safety and emergency	$805,805	N

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		procedures; compliance with applicable local, state and federal laws, regulations, and compliance reporting requirements.		
3	**Instructional Materials**	ISANA will adopt and monitor the implementation of curricular and instructional materials that are state adopted, standards-aligned and based in scientific research in classrooms for all students. Consumables are replaced annually as needed. Purchased curriculum includes embedded supports that target the needs of English Learners, Students with Disabilities and students who need additional support. Other books and classroom resources are purchased to support student attainment of the CCSS and NGSS.General instructional materials are purchased as well, as needed. Curriculum will be inventoried using the **Follett Inventory System.**	$353,431	N
4	**Standards Aligned Instruction**	The academic leadership team will work with classified and certificated educators to set goals for the school year. Observations will be conducted and feedback will be provided to support classified and certificated educators in making progress towards these goals. In addition, observations will focus on ensuring that multiple, effective instructional strategies as well as social emotional learning practices are being utilized daily to support student groups such as English Learners, students with disabilities, and socioeconomically disadvantaged students. The academic leadership team will provide additional support to educators through, for example, modeling and co-teaching, to enhance the overall instructional program. School leadership team will also review lesson plans and provide feedback on a weekly basis to teachers to ensure standards aligned instruction.	$248,616	N

Goal Analysis 2021-2022

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.16%	$1,461,791

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

Required Descriptions

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

The following actions are (1) being provided school-wide and (2) principally directed to and effective in meeting the needs of low-income students, English Learners, and foster youth. The actions are categorized by LCAP goals.

Goal 1:

Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices (action 1):
Universal Design for Learning (UDL) while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and collaborative effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. Overall, this action is intended to improve outcomes for unduplicated students in meeting academic standards across content areas as measured by state assessments and local assessments.

Data Monitoring for English Learners (action 3): This service provides a system for reviewing on a regular basis English Learner performance on state and local assessments, progress monitoring, and identification of needs for interventions and supports that are principally directed to English Learners.

Expanded Learning Opportunities(actions 4 and 5): The school has historically had an achievement gap between unduplicated pupils and their peers and school closures have placed low-income students, English Learners and foster youth at greater risk of learning loss. Low-income students, English Learners, foster youth, and other high-need students require more time in structured educational environments where their specific skill gaps can be addressed -- with teaching approaches,curricula, and instructional materials that are tailored to them. Expanded learning programs expand educational experiences beyond the school year, particularly during the time period before students fully return to school after summer recess. They principally allow unduplicated pupils to be in academic environments where they can practice skills that were not conducive to distance learning. Low-income students, English Learners, and foster youth can therefore accelerate at higher rates than they otherwise would.

Academic Intervention (action 6): The hiring of academic intervention staff increases the opportunities that unduplicated pupils have to receive academic interventions, particularly in English Language Arts and Mathematics. The quality of educational services for low-income students, English Learners, and foster youth improves, is increased as well. With support staff providing assistance, teachers have the ability to assess the needs of struggling students with greater precision, so instruction can be differentiated and interventions can be targeted.

School Psychologists (action 7): Like counseling support, psychological services are part of ISANA's holistic approach to wellness. This process includes reaching out to unduplicated pupils and also identifying the social emotional resources that they and their families need. Social-emotional learning can also be tailored to those who require additional attention. Psychologists coordinate with other internal and external partners to support families.

Technology Enhanced Teaching and Learning (action 8): Even when students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from getting the most out of distance learning or otherwise completing their work outside the classroom. Many supplemental educational resources are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners. Unduplicated pupils face this barrier more severely than their peers do. The school has distributed hotspots and other materials to families, with an emphasis on providing the technology to unduplicated pupils and other high-need students. Additional outreach has been conducted in the form of direct, personal contact with families and/or targeted coordination with organizations that serve them.

