2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Academy for Academic Excellence
CDS Code:	36750773630837
LEA Contact Information:	Name: Valli Andreasen Position: Principal Email: vandreasen@lcer.org Phone: 760-946-5414
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$13917194
LCFF Supplemental & Concentration Grants	$1046873
All Other State Funds	$1268092
All Local Funds	$0
All federal funds	$813039
Total Projected Revenue	$15,998,325

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$15028838
Total Budgeted Expenditures in the LCAP	$3797560
Total Budgeted Expenditures for High Needs Students in the LCAP	$1408895
Expenditures not in the LCAP	$11,231,278

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$239967
Actual Expenditures for High Needs Students in Learning Continuity Plan	$281565

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$362,022
2020-21 Difference in Budgeted and Actual Expenditures	$41,598

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Salaries for general teaching positions, Administrators, Classified Clerical Support, Technology, Food Services, Character Development Officers and Facilities Staff. We also budget for Special Education staff and student needs, along with general maintenance and utilities of the facility.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academy for Academic Excellence

CDS Code: 36750773630837

School Year: 2021-22

LEA contact information:
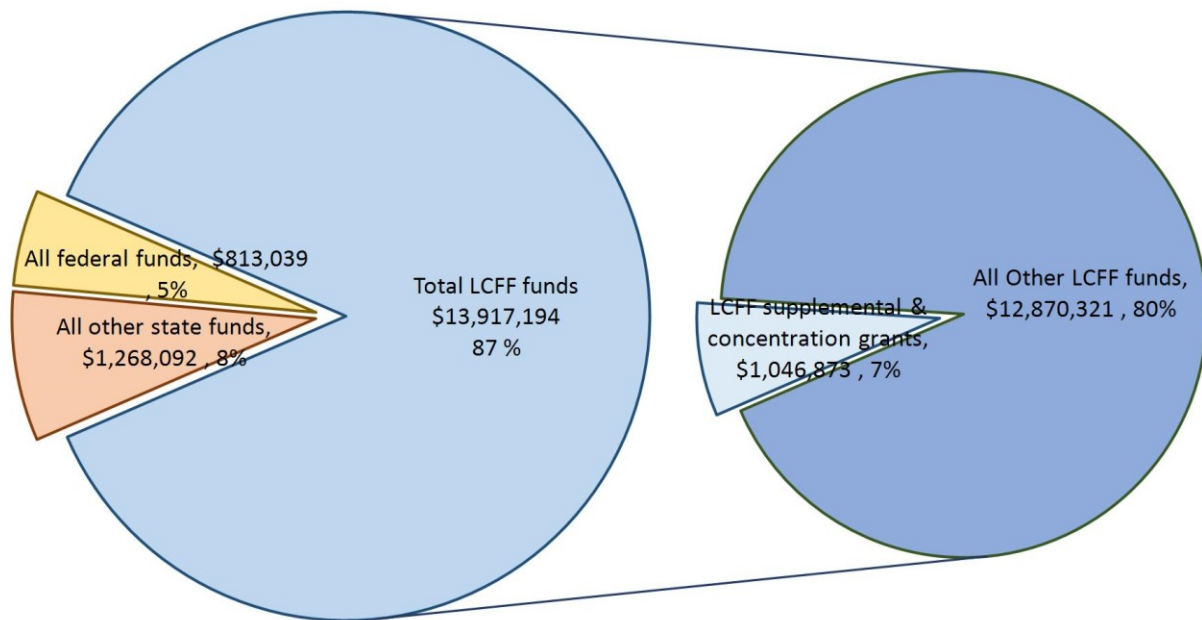
Valli Andreasen

Principal

vandreasen@lcer.org

760-946-5414

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, $813,039 ,5%

All other state funds, $1,268,092 , 8%

Total LCFF funds $13,917,194 87 %

LCFF supplemental & concentration grants, $1,046,873 , 7%
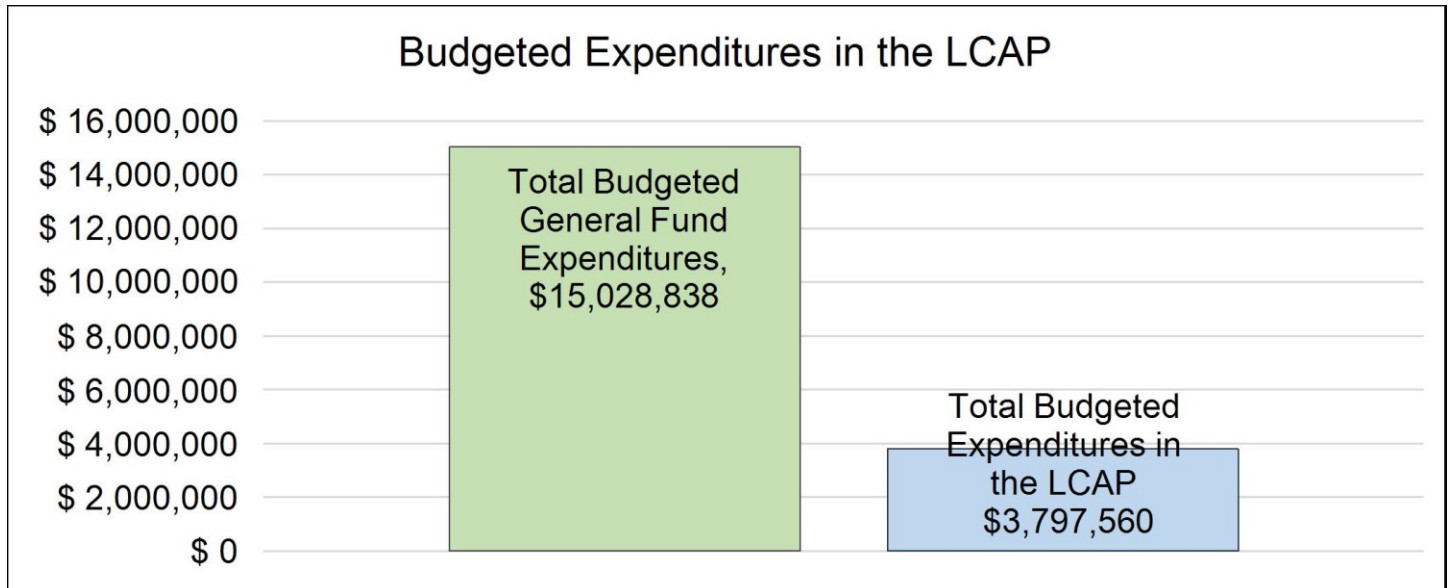
All Other LCFF funds, $12,870,321 , 80%

This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The total revenue projected for Academy for Academic Excellence is $15,998,325, of which $13917194 is Local Control Funding Formula (LCFF), $1268092 is other state funds, $0 is local funds, and $813039 is

federal funds. Of the $13917194 in LCFF Funds, $1046873 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, $15,028,838	Total Budgeted Expenditures in the LCAP $3,797,560

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

Academy for Academic Excellence plans to spend $15028838 for the 2021-22 school year. Of that amount, $3797560 is tied to actions/services in the LCAP and $11,231,278 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
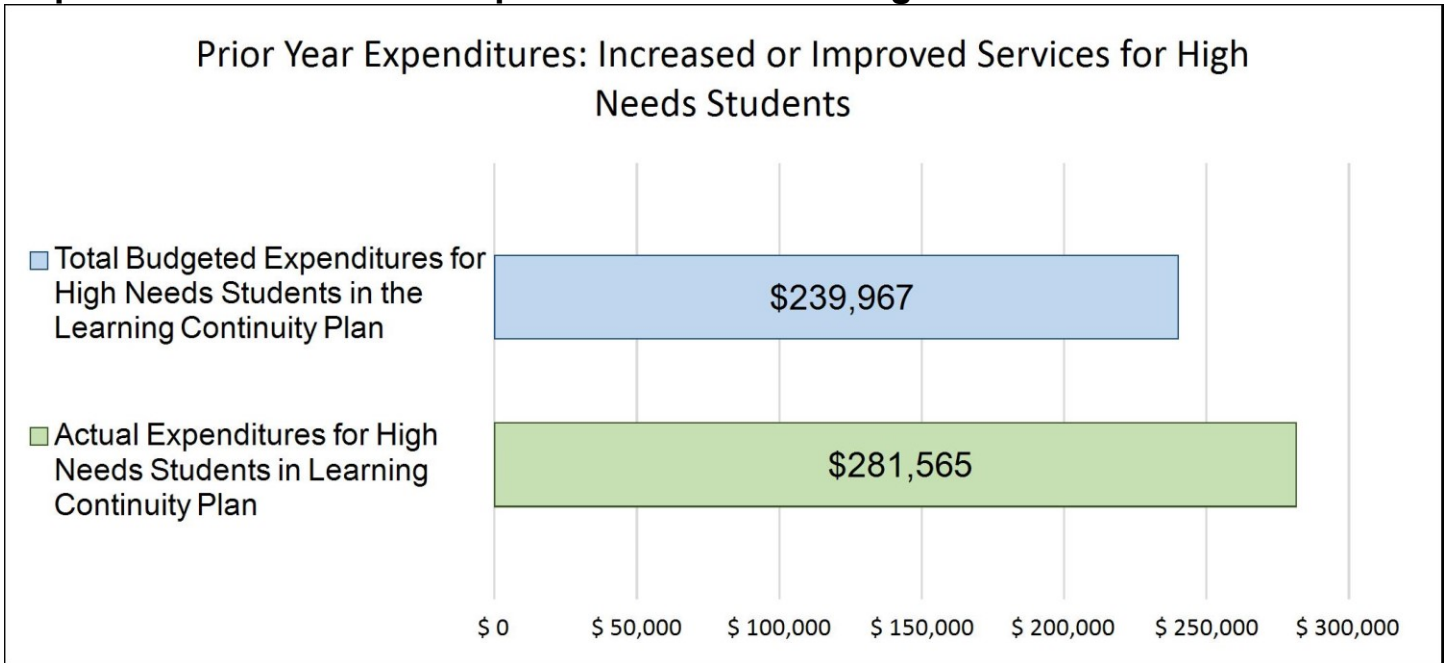
Salaries for general teaching positions, Administrators, Classified Clerical Support, Technology, Food Services, Character Development Officers and Facilities Staff. We also budget for Special Education staff and student needs, along with general maintenance and utilities of the facility.

