



LCFF Budget Overview for Parents

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

CDS Code: 36750773630837

School Year: 2022-23

LEA contact information:

Valli Andreasen

Principal

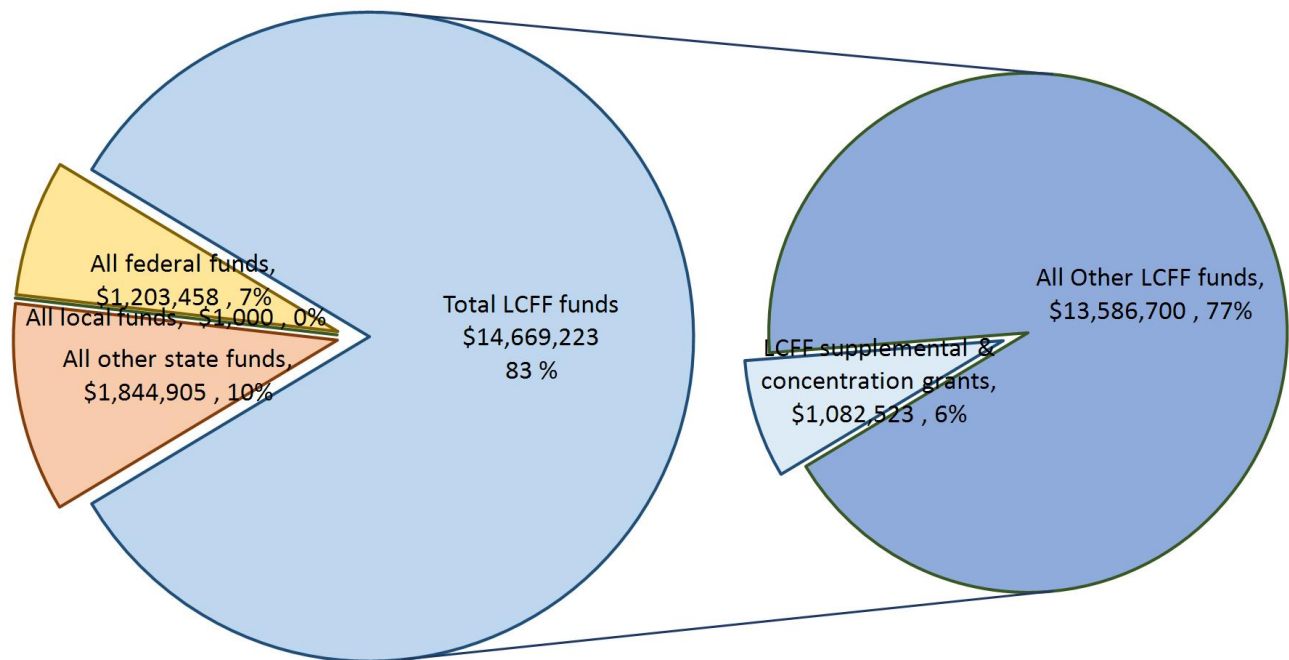
vandreasen@lcer.org

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 2022-23 School Year

Projected Revenue by Fund Source

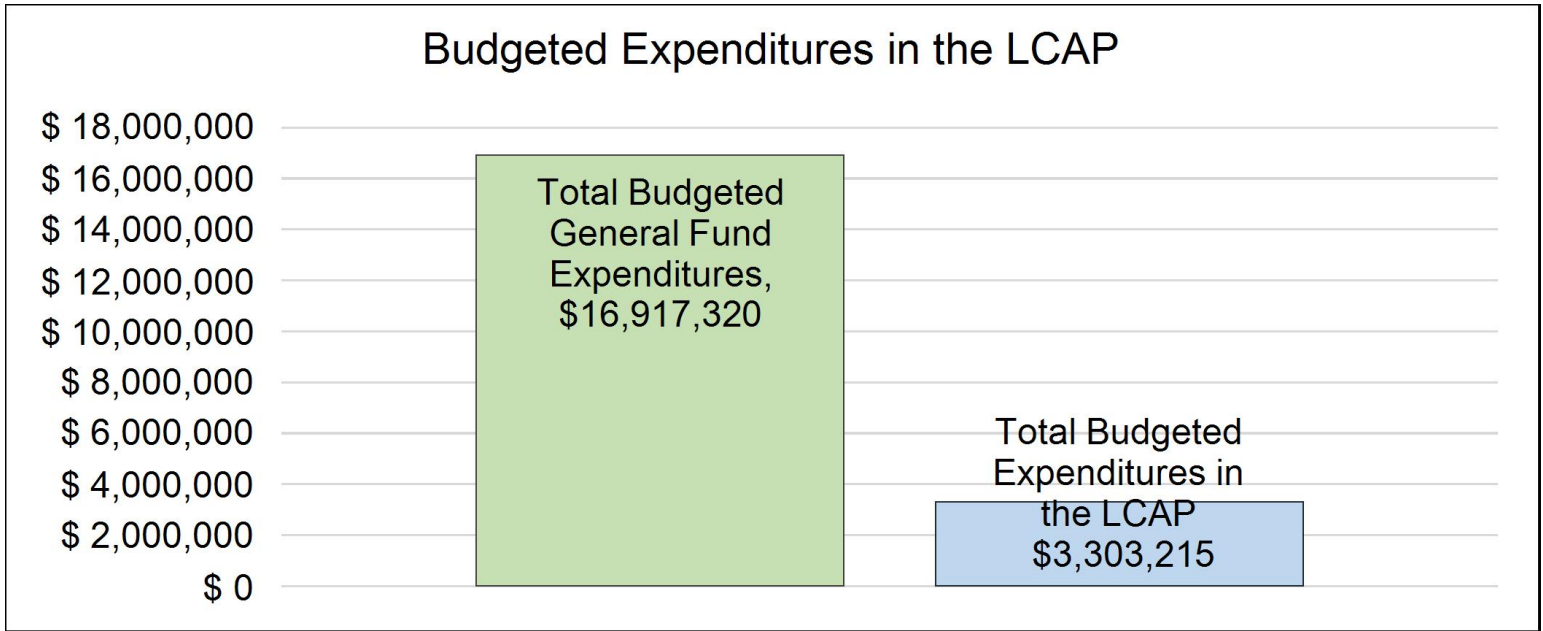


This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$17,718,586, of which \$14,669,223.00 is Local Control Funding Formula (LCFF), \$1,844,905.00 is other state funds, \$1,000.00 is local funds, and \$1,203,458.00 is federal funds. Of the \$14,669,223.00 in LCFF Funds, \$1,082,523.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Academy for Academic Excellence plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Academy for Academic Excellence plans to spend \$16,917,320.00 for the 2022-23 school year. Of that amount, \$3,303,215.00 is tied to actions/services in the LCAP and \$13,614,105 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP for services include:

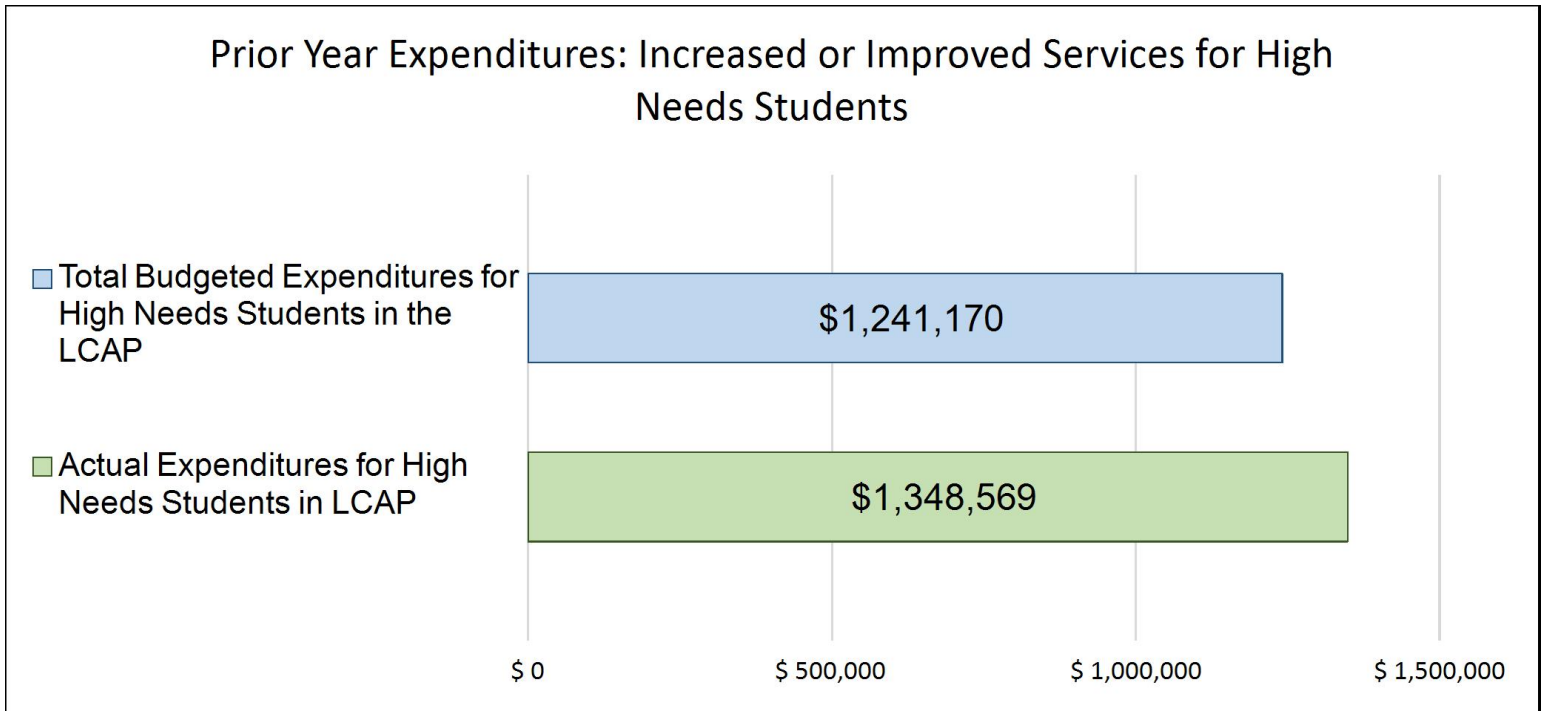
- Supplemental curriculum
- Instructional supplies
- Facility supplies and equipment

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Academy for Academic Excellence is projecting it will receive \$1,082,523.00 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 \$1,321,286.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Academy for Academic Excellence budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Academy for Academic Excellence's LCAP budgeted \$1,241,170.00 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$1,348,569.00 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering

from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

During the 2021-2022 LCAP engagement process, our educational partners expressed the need for continued safety to battle COVID-19 and ensure students remain healthy and in school, additional academic supports such as tutoring, field trips, social-emotional learning, and campus safety. The 2021-2022 LCAP may be found at

https://aae.lewiscenter.org/documents/2021_LCAP_Combined_Academy_for_Academic_Excellence_20210625.pdf

- Bi-Monthly School Site Council (SSC)
- Monthly Parents & Pastries parent forums
- Monthly Lewis Center Board meetings
- Surveys sent throughout the year
- LCAP Mid-Year Reporting board meeting 2/14/22
- Town Hall 3/17/22
- Public Hearing 5/9/22
- LCAP 2022-2023 board meeting 6/13/22

Engagement opportunities are offered both in-person and remotely. All opportunities are advertised through Infinite Campus messaging system, posted on the school's website, and other social media school accounts.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

AAE does not qualify to receive grant or concentration grant add-on funding because the enrollment of unduplicated student groups is less than 55% according to the California School Dashboard: 39.9% Socioeconomically Disadvantaged, 3.1% English Learners, 0% Foster Youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

AAE received one-time federal funds intended to support recovery from COVID-19 and the return from distance learning. A majority of these funds were included in the Budget Overview for Parents, as part of the LCAP adopted in June of 2021. These funds were budgeted during the 2021-2022 school year and the expenditures will be accounted for on the 2022-2023 LCAP update. ESSER III funding was received after the LCAP adoption. AAE engaged its educational partners on the use of ESSER III funding as described in the ESSER III expenditure plan that was approved by the school board in October of 2021.