Goal 2:

Professional Learning to Support Positive Discipline & A Safe School Environment (action 1)

The limited sense of belonging and school connectedness that unduplicated pupils experience stems at least partly from the dissonance between their learning opportunities and their lived experiences. A comprehensive and restorative approach to student behavior management encourages conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions. They help address the unique needs of unduplicated pupils, who have generally been left out in traditional school practices and operations. Staff workshops on restorative practices have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers.

Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness (action 2) : Social Emotional Learning interventions and student support services reflect the ISANA equity initiatives that principally benefit unduplicated pupils. Social-emotional learning is a key priority, especially in building cross-cultural relationships and cultivating adult and student practices that create more inclusive school communities. SEL objectives are integrated into core instruction, which reflect culturally responsive teaching. These attributes enhance the educational experiences of low-income students, English Learners, and foster youth, who experience both academic and non-academic challenges at higher rates than their peers. Personal connection with and outreach to high-needs students are integral to social emotional learning and wellness.

Multi-Tiered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism (action 3): The Attendance Improvement Team takes a supportive approach that principally benefits low-income students, English learners, and foster youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Personal calls and/or home visits from school staff help forge a connection with unduplicated pupils and their families. Similarly, the delivery of targeted social-emotional and mental health support -- either directly by school staff or through other partnerships -- addresses the challenges of unduplicated pupils, whose access to such resources is generally limited.

Goal 4:

Student Family Services Coordinators/Parent Engagement and Family Communication Tools (action 1): The Student Family Services Coordinator facilitates and arranges many parent and family learning and engagement meetings and workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians.The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community and participate in school-level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided also establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school/LEA outcomes.

Family Communication Tools (action 2): Utilizing multiple platforms for parent-school communication helps the school to ensure that we are connecting with all and fully informing all families on areas such as student achievement and absenteeism-areas which continue to be opportunities for growth for Low Income, Foster Youth and English Learner students. Hosting both in-person and virtual parent meetings/workshops further increases access to those families who may not be able to attend meetings/workshops due to, for example, transportation or day care needs.

Collaboration with Community Partners (action 3): In order to best meet the needs of the families we serve, we must understand the needs and strengths of our community. This will allow us to develop partnerships within the community and connect our most at need families with the services and resources available to them-particularly, resources that we aren't able to provide directly.

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

Key services listed below (and in the section above) are principally directed and specifically designed to increase and improve services to English Learners, Low-Income, and Foster Youth students by supporting access to high quality core instruction, specialized support services, parent engagement programs, and rich educational experiences across content areas:

Goal 1:

-Improving the instructional program through consistent and sustained professional learning, professional development, staff collaboration, and the effective use of data-driven instruction that is aligned to Common Core Standards and other state standards.

-Contracted services through outside organizations to support professional learning on teaching unduplicated students via, for example, Universal Design for Learning and best practices in English Learner Development

-Addition of English Learner data monitoring system to ensure all ELs make progress toward reclassification and any need for intervention/increased support is quickly addressed

-Increased/extended opportunities for learning beyond the regular school day (i.e. tutoring, after school programs and summer programs)

-Increase in Academic Interventionist personnel means an increase in instructional opportunities for direct and targeted instruction for unduplicated students.

-The distribution of hotspots and other technological materials helps increase the number of unduplicated pupils who can fully participate in educational activities, as limited resources would ordinarily prevent them from accessing the Canvas learning management system and web-based instructional resources.

Goal 2:

-Increase in professional learning to staff to sustain a culturally proficient climate for all stakeholders towards equity and access and provide a safe school environment that contributes to student school climate, belonging, and engagement

-Additional counseling services help form a supportive approach that principally benefits low-income students, English learners, and foster youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics.

Goal 4:

-Increasing opportunities for parent and family engagement via meetings and workshops that are held both in-person and virtually; increase access to family learning opportunities by communicating via multiple modes. Efforts are focused in particular towards those families that can benefit most from increased connection to school and capacity building to support their child's learning.

-Increasing the school's partnerships with outside organizations in order to better meet the needs of families of unduplicated students and increase families' access to resources that may be beyond the scope of what the school is able to offer (e.g. language classes, skill-specific courses, etc.)