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

In 2021-22, Academy for Academic Excellence is projecting it will receive $1046873 based on the enrollment of foster youth, English learner, and low-income students. Academy for Academic Excellence must describe how it intends to increase or improve services for high needs students in the LCAP. Academy for Academic Excellence plans to spend $1408895 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 — $239,967

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $281,565

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000

This chart compares what Academy for Academic Excellence 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 Academy for Academic Excellence 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, Academy for Academic Excellence's Learning Continuity Plan budgeted $239967 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent $281565 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Valli Andreasen Principal	vandreasen@lcer.org 760-946-5414

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).
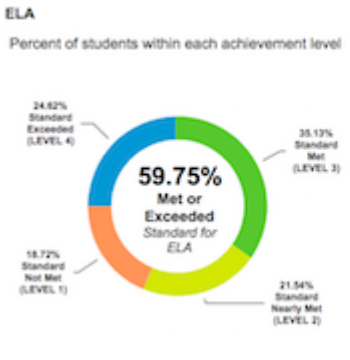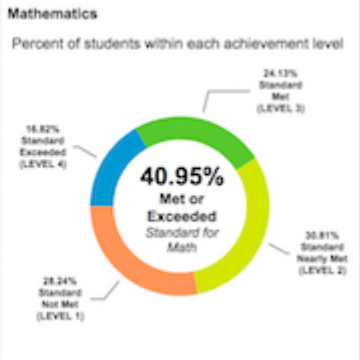
Goal 1

Prepare all students for post-secondary success.

State and/or Local Priorities addressed by this goal:

State Priorities:
    Priority 1: Basic (Conditions of Learning)
    Priority 2: State Standards (Conditions of Learning)
    Priority 4: Pupil Achievement (Pupil Outcomes)
    Priority 5: Pupil Engagement (Engagement)
    Priority 6: School Climate (Engagement)
    Priority 7: Course Access (Conditions of Learning)
    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8 & 11. **19-20** ELA- 65% Math- 46% **Baseline** ELA- 56% Math- 37%	CAASPP results for ELA and Math for grades 3-8 & 11
Metric/Indicator Redesignated Fluent English Proficiency Rate **19-20** RFEP-25%	Redesignated Fluent English Proficiency Rate RFEP - 13%

Expected	Actual
Baseline RFEP-52%	
Metric/Indicator Early Assessment Program **19-20** Conditionally Ready and Above: ELA- 95% Math- 65% **Baseline** Conditionally Ready and Above: ELA- 92% Math- 59%	Early Assessment Program for conditionally ready and above.
Metric/Indicator AP Participation Rate and Pass Rate (Participation rate is calculated by the number of students taking the exam divided by the number of students in the class) **19-20** AP Participation Rate: 51% AP Pass Rate: 61% **Baseline** AP Participation Rate: 48% AP Pass Rate: 58%	AP Participation Rate and Pass Rate (Participation rate is calculated by the number of students taking the exam divided by the number of students in the class) AP Participation Rate: 91% AP Pass Rate: 47%

Expected	Actual
Metric/Indicator Developmental Reading Assessment Proficiency in grades K-2. **19-20** Students Proficient at Grade Level in DRA: 73% **Baseline** Students Proficient at Grade Level in DRA: 67%	Developmental Reading Assessment Proficiency in grades K-2. Students Proficient at Grade Level in DRA: 58.8%
Metric/Indicator Maintain high levels of a-g completion. **19-20** Percentage of students meeting a-g completion: 72% **Baseline** Percentage of students meeting a-g completion: 69%	Maintain high levels of a-g completion. Percentage of students meeting a-g completion: 72%
Metric/Indicator Maintain high cohort graduation rates. **19-20** Cohort Graduation Rate: 96% **Baseline** Cohort Graduation Rate: 95.1%	Maintain high cohort graduation rates. Cohort Graduation Rate: 96%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement quarterly formative benchmarks in grades 9-12 math courses.	Illuminate DNA (price increase) 5000-5999: Services And Other Operating Expenditures Supplemental $0	Illuminate DNA 5000-5999: Services And Other Operating Expenditures Supplemental $0
Administer iReady norm-referenced diagnostic assessments for ELA and Math three times annually to monitor student progress of CCSS in grades 1-8.	iReady 5000-5999: Services And Other Operating Expenditures Supplemental $9,500	iReady 5000-5999: Services And Other Operating Expenditures Other $7,380
Continue implementing part-time math teacher in grades 9-12.	Part-time Math Teacher 1000-1999: Certificated Personnel Salaries Supplemental $29,000	Part-time Math Teacher 1000-1999: Certificated Personnel Salaries Supplemental $29,000
Implement continued early literacy to include diagnostic assessment, small group instruction and running records.	TK & K Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental $82,000 Early Literacy Intervention Specialist 1000-1999: Certificated Personnel Salaries Title I $127,500	TK & K Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental $82,000 Early Literacy Intervention Specialist 1000-1999: Certificated Personnel Salaries Title I $127,500
Professional development on current adopted curriculum.	Benchmark 5000-5999: Services And Other Operating Expenditures Title II $3000	Benchmark 5000-5999: Services And Other Operating Expenditures Title II $0
Professional Development to facilitate implementation of AP course offerings.	AP Trainings 5000-5999: Services And Other Operating Expenditures Title II $8,000	AP Trainings Professional Development Title II $8,000
Adopt CCSS aligned math curriculum for elementary grades including embedded professional development.	Adopted Math Curriculum/ Base and LPSBG 4000-4999: Books And Supplies Base $150,000 PD on Adopted Math Curriculum Professional Development Title II $4,500	Adopted Ready Math Curriculum 4000-4999: Books And Supplies Other $154,419 PD on Adopted Ready Math Curriculum Professional Development Title II $4,500
College and Career Readiness Supports	Academic Services Coordinator 2000-2999: Classified Personnel Salaries Supplemental $80,000	Academic Services Coordinator 2000-2999: Classified Personnel Salaries Supplemental $80,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Data Analyst 2000-2999: Classified Personnel Salaries Supplemental $33,000	Data Analyst 2000-2999: Classified Personnel Salaries Supplemental $33,000
	Offset for AP Exam fees 5000-5999: Services And Other Operating Expenditures Supplemental $8,000	Offset for AP Exam fees 5000-5999: Services And Other Operating Expenditures Title IV $9,382
	Dual Enrollment Textbooks 4000-4999: Books And Supplies Supplemental $6,250	Dual Enrollment Textbooks 4000-4999: Books And Supplies Supplemental $0
After School Intervention Tutoring	After school tutoring coordinator 1000-1999: Certificated Personnel Salaries Title I $3,600	After school tutoring coordinator 1000-1999: Certificated Personnel Salaries Title I $3,600
	Tutoring Teachers 1000-1999: Certificated Personnel Salaries Title I $24,000	Tutoring Teachers 1000-1999: Certificated Personnel Salaries Title I $24,000
Use of schoolwide student monitoring system	Educlimber Software 5000-5999: Services And Other Operating Expenditures Supplemental $10,336	Educlimber Software 5000-5999: Services And Other Operating Expenditures Supplemental $0
Teacher PD for English Learners	In-House PD for EL Instruction Professional Development Title II $1,000	In-House PD for EL Instruction Professional Development Title II $0

Goal Analysis

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

Differences for budgeted funds in Actions/Services are as follows:
- iReady diagnostic assessments for ELA and Math were implemented during the 19-20 school year. The cost savings of $2,120 was due to discounts received from Curriculum & Associates.
- Professional development was canceled with Benchmark Advance due to the stay-at-home order for COVID-19. These designated monies were applied to future professional development.
- College Board fees for the Advanced Placement exams were $1,382 higher than budgeted due to an increase in enrollment for AP classes for the 19-20 school year.
- There was a $4,000 increase in the purchase of Ready Math for additional student textbooks.

- Dual enrollment was not possible for the 19-20 school year due to the unavailability of courses from the local college. These monies were applied to dual enrollment for the 20-21 school year.
- Due to Illuminate Education's dissolution of its student information system, the Educlimber software was not purchased as its function is to work synonymously with Illuminate. These designated monies were applied to the new purchase of the Infinite Campus student information system implemented in the 20-21 school year.
- Professional development for English Learners was canceled for the 19-20 school year due to the stay-at-home order for COVID-19. These monies were applied to English Learner Development training in the 20-21 school year.

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

Successes for the 19-20 school year:
- Increased participation in Advanced Placement enrollment and exams. Even with the pandemic, students still participated in taking their AP exams from home.
- Elementary grades adopted and implemented the Ready Math Curriculum aligned to the CCSS.
- Early literacy was a continued priority and more classroom teachers were trained with intervention strategies to meet the needs of all learners.
- iReady implementation helped to improve differentiated instruction in the areas of math and ELA.

Challenges for the 19-20 school year:
- The pandemic caused quite the challenge when looking at assessment data. Since the CAASPP and end of year benchmarks which were suspended for 19-20, it is difficult to compare and measure data.
- The loss of the dual enrollment created some last minute scheduling issues for some high school students but they did end up getting the courses needed.