The following links provide how and when AAE engaged educational partners in the use of these funds to support recovery from the COVID 19 pandemic:

- Expanded Learning Opportunity Grant (ELO), https://aae.lewiscenter.org/documents/AAE-2021_Expanded_Learning_Opportunities_Grant_Plan_Academy_for_Academic....pdf
- ESSER III Expenditure Plan, https://aae.lewiscenter.org/documents/Academy-for-Academic-Excellence_ESSER_III_Plan_FINAL.12_15_2021.PI.pdf

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The health and safety of students, educators, and classified staff is a priority at AAE and the school will continue services as required by the American Rescue Plan (ARP) Action of 2021. These include the following:

- Additional health/nursing staff to support the safety of in-person learning and reduce the spread of COVID-19
- Additional Character Development Officer (CDO) to support safe in-person lunchtimes
- Continue to provide curriculum delivery to students who are quarantined due to COVID-19
- Resident subs trained in health and safety to provide continuous instruction to students
- Increased sub pay to secure teachers needed to provide continuous instruction
- Intercession offerings to accelerate student learning

The delivery of equipment such as student devices (e.g.- Chromebooks) and PPE, was the greatest challenge we faced as a school. With the increased demand from across the country, suppliers could not manufacture quickly enough to provide these necessary products in a timely manner. An additional challenge was covering staff absences due to quarantines and filling all classified positions during workforce shortages.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

AAE considers the LCAP to guide the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. Any additional funds received are reviewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Analyzing the most current data through the LCAP helps the school prioritize the greatest needs of students. Below are some LCAP goals and actions where these additional funds helped to meet the needs of students during the 2021-2022 school year.

- LCAP Goal 1: Prepare all students for post-secondary success - Support in high school math (math lab), Intervention support (paraprofessional in Knights Lab), Teacher Induction (additional staff), Early Literacy PD (additional Orton-Gillingham training), Early Literacy support (additional hours for paraprofessionals in 1st grade), Independent Study options
- LCAP Goal 2: Create an engaging, well-balanced experience for all students - Chromebooks to support in-person and distance learning, mifi subscription to support independent study
- LCAP Goal 3: Provide safe and well-maintained facilities with a positive school climate. PPE and supplies for cleaning of surfaces, new HVAC units and ionizers for proper ventilation

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 1,456 students on a 150-acre parcel of land that includes parts of the Mojave River. The demographic breakdown of the 1,456 student population is 2.7% African American, .6% American Indian or Alaska Native, 3.1% Asian, 2.1% Filipino, 40.8% Hispanic, 42.7% White, 8.0% Two or More Races. Students qualifying as unduplicated are low income (39.6%), English learner (3.7%), and foster (0.1%). Students with disabilities account for 9.8% 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

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

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.

In the 2021-2022 school year most students returned in person which made a noticeable difference in student performance. 100% of students graduated with their high school diploma at the end of 2021. In math, we saw similar results on the iReady diagnostic as we did at the end of 2021 (42% proficient 2021 and 40% proficient 2022) and on the 2021 CAASPP for our 11th graders as compared to 2019 (40.95% proficient 2019 and 39.39% 2021, 11th grade only). Our on-site benchmarks saw a 39% increase in proficiency and a 9% increase in 9th-grade Integrated Math I enrollment showing more students on track for the integrated math pathway. In ELA, we saw similar results on the iReady diagnostic as we did at the end of 2021 (52% proficient in 2021 and 54% proficient in 2022). Our 11th graders scored 83.83% proficiency on the 2021 CAASPP. Our on-site benchmarks saw a 9% increase in proficiency as compared to the end of the year 2021 scores.