Instructions

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:

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	All	No	LEA-wide	All	All	Ongoing	100%	$ 25,645						$ 25,645	$ 25,645
1	2	Assessments and Data Driven Instruction	All	No	LEA-wide	All	All	Ongoing	0%		$ 94,091	$ -				$ 94,091	$ 94,091
1	3	Data Monitoring for English Learners	All	Yes	LEA-wide	English Learners	All	Ongoing	0%		$ 2,997					$ 2,997	$ 2,997
1	4	Extended Learning Opportunities-Summer Programming and Tutoring	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	100%	$ 285,032			$ 285,032				$ 285,032
1	5	Extended Learning Opportunities-After school	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	100%	$ 214,183		$ 50,383		$ 163,800			$ 214,183
1	6	Academic Intervention	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	57%	$ 164,471	$ 4,499		$ 168,970			$ 118,773	$ 287,742
1	7	School Psychologists	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	100%	$ 128,813			$ 128,813				$ 128,813
1	8	Technology Enhanced Teaching and Learning	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	10%	$ 21,016	$ 183,876	$ 167,338				$ 37,554	$ 204,892
1	9	Learning Management Software and Digital Platforms	All	No	LEA-wide	All	All	Ongoing	0%		$ 15,000	$ 15,000					$ 15,000
1	10	Visual and Performing Arts Opportunities	All	No	LEA-wide	All	All	Ongoing	100%	$ 165,654		$ 165,654					
2	1	Professional Learning to Support Positive Discipline & A Safe School Environment	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing		$ 109,041						$ 109,041	$ 109,041
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	100%	$ 90,158		$ 90,158					$ 90,158
2	3	Multi-Tiered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	100%	$ 77,940		$ 77,940					$ 77,940
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	All	No	LEA-wide	All	All	Ongoing	100%	$ 2,149,759		$ 1,406,871	$ 742,888				$ 2,149,759
3	2	Recruitment and Engaging External Partners	All	No	LEA-wide	All	All	Ongoing								$ -
3	3	In-House and Outside Professional Learning	All	No	LEA-wide	All	All	Ongoing								$ -
3	4	New Teacher Support	All	No	LEA-wide	All	All	Ongoing	100%	$ 6,000		$ 6,000					$ 6,000
3	5	Instructional Coaching and Support	All	No	LEA-wide	All	All	Ongoing	100%	$ 168,031						$ 168,031	$ 168,031
4	1	Student Family Services Coordinators	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	100%	$ 65,738		$ 65,738					$ 65,738
4	2	Family Communication Tools & Increased Access to Educational Resources for Parents and Families	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	0%		$ 25,000	$ 25,000					$ 25,000
4	3	Collaboration with Community Partners	All	Yes	LEA-wide	English Learners; Foster Youth; Socio-econmically Disadvantaged	All	Ongoing	0%		$ 10,000	$ 10,000					$ 10,000
5	1	Facilities Maintenance	All	No	LEA-wide	All	All	Ongoing	100%	$ 12,678		$ 12,678					$ 12,678
5	2	Charter Management Organization Support	All	No	LEA-wide	All	All	Ongoing	100%	$ 805,805		$ 604,354				$ 201,451	$ 805,805
5	3	Instructional Materials	All	No	LEA-wide	All	All	Ongoing	0%		$ 353,431	$ 353,431					$ 353,431
5	4	Standards Aligned Instruction	All	No	LEA-wide	All	All	Ongoing	0%		$ 284,616					$ 282,616	$ 282,616
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Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,050,545	$ 1,325,703	$ 163,800	$ 1,040,199	5,580,246	$ 4,489,964	$ 973,510