Goal 2

Create an engaging, well-balanced experience for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation in athletic program **19-20** 38% of students participate in the High School athletic program. **Baseline** 31% of students participate in the athletic program.	Participation in athletic program 38% participated in the High School athletic program.
Metric/Indicator Participation in Air Force JROTC **19-20** 32% of High School students participate in AFJROTC. **Baseline** 37% of High School students participate in AFJROTC.	Participation in Air Force JROTC 35% of High School students participated in AFJROTC
Metric/Indicator	Participation in VAPA

Expected	Actual
Participation in VAPA **19-20** 46% of students grades 6-12 participate in VAPA. **Baseline** 42% of students grades 6-12 participate in VAPA.	28% of students grades 6-12 participated in VAPA.
Metric/Indicator Participation in Health Careers Pathway **19-20** 7% of High School students participate in Health Careers Pathway. **Baseline** 3% of High School students participate in Health Careers Pathway.	Participation in Health Careers Pathway 12% of High School students participated in Health Careers Pathway.
Metric/Indicator Participation in Parent survey data **19-20** 33% of families participated in the annual Parent Climate Survey. **Baseline** 37% of families participated in the annual Parent Climate Survey.	Participation in Parent survey data 25% of families participated in the annual Parent Climate Survey.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase communication about athletic program	Parent Square (10%) 5000-5999: Services And Other Operating Expenditures Supplemental $240	Parent Square (10%) 5000-5999: Services And Other Operating Expenditures Supplemental $240
Increase participation in athletic program	Coaches 2000-2999: Classified Personnel Salaries Supplemental $43,250	Coaches 2000-2999: Classified Personnel Salaries Supplemental $43,250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental $48,000	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental $48,000
	Materials & Equipment 5000-5999: Services And Other Operating Expenditures Supplemental $21,000	Materials & Equipment 5000-5999: Services And Other Operating Expenditures Supplemental $21,000
1-to-1 device program implementation including device acquisition, infrastructure, and maintenance.	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental $15,000	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental $15,000
	IT Dept. 5000-5999: Services And Other Operating Expenditures Supplemental $68,000	IT Dept. 5000-5999: Services And Other Operating Expenditures Supplemental $68,000
	Maintenance 2000-2999: Classified Personnel Salaries Supplemental $55,000	Maintenance 2000-2999: Classified Personnel Salaries Supplemental $55,000
Continue offering seven periods of instruction, multiple special teams opportunities, camps and field trips.	ROTC personnel 1000-1999: Certificated Personnel Salaries Supplemental $12,300	ROTC personnel 1000-1999: Certificated Personnel Salaries Supplemental $12,300
Continue to offer a robust lineup of STREAM classes and after school VAPA classes to K-8 students	After-school VAPA classes 1000-1999: Certificated Personnel Salaries Supplemental $32,000	After-school VAPA classes 1000-1999: Certificated Personnel Salaries Supplemental $32,00

Goal Analysis

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

All funds were expended as planned for the 2019-20 school year.

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

There were many successes this year as funds spent helped meet or exceed the goal of an engaging experience for AAE's students. Even with the pandemic, participation in the sports program continued. Participation in AFJROTC continued and went above the anticipated the goal. The school also saw a 9% increase in its participation in Health Careers Pathway.

Only the participation in visual and performing arts courses did not meet the expected goal. As the school returns to in-person instruction, there should be an increase in participation in these courses but it may not be realized until the 21-22 school year.

Goal 3

Provide safe and well-maintained facilities with positive school climate.
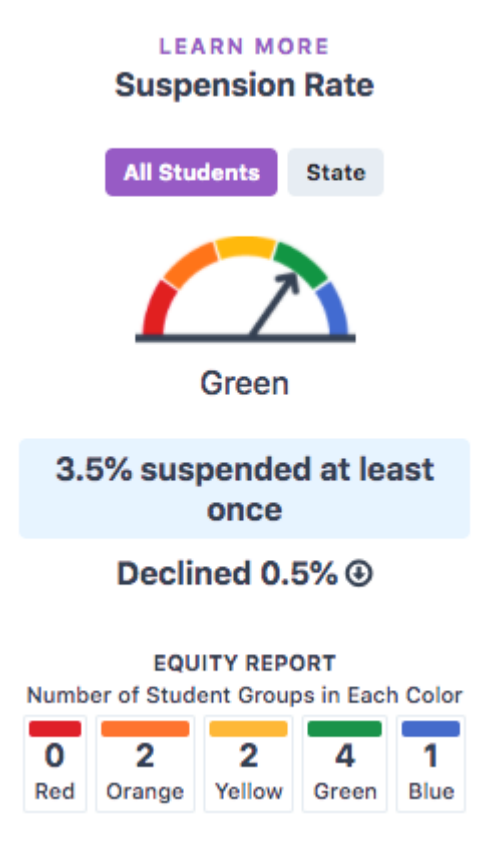
State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase Stakeholder participation for the School Climate Survey. **19-20** All groups - 68% 4 or above **Baseline** All groups - 66% 4 or above	Increase Stakeholder participation for the School Climate Survey. All groups - 66% 4 or above.
Metric/Indicator Maintain a safety rating of 4 or higher with all stakeholders as measured on the School Climate Survey. **19-20** All groups - 67% 4 or above **Baseline** All groups - 66% 4 or above	Maintain a safety rating of 4 or higher with all stakeholders as measured on the School Climate Survey. 54% of stakeholders who took the School Climate Survey rated safety a level 4 or above.
Metric/Indicator Ensure that the school-wide attendance rate exceeds 97% annually. **19-20** Attendance Rate: 97%	Ensure that the school-wide attendance rate exceeds 97% annually. The Attendance Rate for 19-20 is 96.412%.

Expected	Actual
Baseline Attendance Rate: 96.415%	
Metric/Indicator Reduce the school-wide Suspension rate. **19-20** Suspension Rate: 2.7 % **Baseline** Suspension Rate: 3.7%	Reduce the school-wide Suspension rate. LEARN MORE **Suspension Rate** All Students State Green 3.5% suspended at least once Declined 0.5% ⊕ EQUITY REPORT Number of Student Groups in Each Color 0 Red 2 Orange 2 Yellow 4 Green 1 Blue
Metric/Indicator Maintain "Facilities in Good Repair" status as indicated by the Williams Site Inspection Tool **19-20** Facilities in Good Repair **Baseline** Facilities in Good Repair	Maintain "Facilities in Good Repair" status as indicated by the Williams Site Inspection Tool According to the 19-20 inspection, facilities maintained a Good Repair status.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement School Climate Surveys with consistent rating scale	Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Supplemental $360	Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Supplemental $360
	Subscription to Parent Square 5000-5999: Services And Other Operating Expenditures Supplemental $2,238	Subscription to Parent Square 5000-5999: Services And Other Operating Expenditures Supplemental $2,238
Consistently implement comprehensive facilities maintenance and repair plan. Repairs made as necessary.	Facilities Technicians 5000-5999: Services And Other Operating Expenditures Base $0	Facilities Technicians 5000-5999: Services And Other Operating Expenditures Base $0
Continue training and support in equipping staff to effectively supervise students, perform accurate threat assessments and execute emergency response protocols.	Proctor Trainings 1000-1999: Certificated Personnel Salaries Base $2,000	Proctor Trainings 1000-1999: Certificated Personnel Salaries Base $2,000
	ALICE Training 1000-1999: Certificated Personnel Salaries Title II $2,000	ALICE Training 1000-1999: Certificated Personnel Salaries Title II $2,000
	CPI Training 2000-2999: Classified Personnel Salaries Supplemental $2,000	CPI Training 2000-2999: Classified Personnel Salaries Supplemental $2,000
Highlight to stakeholders the safety and precautionary measures systematically taken by the AAE to ensure a safe school environment.	Parent Square services have already been accounted for. 5000-5999: Services And Other Operating Expenditures Supplemental $0	Parent Square services have already been accounted for. 5000-5999: Services And Other Operating Expenditures Supplemental $0
Quarterly Perfect Attendance Awards Ceremonies	Community Donations (annual amount) 0000: Unrestricted Other $10,000	Community Donations (annual amount) 0000: Unrestricted Other $10,000
Quarterly Student Achievement Recognition Ceremonies (TK-8)	Print Certificates 4000-4999: Books And Supplies Supplemental $250	Print Certificates 4000-4999: Books And Supplies Supplemental $250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Restaurant Gift Certificates (Donated) 0000: Unrestricted Other $400	Restaurant Gift Certificates (Donated) 0000: Unrestricted Other $400
	Social Media highlights of student achievement and the use of Parent Square (already accounted for). 5000-5999: Services And Other Operating Expenditures Supplemental $0	Social Media highlights of student achievement and the use of Parent Square (already accounted for). 5000-5999: Services And Other Operating Expenditures Supplemental $0

Goal Analysis

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

All funds were expended as planned for the 2019-20 school year.

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

The school had great success with providing a safe and well-maintained facility and positive school climate. Stakeholder participation in climate surveys has been maintained. A 1% decrease in suspensions was a major success for the school and supports the changes the school has made in regards to management and discipline procedures. Attendance continues to be high at 97% showing the actions and services implemented are supporting the school's high attendance rate.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment/Health Materials. To mitigate the spread of germs and viruses including COVID-19 the LEA will purchase face coverings, thermometers, nursing supplies, hand sanitizer, hand sanitizer stations, spray bottles, disinfectant, paper towels, gloves, goggles, disinfectant foggers, and plexiglass for offices	30,000.00	19,688.86	No
Hydration Stations. Conversion of current drinking fountains to bottle filling stations to provide safe access to drinking water for staff and students.	500.00	897.00	No
Handwashing Stations. Additional handwashing stations throughout the campus where sink access is insufficient. Handwashing is a preventative measure for germs and viruses including COVID-19.	5,000.00	5,585.07	No
Classroom air quality improvement. High-Pressure Washer, Merv 13 filter, ionizers for all classrooms without exterior accessibility, air purifying station to help mitigate the transmission and spread of germs and viruses including COVID-19.	20,800.00	8,298.05	No
Visual Cues and Materials for Social Distancing. Directional signs, capacity signs, distancing signs, handwashing signs, face-covering signs, entry and exit signs	1,000.00	2,180.83	No

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

Due to state and local contributions, projected PPE costs were lower than expected. HVAC units in buildings with shared space and classrooms occupied by compromised individuals were installed before the students' in-person return. The plan is to install ionizers in the remaining areas over the summer. The delayed purchase and installation of ionizers reduced the expenditure for these items.

Analysis of In-Person Instructional Offerings

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

After the school planned for a safe reopening, one of the most significant challenges to offering in-person instruction was finding ways to manage different instructional models simultaneously. For example, the school purchased and trained classroom teachers to use Swivl robots and large classroom displays. Another major challenge was creating a physical learning environment where everyone felt safe. PPE, HVAC filters and ionizers, disinfecting supplies, and additional custodial staff provided a higher level of safety. When teachers had students in hybrid instruction, it was necessary to hire six full-time resident substitutes to cover absences when teachers were absent or quarantining.

Physical distancing and cohorting challenges called for the purchase of additional outdoor seating, sneeze guards, and the hiring of more supervision staff. Significant social and emotional support to help students re-engage with learning required considerable efforts by all school staff: teachers, administration, counseling, and support staff.

At the close of the school year, 70% of elementary students and 60% of secondary students participated in four-day per week in-person instruction. Families that remained in distance learning cited the following reasons: transportation challenges caused by the earlier dismissal time, fears of COVID exposure, or objections to face coverings and other safety measures in place.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic Assessments. Reading A-Z Training, iReady Diagnostic Training	5,482.00	5,482.00	Yes
Devices and Connectivity: hotspots for connectivity, Chromebooks, iPads, Swivl, Zoom license, GoToMeeting license, drawing pads, document cameras, TVs and mounts, firewall upgrades and wired and wireless infrastructure upgrades to support distance and hybrid learning, technology support	211,000.00	462,592.48	Yes
Additional Role Assignments. Instructional Assistants, Character Development Officers, Facility Technicians, Custodial, Kitchen Support	220,000.00	105,049.57	No

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

Technology was increased 50% over what was budgeted. Increased funds allowed us to purchase additional equipment to effectively provide hybrid instruction including: infrastructure upgrades, larger TV displays with mobile mounts, Chromebooks, iPads, and Swivl microphones. Additional roles were not needed for the amount of time originally budgeted due to the school having to shut down for 6 months as COVID numbers increased in the fall of 2020.

Analysis of the Distance Learning Program

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

One of the greatest successes we've seen throughout the ups and downs of distance learning during the 2020-2021 school year was the resiliency of our teachers and students. We all assumed that we'd be back in person at the start of the year but as the first day of school approached, it became clear that distance learning would need to continue. Our teachers took all they learned from the spring shutdown and applied them to our students as they welcomed them the first day and worked hard to make the experience as similar to in-person learning as they could but through a screen. While disappointed, our families set up their children for virtual learning and patiently waited for the school to open up for hybrid learning. Communication about assignments and classroom news was delivered through Google Classroom, a common platform used by all TK-12 classrooms.

In late September, we were able to successfully bring back our population of students in most need, students with disabilities. Mid-October we were able to begin bringing back our elementary students for hybrid learning until only a few weeks later, with cases on the rise, we had to return to full distance learning. To try and achieve the most realistic classroom possible, we purchased additional technology to implement asynchronous and synchronous learning for all students. Instead of just a laptop and projector, now teachers had a robot, an iPad, massive TV, and a microphone to teach with. It was quite a challenge for all but through training and practice, teachers were able to present to students the dynamic teaching we normally would see in person.

All students were provided a one-to-one device. Students in grades 3 through 12 were already used to having a device and had little difficulty acclimating to the distance learning environment. Students in TK-2 and their parents had a bit of a learning curve but were able to successfully get their children online for distance learning. Any difficulties families had were supported by their child's teacher(s) or our IT department. Families who needed WiFi were able to pick up a hotspot from school that included free internet service for the year. For families who could not safely come by the school for pick up, hotspots and devices were hand-delivered to their homes. With all these available services, all families had access to distance learning.

Attendance during distance learning was consistent. Teachers continually reached out to families whose attendance was not 100% to see how they could help. The administration supported these efforts with follow-up calls and home visits to ensure the health and safety of the family.

Professional development for distance learning was continuous throughout the year. The IT department provided several workshops and one-on-one support for teachers including how to work all the technology together for synchronous learning. Instructional support was provided by our teacher-coaches in the form of small workshops and one-on-one support. Teachers were also provided training through the adopted curricula. Most publishers created specific curriculum for distance learning and provided free training for implementation.

Staff roles and responsibilities were adjusted to facilitate distance learning. Our Character Development Officers (CDOs) had the greatest shift in responsibility. CDOs assisted in sanitizing and maintaining facilities, meal distribution, and outreach to families. CDOs also provided supervision of our staff childcare.

Students with unique needs were provided synchronous learning as directed by their IEP and were the first students to return full-time to school. Other services such as speech and counseling were provided virtually and outside of their synchronous learning time.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online Programs for Assessment and Learning. iReady, Reading A-Z, IXL, Mathia and Gizmos to facilitate remote learning and instruction.	110,528.00	102,061.44	Yes
Home Visits. Mileage reimbursement to staff delivering materials and devices to families unable to travel to the school site.	3,000.00	0.00	Yes
Orton-Gillingham training for early literacy improvement.	0.00	14,025.00	Yes

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

There were a few of our families during distance learning who needed materials and technology delivered to their homes. These home visits were made but mileage was not turned in for reimbursement. Most administrators delivered to families on their route to and from work.

Orton-Gillingham training for grades 3-5 was not originally budgeted for in the initial LCP. We were able to send all our 3-5 reading teachers to the virtual intermediate training. This training will facilitate small group instruction for those students not reading at a proficient level.

Analysis of Pupil Learning Loss

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

Whether in distance learning or hybrid, teachers were able to continue teaching the standards at their grade level successfully. Through planning, teachers were able to adjust their instruction to focus on essential standards during synchronous and asynchronous learning. Many supplemental programs such as Orton Gillingham, Gizmos, and iReady Instruction were easily implemented virtually enhancing synchronous instruction. Teachers used diagnostic and formative data to organize small group instruction to mitigate learning loss. English Learners received ELD instruction weekly with our Teacher on Assignment in small groups. As students returned to in-person instruction, teachers observed not only were students happy to return, they were more productive in learning.

One of the greatest challenges has been getting students to attend small group instruction virtually. The bell schedule created at the start of distance learning facilitated time for teachers to meet with small groups in the afternoon and during office hours on Wednesday. Average attendance at this small group time has been 50% or less at most grade levels. Office hours are flexible for

students to come in and ask questions or get help with their assignments. It is rare to have more than a few students during these times unless coming for a special project. Another challenge teachers have encountered is students not turning their cameras on and engaging in active synchronous learning. It is difficult to monitor student understanding when you can't see the body language or participate in an active discussion. We have found support with these challenges in reaching out to parents and have seen some improvements but often students revert back to nonattendance and disengagement.

Analysis of Mental Health and Social and Emotional Well-Being

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

Starting with challenges, the main issue is the lack of proper tools to collect Post-COVID-related or Post-pandemic-related data. Most of the existing surveys and questionnaires being used do not include items or constructs collecting pre or post-pandemic data or data reflecting the effects of the pandemic. Many assumptions are being made regarding the effects of the pandemic without concrete, research-based data. What we know is that there has been an impact and while some struggled, others thrived during this period. Surveys and questionnaires do not properly capture or measure true levels of anxiety and depression in the home environment. Needs in Mental Health are typically assessed through direct contact, intake assessments, and interviews with the individual. Connecting at this level with students and parents has been difficult due to connectivity issues, lack of involvement, and an overall disconnection and detachment caused by the pandemic. For example, without direct access to students, it has been difficult to provide counseling to students who typically respond better in person. Individual counseling has been an important source of information in terms of data collection and monitoring.

For these reasons, it is imperative that we cautiously analyze cases and groups and allocate the appropriate supports based on need. In order to determine and establish these supports, a qualified Mental Health professional needs to be directly involved in this process since Mental Health supports and counseling should be considered on a case-by-case basis. Most critical cases require customized and individualized approaches and solutions. School climate, on the other hand, should be managed via broad-spectrum surveys and interventions. The challenges with climate surveys are that, in the past, data collected reflected staff interactions on-site, at the school. In spite of advances in technology and accessibility of resources, parents and students remain somewhat disengaged or disconnected from essential school communications. To improve engagement and connectedness, our MTSS teams have recently reviewed and modified SEL surveys and discussed the frequency of administration. The goal is to collect data more often to make informed decisions.

Thanks to the efforts of our school community, returning to in-person instruction has opened up traditional channels of communication. Our students are currently experiencing improved socio-emotional levels per verbal reports provided by parents and teachers. Adjustment to the school environment seems to be a greater challenge than anxiety or depression. As we continue to expand our in-person instructional day, our students will continue to improve in terms of SEL and academics. Students with special needs and students who have experienced anxiety or depression in the past will require additional counseling supports to regain adaptive and socio-emotional skills lost during the pandemic. In addition to in-person instruction, our school is providing onsite support and heavy involvement from outside Mental Health agencies.