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	All				$ 25,645	$ 25,645
1	2	Assessments and Data Driven Instruction	All	$ -			$ 94,091	$ 94,091
1	3	Data Monitoring for English Learners	All				$ 2,997	$ 2,997
1	4	Extended Learning Opportunities-Summer Programming and Tutoring	All		$ 285,032			$ 285,032
1	5	Extended Learning Opportunities-After school	All	$ 50,383		$ 163,800		$ 214,183
1	6	Academic Intervention	All		$ 168,970		$ 118,773	$ 287,742
1	7	School Psychologists	All		$ 128,813			$ 128,813
1	8	Technology Enhanced Teaching and Learning	All	$ 167,338			$ 37,554	$ 204,892
1	9	Learning Management Software and Digital Platforms	All	$ 15,000				$ 15,000
1	10	Visual and Performing Arts Opportunities	All	$ 165,654				$ 165,654
2	1	Professional Learning to Support Positive Discipline & A Safe School Environment	All				$ 109,041	$ 109,041
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	All	$ 90,158				$ 90,158
2	3	Multi-Tiered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism	All	$ 77,940				$ 77,940
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	All	$ 1,406,871	$ 742,888			$ 2,149,759
3	2	Recruitment and Engaging External Partners	All					$ -
3	3	In-House and Outside Professional Learning	All					$ -
3	4	New Teacher Support	All	$ 6,000				$ 6,000
3	5	Instructional Coaching and Support	All				$ 168,031	$ 168,031
4	1	Student Family Services Coordinators	All	$ 65,738				$ 65,738
4	2	Family Communication Tools & Increased Access to Educational Resources for Parents and Families	All	$ 25,000				$ 25,000
4	3	Collaboration with Community Partners	All	$ 10,000				$ 10,000
5	1	Facilities Maintenance	All	$ 12,678				$ 12,678
5	2	Charter Management Organization Support	All	$ 604,354			$ 201,451	$ 805,805
5	3	Instructional Materials	All	$ 353,431				$ 353,431
5	4	Standards Aligned Instruction	All				$ 282,616	$ 282,616
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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 486,557	$ 1,501,536
LEA-wide Total:	$ 486,557	$ 1,498,539
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ 2,997

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	LEA-wide		All		$ 25,645
1	3	Data Monitoring for English Learners	Schoolwide	English Learners	All		$ 2,997
1	4	Extended Learning Opportunities-Summer Programming and Tutoring	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All		$ 285,032
1	5	Extended Learning Opportunities-After school	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All	$ 50,383	$ 214,183
1	6	Academic Intervention	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All		$ 287,742
1	7	School Psychologists	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All		$ 128,813
1	8	Technology Enhanced Teaching and Learning	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All	$ 167,338	$ 204,892
1	9	Learning Management Software and Digital Platforms	LEA-wide		All	$ 15,000	$ 15,000
1	10	Visual and Performing Arts Opportunities	LEA-wide		All	$ 165,654	$ 165,654
2	1	Professional Learning to Support Positive Discipline & A Safe School Environment	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All		$ 109,041
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All	$ 90,158	$ 90,158
2	3	Multi-TIered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All	$ 77,940	$ 77,940
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	LEA-wide		All	$ 1,406,871	$ 2,149,759
3	2	Recruitment and Engaging External Partners	LEA-wide		All		$ -
3	3	In-House and Outside Professional Learning	LEA-wide		All		$ -
3	4	New Teacher Support	LEA-wide		All	$ 6,000	$ 6,000
3	5	Instructional Coaching and Support	LEA-wide		All		$ 168,031
4	1	Student Family Services Coordinators	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All	$ 65,738	$ 65,738
4	2	Family Communication Tools & Increased Access to Educational Resources for Parents and Families	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All	$ 25,000	$ 25,000
4	3	Collaboration with Community Partners	LEA-wide	English Learners; Foster Youth; Socio-econmically Distadvantaged	All	$ 10,000	$ 10,000
5	1	Facilities Maintenance	LEA-wide		All	$ 12,678	$ 12,678
5	2	Charter Management Organization Support	LEA-wide		All	$ 604,354	$ 805,805
5	3	Instructional Materials	LEA-wide		All	$ 353,431	$ 353,431
5	4	Standards Aligned Instruction	LEA-wide		All		$ 282,616
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