Analysis of Pupil and Family Engagement and Outreach

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

The school effectively engaged pupils and families in the 2020-21 Learning Continuity and Attendance Plan response to COVID-19 throughout the school year. Engagement evidence is the high levels of student participation in both Distance Learning and In-Person instructional offerings. Of note is the Class of 2021 graduation rate of 100% while high expectations were maintained. The school achieved this despite the challenges of seniors being in full-distance learning for an entire year, including the last quarter of their junior year and three-quarters of their senior year. Notwithstanding extensive and frequent outreach, lack of participation and insufficient progress towards graduation resulted in 3-9 possible retentions in 9th grade: 4-11 possible retentions in 10th grade, and 2 possible retentions in 11th grade. Students TK-12 suffered in virtual learning from fatigue, distractions, and trauma from the pandemic.

The school sought increased stakeholder communication and engagement more than ever before due to the challenging circumstances and continuing changes during the year. As a result, in-person meetings and events switched to virtual platforms. Challenges overcame included the lack of technology and internet connection in some homes. As a result of outreach efforts, positive relationships were built and strengthened. Teachers and staff learned more about home situations. Parents gained a greater insight into their child's education and the school.

Analysis of School Nutrition

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

During the 2020-2021 school year, Food Services had a goal to continue providing meals to as many students as possible and help meet a basic need for our families. A challenge that was faced was that meals were no longer being offered free of charge to all children and our program reverted back to the charging system where students had to be on a qualifying program or pay the costs of the meals. Families believed it was more of a burden to pick up meals and due to children not being on campus the collection of Free/Reduced Meal applications become challenging. Our sites launched an online application to help in getting more applications submitted and many attempts were made in reaching out to families that had yet to apply. Our food service department was able to identify over 38% of students that indeed qualified for the program.

Upon the meal program reverting back to the Seamless Summer Feed Offering, we were able to provide more meals to families in need. Families were able to pick up meals for all of their children as opposed to just the children that attended our school. This increased the number of families that we were able to provide some help too. By changing systems, families were very appreciative as it helped provide a basic need for their families and although we did not have a high volume of meals served, those that participated greatly benefited. Lastly, our school purchased Meal carts with COVID funds in order to better support a Meal To-Go service. We hope that this will help with the separation of students and provide more accessible meals to all of our students as they return to school.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Individual plexiglass barriers for indoor eating areas to mitigate germs and viruses including COVID-19.	9,500.00	0.00	No
In-Person Instructional Offerings	Additional custodial staff for increase sanitation protocols for Phases 2 and 3.	30,000.00	19,400.00	No
In-Person Instructional Offerings	Additional outdoor seating options (benches, tables, trash cans) to promote social distancing.	0.00	13,675.00	

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

Food services planned to have students eat indoors with sneeze guards in place to keep students safe and socially distanced when they returned for hybrid instruction. We were able to procure more outdoor seating areas where students were able to stay socially distanced for breakfast and snack times without the sneeze guards. Therefore, there was no additional cost for these. The cost for the additional outdoor seating was $13,675.00 which we did not account for in our original LCP. The additional custodial staff was hired at a cost of $19,400, less than what we originally budgeted for.

Overall Analysis

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

Many lessons were learned this school year from implementing distance learning and hybrid programs:
- Staff worked hard to keep students in cohorts while following all safety protocols and delivering quality instruction.
- Student engagement became a high priority whether the instruction is delivered remotely or in person.
- COVID changed how the school community members interacted together and increased the importance of safety practices and cleaning protocols.
- Students, parents, and staff learned to use technology in new ways.
- The administrative staff has become creative in delivering other school traditions.
- There is a continued need for socio-emotional learning.

The school will continue to focus on engaging students, providing high-quality instruction, addressing the social-emotional well-being of each student, providing a safe and clean learning environment for all. The school will use what was learned this past year to refine

our school systems, programs, and teaching models.

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

During the 2021-2024 LCAP period, we will continue to assess learning loss to better meet the needs of all learners. Data from the end-of-year 2020-2021 assessments have helped to plan extended learning and professional development at the start of the 2021-2022 school year. This end-of-year data includes diagnostic and benchmark assessments, Smarter Balanced assessments, and final grades. Each year students will be assessed with the following to monitor growth and plan future programming:
- iReady diagnostic assessments for reading and math three times a year
- iReady growth assessments to monitor growth between diagnostics for students who are two or more grade levels below
- Trimester and semester benchmark assessments to measure progress on standards for ELA and math
- Smarter Balanced assessments in ELA and math
- Smarter Balanced interim assessments to measure specific domains in ELA and math
- Continuous Orton Gillingham assessments to measure early literacy skills
- Lexile level reading assessments each trimester to measure literacy skills
- Daily observations and informal assessments

Teachers will review this data in their PLC and determine the best approach to meeting the students where they are at. Students in elementary will have built-in daily time for differentiated instruction where students will receive intervention for Tier I, Tier II, and Tier III without missing any core instruction. Every third Wednesday will be professional development time for teaching staff. Using current data, Coordinators will develop PD or secure PD to address the needs of students.

Extended learning will be offered to all students including our Summer Academy, before and after-school tutoring, and enrichment classes. Pupils with unique needs will receive all these opportunities along with our before and after-school library hub for studying and support, compensatory education services and extended school year (ESY) services.

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

We were still able to effectively provide social distancing during meal times by having outdoor seating and provide additional custodial staff.

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

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

Based upon continual progress monitoring and stakeholder engagement, the goals in the 2021-2022 through 2023-2024 LCAP have been continued from the previous LCAP cycle. Multiple data measures have supported the ongoing need to address student learning gaps in the areas of English Language Arts and Mathematics. Each goal has been modified to expand actions to support extended learning opportunities for our students at all grade levels. With the implementation of iReady diagnostic assessments, we are able to individualize needs and target support services accordingly. AAE Administration will work closely with the Academic Leadership Team and MTSS Team to monitor student achievement and allocate the appropriate resources to support the actions described in the LCAP.

Additional actions have been added for this next LCAP cycle to support the health, safety, and wellness of students. We have put supports in place to support students' transition back to full-time, in person instruction. These tiered supports include additional grade-level curriculum, school-wide SEL resources, and counseling services from the onsite counselor and school psychologist.

The 2021-2022 through 2023-2024 LCAP also includes additional certificated and classified professional development in the areas of academic supports, student engagement, differentiating instruction, and social emotional learning.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

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

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
January 2021

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	893,724.00	848,019.00
Base	152,000.00	2,000.00
Other	10,400.00	172,199.00
Supplemental	557,724.00	494,838.00
Title I	155,100.00	155,100.00
Title II	18,500.00	14,500.00
Title IV	0.00	9,382.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	893,724.00	848,019.00
0000: Unrestricted	10,400.00	10,400.00
1000-1999: Certificated Personnel Salaries	232,400.00	203,600.00
2000-2999: Classified Personnel Salaries	295,250.00	295,250.00
4000-4999: Books And Supplies	156,500.00	154,669.00
5000-5999: Services And Other Operating Expenditures	193,674.00	171,600.00
Professional Development	5,500.00	12,500.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	893,724.00	848,019.00
0000: Unrestricted	Other	10,400.00	10,400.00
1000-1999: Certificated Personnel Salaries	Base	2,000.00	2,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	73,300.00	44,500.00
1000-1999: Certificated Personnel Salaries	Title I	155,100.00	155,100.00
1000-1999: Certificated Personnel Salaries	Title II	2,000.00	2,000.00
2000-2999: Classified Personnel Salaries	Supplemental	295,250.00	295,250.00
4000-4999: Books And Supplies	Base	150,000.00	0.00
4000-4999: Books And Supplies	Other	0.00	154,419.00
4000-4999: Books And Supplies	Supplemental	6,500.00	250.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	7,380.00
5000-5999: Services And Other Operating Expenditures	Supplemental	182,674.00	154,838.00
5000-5999: Services And Other Operating Expenditures	Title II	11,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	9,382.00
Professional Development	Title II	5,500.00	12,500.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	579,686.00	562,781.00
Goal 2	294,790.00	265,990.00
Goal 3	19,248.00	19,248.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$57,300.00	$36,649.81
Distance Learning Program	$436,482.00	$573,124.05
Pupil Learning Loss	$113,528.00	$116,086.44
Additional Actions and Plan Requirements	$39,500.00	$33,075.00
All Expenditures in Learning Continuity and Attendance Plan	$646,810.00	$758,935.30

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$57,300.00	$36,649.81
Distance Learning Program	$220,000.00	$105,049.57
Pupil Learning Loss		
Additional Actions and Plan Requirements	$39,500.00	$33,075.00
All Expenditures in Learning Continuity and Attendance Plan	$316,800.00	$161,099.38

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$216,482.00	$468,074.48
Pupil Learning Loss	$113,528.00	$116,086.44
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$330,010.00	$584,160.92

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Valli Andreasen Principal	vandreasen@lcer.org 760-946-5414

Plan Summary [2021-22]

General Information

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

The Academy for Academic Excellence (AAE) exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education. AAE is an independent, direct-funded charter school. Our charter was first granted in 1997 by the Apple Valley Unified School District. AAE serves a TK-12 population of approximately 1,444 students on a 150-acre parcel of land that includes parts of the Mojave River. The demographic breakdown of the 1,444 student population is 3% African American, 3.5% Asian, 2.4% Filipino, 38.5% Hispanic, 44.5% White, 7.5% Two or More Races. Students qualifying as unduplicated are low income (39.7%), English learner (2.8%), and foster (0%). Students with disabilities account for 9.1% of the population.

We are a college-preparatory program, committed to high levels of learning for all students. A strong emphasis on academic rigor, content relevance, and teacher-practitioner research has allowed AAE to develop many best practices for the benefit of students and staff. Students graduating from AAE will be effective communicators, have the ability to analyze and use critical thinking skills, and be responsible citizens in the school and community. AAE maintains high academic and behavioral standards and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of the AAE philosophy is maintaining a strong connectedness between parents, students, and the school.

Reflections: Successes

The California School Dashboard reported that AAE made progress in the areas of ELA and Math as measured by the Smarter Balanced assessments administered in 2019. Proficiency in ELA increased by 2.6 points and Math increased by 7.5 points demonstrating steady progress in students maintaining and moving towards proficiency. Both subject areas report a level green on the Dashboard. AAE has shown growth in both areas in 2017-2018 and 2018-2019. This growth is the result of standards-based adopted curricula and continued professional development.

In reviewing specific student groups, we saw an increase in Students with Disabilities by 19.5 points for ELA. We also saw increases in almost every student group for Math: Students with Disabilities increased by 15 points, English Learners increased by 10 points, and Socioeconomically Disadvantaged increased by 4.1 points.

AAE continues to demonstrate our students are prepared for post-secondary success. 65.3% of students demonstrated that they are prepared for college as indicated by the College/Career Indicator on the Dashboard. This indicator is derived from multiple measures including performance on the Smarter Balanced assessments in 11th grade, Advanced Placement exam scores, Dual Enrollment course credit, and a-g completion. The one specific student group reported, Socioeconomically Disadvantaged, increased by 6.7% indicating a level green for 2019. AAE is proud of its continued 100% graduation rate in both 2019 and 2020.

During the COVID-19 pandemic, AAE was able to provide a variety of learning options for students in hopes of mitigating learning loss and maintaining proficiency levels. Through distance learning in the spring of 2020 and six months of the 2020-2021 school year, students continued to attend school virtually. Our average attendance rate during distance learning was 94.7%. We successfully brought all students TK-12 back in person by April 5, 2021.

Diagnostic assessments provided at the end of the 2020-2021 school year demonstrated that students improved overall or maintained their reading and math scores. ELA student proficiency in 2020 was 50% and 52% in 2021. Math student proficiency in 2020 was 41% and 42% in 2021. This is a huge success for our AAE students to continue to maintain proficiency in both areas.

Reflections: Identified Need

While we have seen gains in the Smarter Balanced assessments, we still have some growth to make in ELA and Math schoolwide to progress our students to proficiency, especially in specific student groups. For example, we saw a decline in our English Learners, 6 points, and our Socioeconomically Disadvantaged, 3.5 points. Our student groups increased in Math, but we are still 24.4 points below the standard overall.

iReady Diagnostic measure for ELA in grades 2-8 report 52% of students are at grade level, 26% of students are one grade level below, and 22% are two or more grade levels below. In addition, our on-site end-of-year benchmarks for ELA report that 45% of students are proficient, and 55% are approaching proficiency.

iReady Diagnostic measure for Math in grades 2-8 report that 42% of students are at grade level, 36% are one grade level below, and 23% are two or more grade levels below. Our on-site end-of-year benchmarks for math report that 37% of students are proficient, and 63% are approaching proficiency. In addition, 77% of students entering high school are on track to complete Integrated Math 3 coursework by the end of their junior year.

To address these areas of improvement, we will continue to provide professional development for staff in reading and math. The training will focus on our adopted curricula and research-based strategies such as Orton Gillingham, a structured approach to literacy development. In addition to services designated by the individual education plan for our students with disabilities, compensatory education will occur before and after school, led by an Education Specialist. Before and after-school tutoring and other extended learning opportunities and in-class intervention strategies will help bridge the gap. We know that students need to feel safe and cared for to succeed both emotionally and academically. As we return to school full-time in the fall of 2021, we will focus on preparing staff with social-emotional strategies to support students. We will continue to implement a social-emotional learning curriculum at all grade levels.

LCAP Highlights

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

AAE has existed for over 30 years, and through those years, we have seen the school go from a homeschool program to the TK-12 full-seat program we have today. We are excited to welcome our newest building addition, a multi-purpose room (MPR) that will serve all our students. This will allow us to feed a much larger group than our previous meal locations and protect students from the desert elements of sun and wind. In addition, for the first time, we will have a stage that can be used inside and outside for productions and assemblies. Funds provided this year will help to outfit the MPR and purchase equipment to support upcoming events.

We will be adding Robotics and eSports teams, upgrading our network servers, and providing technology to every student. After over a year in distance learning, we are excited to bring back our elementary enrichment courses. These courses include music, PE, STEM, and technology. This allows all students to apply what they have learned in the classroom and explore areas they may not get during their regular schedule. In addition, custodial services have been increased, and PPE has been purchased for our students' continued health and safety.

Extended learning is a critical component in our LCAP and is provided in several ways. Stakeholders requested that we bring back field trips, and we have applied a large amount of funding to support this request. AAE will use these funds to fully pay for field trips at every grade level during the 2021-2022 school year. These opportunities will extend what students are learning in the classroom and allow them to apply what they have learned in a real-world application. For the first time, AAE will be offering a Summer Academy during the summer of 2021. This was the second most requested event by our stakeholders, and we are happy that we can grant this request. Our Summer Academy will be project-based, experiential learning over two weeks accommodating most grade level bands and taught by highly qualified teachers.

Professional development has proven to increase academic achievement for our students and will continue throughout the following year. Staff will be provided training for socio-emotional learning to help students acclimate back into the full-time classroom emotionally and socially. Teachers will receive training throughout the school year to support our adopted curricula and training for early literacy. Our new teachers will be paired with a mentor to work closely with for two years, developing their instruction, planning, and classroom management skills. To support students in need of Tier II and Tier III intervention, our school's Teacher on Assignment (TOA), along with a Paraprofessional, will provide research-based interventions to help close the achievement gap. Our bell schedule designates time at each elementary grade level so that students who receive specialized support services are not missing core instruction in the classroom. All students are receiving differentiated instruction at this specific time that is intentional and measured. The TOA will support teaching staff with instructional strategies for Tier I and Tier II classroom interventions.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

Parents, teachers, and school staff were engaged in the development of this plan through various surveys. We found that online school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys that centered around extended learning were sent to families, certificated, and classified staff. Questions were asked about whether families and staff would like to see extended learning opportunities: summer sessions, after-school tutoring, intersessions (during school breaks), field trips, and Saturday school. The majority of responses indicated their top requests were field trips, summer sessions, and after-school tutoring. When asked what areas they would like these extended learning opportunities to focus on, STEM and fitness were at the top, with math, social, and reading activities close behind. Based on this information, a summer session will be offered that focuses on hands-on, inquiry-based learning in the areas of science, technology, art, engineering, fitness, and math. We will use this data during the school year to develop before and after-school programs and offer field trips.

Outside of surveys, families have also participated in developing the plan through our monthly parent meetings, Parents & Pastries, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations. In addition, AAE staff meets regularly to discuss their needs for in-person, hybrid, and distance learning, including technology and PPE, ensuring a robust and safe learning experience for all.

We work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs in the community. They provide support for staff and families to address these needs.

A summary of the feedback provided by specific stakeholder groups.

The following results from the needs survey were used in the development of the LCAP for the 2021-2022 school year:

- 80% of families would participate in extended learning time.
- Field trips were the number one item families would like to see brought back.
- After school programs were the next highest demand.
- Summer Academy placed third in demand, followed by Intersession Programs, Saturday activities, and others. Other comments asked for more tutoring opportunities, sports, and music.
- Families asked for extended learning opportunities in reading, math, STEM, fitness, and social activities. Other comments asked for more performing arts classes, writing support, and sports.
- Families also asked for more STEM activities for all grade levels and enrichment/tutoring to meet the needs of students.

Overwhelmingly, we heard throughout the year that families want their children back in school full-time in a safe and supportive environment.

Field trips were high on the list from both families and staff. The school has not been able to have fundraising events for over a year due to COVID-19, where field trip money would generally stem. Families would also help supplement field trip costs if the fundraising were not enough to provide the total cost of the trip. With the COVID-19 funds provided, we are budgeting to offer at least one field trip for each grade level, including our annual 6th grade Science camp. We are hopeful that field trips will be in-person and run as usual for the 2021-2022 school year. Various grants and funds will help to fund field trips fully. Utilizing these alternative funding sources for 2021-2022 will give our Parent Teacher Organization (PTO) time to rebuild funds. It will also provide relief to families, knowing that they will not be asked to supplement field trips.

A summer academy in July of 2021 will provide students with an engaging, in-person learning experience. Certificated teachers will organize and plan inquiry-based activities to help students apply their knowledge to real-world problems. These activities include Space Science, art, team building, STEM, and fitness. These extended learning opportunities will continue into the 2021-2022 school year with before and after-school learning that focuses intentionally on the identified needs of students. Students will work on their identified areas of need and will be monitored to ensure they are making growth. AAE will use its current library as a hub for students before and after school and lunchtime to provide students with a quiet, structured environment to continue their work. A paraprofessional will monitor the lab and be available to help as needed. In addition, students will be able to use the school's Wi-Fi to access their applications for school work and recharge their devices.

Enrichment courses have been a long-standing offering to our elementary students both during and after school. These courses have been on hold during the pandemic but will be brought back for the 2021-22 school year. We will offer enrichment classes for STEM, PE, Technology, and Music for all students in grades K-5. Enrichment courses provide an extension of learning for our students in areas that are sometimes difficult to include in daily instruction. Band, Strings, and Choir will also be offered after school.

High school students will have the opportunity to enroll in courses offered by the local community college that meet general education requirements for associate's and bachelor's degrees. These courses will be offered during the school day and taught by the college professor. College and Career Access Pathways (CCAP) allows students to earn college credit concurrently pursuing their college degrees and meeting some a-g requirements. The program also helps the school broaden its current offerings to students outside of its master schedule.

AAE will provide students with the best STEM opportunities possible. We will continue our one-to-one device program supplying all incoming 3rd graders with a Chromebook, ensuring all students in grades 3-12 will have a school-supplied one-to-one device. Students in TK-2 will have a complete class set of iPads for use during the school day. In addition, AAE plans to add a Robotics Team and eSports team for high school, which will include additional technology.

Teachers will receive professional development throughout the school year to support the adopted curricula, early literacy, and Love & Logic. New teachers will receive Induction training where they are paired with a teacher coach, working together to provide the best instruction and environment for the students served. There will be an emphasis on the social-emotional health of staff and students through consistent training during the 2021-2022 school year. AAE will work together with the DM SELPA to implement trauma training for students, staff, and families to address anxiety and behavior issues and return to an in-person school environment. Mindfulness training for staff will provide strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system

designed to identify, test, and qualify students for mental health support in an expedited manner. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

Students need to have all their needs met in order to learn, especially their nutritional needs. Therefore, AAE will provide breakfast and lunch to all students free of charge throughout the 2021-2022 school year.

Goals and Actions

Goal

Goal #	Description
1	Prepare all students for post-secondary success.

An explanation of why the LEA has developed this goal.

For students to leave AAE ready for their future success, we must give them every opportunity to be proficient in math and reading beginning in Kindergarten through 12th grade. In addition, these will give students the ability to succeed in other subjects such as science, the arts, PE, and social studies.

Students entering high school math are missing some essential skills to succeed for the natural progression of Integrated I, II, and III. Students also need to move at a slower pace to master these essential skills. Therefore, students will be enrolled in Integrated Math 1A in 9th grade. This will allow them to still be on track for graduation and gain the necessary skills to succeed in their future math courses. For the 2021-2022 school year, there is a greater need for both Math 1A and Math 1B courses creating the necessity for an extra math period. Data also shows there is a need to mitigate learning loss for math in high school. Therefore, we will be offering two support periods for students to take in addition to their regularly scheduled math class.

Students in elementary are displaying a decline in math proficiency since the last CAASPP assessment data in 2019. Since our diagnostic exams and summative benchmarks measure all standards at a grade level, all standards must be covered within a given year. With the shutdown in 2020 in spring and a modified attendance schedule throughout the 2020-2021 school year, instruction focused on essential standards. Data collected at the end of the year revealed the domain of Geometry as the lowest-performing area. This is often taught towards the end of the year, so these results were not unexpected. Other areas such as algebra and algebraic thinking also showed a decline.

Without a strong reading foundation, students will struggle throughout their school years not being prepared for the work given to them. Recent data reported that 45% of primary students were proficient in reading at their grade level. As students promote to the next grade level, there will be a need for more intervention both in class and out to help students become fluent readers by the time they get to 3rd grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress (CAASPP) Math	40.95% of students showed proficiency in math as identified by the last Smarter Balanced Assessment in 2019.				45% of students will be proficient in math as identified by the Smarter Balanced Assessment.
iReady Diagnostic Assessment for Math	42% of students on or above grade level 36% of students one grade level below 23% of students two or more grade levels below as identified by the EOY assessment 2021.				45%% of students on or above grade level 40% of students one grade level below 15% of students two or more grade levels below
On-site Benchmarks for Math	37% of students are proficient on the EOY 2021 benchmarks.				46% of students will show proficient on end of year benchmarks.
Enrollment in Integrated Math I by 9th grade.	77% of students enrolled in 9th grade are on track for proficiency through the integrated math pathway.				85% of incoming 9th graders will be enrolled in Integrated Math I.
California Assessment of Student Progress (CAASPP) ELA	60.26% of students showed proficiency in ELA as identified by the last Smarter Balanced Assessment in 2019.				65% of students will be proficient in ELA as identified by the last Smarter Balanced Assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Diagnostic Assessment for ELA	52% of students on or above grade level 26% of students one grade level below 22% of students two or more grade levels below as identified by the EOY assessment 2021.				55% of students on or above grade level 25% of students one grade level below 20% of students two or more grade levels below
On-site Benchmarks for ELA	45% of students are proficient on the EOY 2021 benchmarks.				51% of students will show proficient on end of year benchmarks.
Early Literacy Benchmarks for K-2	61% of students are proficient on the EOY 2021 benchmarks.				66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math Support	Part-time math teacher for students needing Integrated Math 1A/1B	$48,764.00	No
2	Math Lab	Two additional class periods for high school math lab to support students underperforming in math.	$34,918.00	No
3	Math Semester Benchmarks	High school will use Edulastic to create curriculum aligned summative exams to measure annual growth.	$400.00	No

Action #	Title	Description	Total Funds	Contributing
4	iReady Diagnostic for Math and Reading. iReady Instruction for Math.	Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific student need. Math instruction is included to supplement math curriculum and meet the individual needs of each student. Note: Funding accounted for during the 2020-21 school year with a 6 year adoption.		No
5	Response to Intervention	Provide Tier 1 support and Tier II intervention. Students in need of intervention will receive Tier I from the classroom teacher who is supported by the teacher on assignment. Students in need of additional intervention, Tier II, will receive additional, small group instruction provided by the teacher on assignment.	$119,057.00	No
6	ELD Support & Curriculum	English learners will receive designated ELD with small group instruction provided by the teacher on assignment. Reading A-Z English Learner program will be used to support ELD.	$1,000.00	No Yes
7	Professional Development for Adopted Curricula	Teaching staff new to the school will receive PD for the school's adopted curricula.	$4,500.00	No
8	Teacher Induction	Two-year training for all new teaching staff through the Center for Teacher Innovation (CTI).	$52,650.00	No
9	Early Literacy Professional Development	Orton-Gillingham PD to meet the intervention needs for early literacy.	$6,375.00	No
10	Paraprofessionals for Kindergarten Support	Paraprofessionals to support early literacy development in the Kindergarten classrooms.	$77,186.00	No

Action #	Title	Description	Total Funds	Contributing
11	After School Tutoring	Program for after school tutoring provided by certificated staff.	$52,310.00	No
12	Professional Development	Teacher professional development for PLC and grading.	$30,000.00	No
13	Advanced Placement (AP) Training	AP training for teachers to keep up-to-date with instructional practices.	$2,500.00	No
14	Science Lab	Conversion of former cafeteria into a science lab.	$350,000.00	No
15	Classroom furniture	New mobile and flexible seating options for students.	$40,000.00	No
16	Staff Laptops	Replacement laptops for staff.	$128,000.00	No
17	Storage Area Network	Update storage area network where all servers will be reside.	$26,000.00	No
18	Support Servers	Support servers for school's network.	$15,000.00	No
19	Virtual Machine Server	VM server to support email, web applications, various servers, and primary domain controller.	$15,000.00	No
20	MiFi	MiFi units for home connection to wifi.	$10,000.00	Yes
21	Science Lab Materials and Supplies	Science lab materials and supplies to support learning loss.	$200,000.00	No
22	Suicide Prevention	Suicide Prevention Curriculum	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Create an engaging, well-balanced experience for all students.

An explanation of why the LEA has developed this goal.

A student is successful when they can apply the knowledge they learn in the classroom to real-world situations. Providing those opportunities to our students has always been a fundamental part of AAE, but COVID-19 restrictions stopped these enrichment activities. We are excited to be once again offering these opportunities during the 2021-2022 school year. Students will expand their learning and apply their knowledge through field trips at every grade level and enrichment courses.

We also want to provide students higher education opportunities to help them pursue their college credits. Providing monies to offset fees for Advanced Placement exams and dual-enrollment textbooks ensures there is no obstacle for students wanting to advance their learning.

Often circumstances in a student's life can affect their completion of the required courses needed for graduation. Therefore, the school provides a credit recovery program that students can complete independently to recover these credits.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in AP courses.	58% of students are enrolled in at least one AP course. 2020-2021 enrollment used for baseline.				70% of students are enrolled in at least one AP course.
Percentage of students taking their AP exam.	89% of students enrolled in AP participated in AP exams. Baseline from 2021 exam participation.				100% of students enrolled in AP will participate in the AP exam.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students attending in person field trips.	0% of students attended in person field trips. 2020-2021 school year as baseline.				95% of students will attend in person field trips.
Graduation rate as indicated on the California School Dashboard.	98% of students completed high school with a high school diploma. 2019 Rate for baseline.				100% of students completed high school with a high school diploma.
Dual Enrollment participation.	61% of students are enrolled in dual enrollment. 2020-2021 semester 2 enrollment used for baseline.				100% of seats for dual enrollment will be filled.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Field Trips	All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the classroom to real world experiences.	$150,000.00	No
2	Advanced Placement participation	Offset cost of AP exams for students to encourage more participation.	$13,000.00	No
3	Dual Enrollment	Students will participate in dual enrollment courses provided through the local community college. Cost is for student books.	$10,000.00	No
4	Credit Recovery program	For students needing to repeat coursework, the school provides an online credit recovery program through an accredited university.	$3,600.00	No

Action #	Title	Description	Total Funds	Contributing
5	Library Hub	Before and after school learning hub for students. This time will be monitored by a paraprofessional.	$10,700.00	No
6	Love & Logic Training	Staff will receive Love & Logic training.	$14,000.00	No
7	One-to-one Chromebooks	Addition of 3rd grade Chromebooks annually.	$50,000.00	No
8	Elementary Enrichment	Enrichment courses provided during the school day and after school.	$150,000.00	No
9	Summer Academy	Extended learning time for students during the summer.	$164,000.00	No
10	Band Instruments	Addition and upgrade of band instruments.	$12,000.00	No
11	Uniform Closet	Provide new uniforms for families who are in need.	$5,000.00	Yes
12	Robotics Team	Development and implementation of a school robotics team.	$60,000.00	No
13	eSports Lab	Create and implement an eSports team.	$20,000.00	No
14	Independent Study	Independent study option for students who will continue distance learning.	$40,000.00	No
15	Portables for Classrooms	Expansion of classrooms for new courses including eSports lab, Computer Science, and other STEM courses.	$300,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide safe and well-maintained facilities with positive school climate.

An explanation of why the LEA has developed this goal.

The safety of our school has always been a priority at AAE. Many of our families say that safety was a deciding factor for enrolling their children. With the addition of the COVID-19 virus, AAE has had to increase sanitation methods, staffing, social distancing materials, and equipment to keep our campus and classrooms as clean as possible. These additions will continue as students come back to school full-time. We want all our families to feel that the safety that brought them to our school continues as we come back full-time in the 2021-2022 school year. In addition, a safe campus decreases the anxiety students may feel as they return to school after a year of distance learning, so they will be able to concentrate on learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Climate Survey	36% of students feel their school is clean and maintained well as reported by the 2019 student climate survey.				75% of students feel their school is clean and maintained well.
Suspension Rate	3.5% suspension rate as indicated by the 2019 California School Dashboard.				3.1% suspension rate as indicated on the California School Dashboard.
Facility Inspection Reports	90.21% rate for facility conditions with an overall good rating as identified on the 2020 FIT.				95% rate for facility conditions with an overall good rating.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MPR	Construction of multi-purpose room (AV equipment, Curtain, Furniture).	$80,000.00	No
2	PA System	New PA System so all buildings and campus areas have communication.	$100,000.00	No
3	Secondary Science Lab	Reconfiguration of old cafeteria into a functional science lab.	$350,000.00	No
4	Shade Structure	Shade structure for the protection of students in outdoor areas.	$168,000.00	No
5	Parking Lot Resurfacing	Resurfacing of parking lots for safety.	$300,000.00	No
7	STOP IT Hotline	Service for stop it hotline to prevent bullying and report student issues.	$700.00	No
8	Recess/Lunch Assistant	Additional Character Development Office support during recess and lunch.	$30,000.00	No
11	HVAC Units	Update HVAC units in buildings A, B, and C. Portable Bard HVAC units with Ionizers.	$457,000.00	No
12	Podium for MPR	Podium and tablecloths for new MPR to be used for performances and assemblies.	$900.00	No
13	Flooring	Redo flooring to VCT (vinyl composition tile) replacing worn out carpet in TK, Kinder, C classrooms, GAVRT, and bldg. N.	$81,000.00	No

Action #	Title	Description	Total Funds	Contributing
14	Tile Floor	Replace tile flooring in girls gym restroom.	$4,000.00	No
15	Gym Floor Cover	Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	$8,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
38.42%	1,046,873.00

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

Required Descriptions

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

AAE meets its requirement to increase and improve services for Foster Youth, English Learners, and Low-Income students by training personnel and providing more academic supports to improve their learning environment and drive academic outcomes for unduplicated pupils. These steps aim to expand programs, provide services and programs that will support increasing attendance, reducing suspension and expulsions, and providing intervention and support programs to youth on their path to graduation.

We have identified actions and resource allocations intended to support an integrated and coordinated academic support program for unduplicated pupils. Services will also support additional resources in attendance/engagement, connectivity, and technology, tracking academic progress, and bridging communication deficits for our English Learners. The increased services are intended to improve the school climate and increase the student engagement of unduplicated pupils.

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

Services identified in the school's LCAP are intended to benefit all students. To further meet the needs of our foster students, English learners, homeless students, students with exceptional needs, and low-income students, we will provide the following.

Actions that improved services:
- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps.
- Training for teachers to implement differentiated, small-group within their adopted curriculum.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.
- A social-emotional curriculum purchased to enhance the current SEL program and meet the needs of students.
- Character Development Officers to improve student safety.

Actions that increased services:
- Additional 1:1 devices and network servers to ensure student access to instruction and curriculum for students to continue their learning without interruption.

- Hotspots provided to families with limited or no connectivity to access curriculum and materials needed for continued learning.
- Home visits to deliver devices, hotspots, materials as needed to families that are unable to drive to the school.
- Online programs purchased to diagnose learning loss, provide instructional support, and monitor progress for all unduplicated students. Results will help facilitate targeted instruction to meet students where they are at academically.
- Uniforms provided to families in need.
- Compensatory learning time before and after school.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$377,586.00	$3,242,492.00		$177,482.00	$3,797,560.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$382,175.00	$3,415,385.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Math Support		$48,764.00			$48,764.00
1	2	All Students with Disabilities	Math Lab		$34,918.00			$34,918.00
1	3	All Students with Disabilities	Math Semester Benchmarks	$400.00				$400.00
1	4	All Students with Disabilities	iReady Diagnostic for Math and Reading. iReady Instruction for Math.					
1	5	All Students with Disabilities	Response to Intervention				$119,057.00	$119,057.00
1	6	All Students with Disabilities English	ELD Support & Curriculum				$1,000.00	$1,000.00
1	7	All Students with Disabilities	Professional Development for Adopted Curricula				$4,500.00	$4,500.00
1	8	All Students with Disabilities	Teacher Induction		$28,600.00		$24,050.00	$52,650.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	All Students with Disabilities	Early Literacy Professional Development				$6,375.00	$6,375.00
1	10	All Students with Disabilities	Paraprofessionals for Kindergarten Support	$77,186.00				$77,186.00
1	11	All Students with Disabilities	After School Tutoring		$52,310.00			$52,310.00
1	12	All Students with Disabilities	Professional Development		$30,000.00			$30,000.00
1	13	All Students with Disabilities	Advanced Placement (AP) Training				$2,500.00	$2,500.00
1	14	All Students with Disabilities	Science Lab		$350,000.00			$350,000.00
1	15	All Students with Disabilities	Classroom furniture		$40,000.00			$40,000.00
1	16	All Students with Disabilities	Staff Laptops		$128,000.00			$128,000.00
1	17	All Students with Disabilities	Storage Area Network		$26,000.00			$26,000.00
1	18	All Students with Disabilities	Support Servers		$15,000.00			$15,000.00
1	19	All Students with Disabilities	Virtual Machine Server		$15,000.00			$15,000.00
1	20	Foster Youth Low Income	MiFi		$10,000.00			$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	21	All Students with Disabilities	Science Lab Materials and Supplies		$200,000.00			$200,000.00
1	22	All Students with Disabilities	Suicide Prevention				$2,000.00	$2,000.00
2	1	All Students with Disabilities	Field Trips		$150,000.00			$150,000.00
2	2	All Students with Disabilities	Advanced Placement participation				$13,000.00	$13,000.00
2	3	All Students with Disabilities	Dual Enrollment		$10,000.00			$10,000.00
2	4	All Students with Disabilities	Credit Recovery program		$3,600.00			$3,600.00
2	5	All Students with Disabilities	Library Hub		$10,700.00			$10,700.00
2	6	All Students with Disabilities	Love & Logic Training		$14,000.00			$14,000.00
2	7	All Students with Disabilities	One-to-one Chromebooks		$50,000.00			$50,000.00
2	8	All Students with Disabilities	Elementary Enrichment		$150,000.00			$150,000.00
2	9	All Students with Disabilities	Summer Academy		$164,000.00			$164,000.00
2	10	All Students with Disabilities	Band Instruments		$12,000.00			$12,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	11	Foster Youth Low Income	Uniform Closet				$5,000.00	$5,000.00
2	12	All Students with Disabilities	Robotics Team		$60,000.00			$60,000.00
2	13	All Students with Disabilities	eSports Lab		$20,000.00			$20,000.00
2	14	All Students with Disabilities	Independent Study		$40,000.00			$40,000.00
2	15	All Students with Disabilities	Portables for Classrooms		$300,000.00			$300,000.00
3	1	All Students with Disabilities	MPR		$80,000.00			$80,000.00
3	2	All Students with Disabilities	PA System		$100,000.00			$100,000.00
3	3	All Students with Disabilities	Secondary Science Lab		$350,000.00			$350,000.00
3	4	All Students with Disabilities	Shade Structure		$168,000.00			$168,000.00
3	5	All Students with Disabilities	Parking Lot Resurfacing	$300,000.00				$300,000.00
3	7	All Students with Disabilities	STOP IT Hotline		$700.00			$700.00
3	8	All Students with Disabilities	Recess/Lunch Assistant		$30,000.00			$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	11	All Students with Disabilities	HVAC Units		$457,000.00			$457,000.00
3	12	All Students with Disabilities	Podium for MPR		$900.00			$900.00
3	13	All Students with Disabilities	Flooring		$81,000.00			$81,000.00
3	14	All Students with Disabilities	Tile Floor		$4,000.00			$4,000.00
3	15	All Students with Disabilities	Gym Floor Cover		$8,000.00			$8,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$0.00	$16,000.00
LEA-wide Total:	$0.00	$15,000.00
Limited Total:	$0.00	$1,000.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	ELD Support & Curriculum	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,000.00
1	20	MiFi	LEA-wide	Foster Youth Low Income	All Schools TK-12		$10,000.00
2	11	Uniform Closet	LEA-wide	Foster Youth Low Income	All Schools TK-12		$5,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

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

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

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

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

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

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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