A huge success of 2021-2022 was our attendance rate of 91.8%. To recoup ADA and continue to provide quality education, we implemented an independent study program. About 1% of our families chose to do long-term independent study (LTIS). This was accomplished through a 3rd party vendor, Accellus (Grades K-8) or BYU (High School). Students were able to learn online the core subject areas (ELA, Math, Social Studies, and Science) or credit courses for high school (6 Class Periods). A certificated teacher checked in with students daily to ensure they were on track for their learning objectives and they were socially doing well. For in-person students who had to quarantine due to COVID-19, short-term independent study (STIS) was put in place to allow students to continue to receive the rigorous learning they normally have in the classroom. This was done through the efforts of teachers who used Google Classroom to post assignments and videos, and daily synchronous interaction with STIS students through Zoom. Students were able to keep up with their learning and not be behind once they returned in person.

AAE was able to keep in-person learning throughout the 2021-2022 school year without any type of closure. Resident subs helped to maintain classrooms when teachers were out, protocols were in place for cleaning both the campus and classrooms and social distancing was implemented school-wide. All of these measures were in accordance with CDPH guidelines to reduce and prevent the spread of COVID-19.

Returning to school in person was an adjustment for both students and staff. AAE worked with staff through PD and free counseling as needed. The school's counselor and two psychologists supported students as needed and counseling through Care Solace was made available to students. Teachers in grades TK-8 implemented a social-emotional curriculum, Second Step, with students on a weekly basis. We also implemented Mindwise, a suicide prevention curriculum, in middle and high school along with GoBeacon, a suicide alert system that connects to counseling staff. We will continue all these efforts next year to support the social-emotional needs of students.

Reflections: Identified Need

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

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.

For 2021-2022, there is still a significant need for academic improvement in the area of math at particular grade levels. Only 39% of 11th graders scored proficient on the 2021 CAASPP Smarter Balanced exam. 40% of students grades 2-8, showed proficiency on the iReady math diagnostic with the lowest proficiency levels present in middle school, grades 7-8. High school will move the part-time math teacher to full-time next year to focus more on intervention in small classes and middle school will expand its math homeroom intervention classes to include all three 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.

We are excited to expand our elementary department to include another Transitional Kindergarten (TK) class which has been added to our LCAP actions this year. Also, we are able to continue to support instruction without interruption by retaining our resident subs. Two of the most requested actions, Summer Academy and Field Trips, will both continue for the 2022-2023 school year.

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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 educational partners.

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.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 at 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.

All of the actions described above will continue for the 2022-2023 school year. We are especially excited about offering Summer Academy for the summer of 2022 and continuing our educational field trips. Enrichment courses will be expanded to include after school music classes for our elementary students.

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.	39.39% of 11th grade students who took the 2021 CAASPP Smarter Balanced Math exam showed proficiency.			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.	40% of students on or above grade level 40% of students one grade level below 20% of students two or more grade levels below as identified by the EOY assessment 2022.			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.	76% of students showed proficiency on their EOY 2022 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.	86% 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.	83.83% of 11th grade students who took the 2021 CAASPP Smarter Balanced Math exam showed proficiency.			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.	54% of students on or above grade level 26% of students one grade level below 19% of students two or more grade levels below as identified by the EOY assessment 2022.			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.	54% of students are proficient on their EOY 2022 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.	52.3% of students in K-2 are proficient in reading on the EOY reading benchmarks.			66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.
Knights Lab	New Metric 2021-2022	91% of the students serviced through RTI in the Knights Lab, met their academic goals.			100% of students serviced through the RTI in the Knights Lab, will meet their academic goals.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Math Support	Math teacher for students needing Integrated Math 1A/1B	\$133,243.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Math Lab	One additional class periods for high school math lab to support students underperforming in math.	\$19,650.00	No
1.3	Math Semester Benchmarks	High school will use Edulastic to create curriculum aligned summative exams to measure annual growth.	\$400.00	No
1.4	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
1.5	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.	\$145,903.00	No
1.6	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
1.7	Professional Development for Adopted Curricula	Teaching staff new to the school will receive PD for the school's adopted curricula.	\$4,500.00	No
1.8	Teacher Induction	Two-year training for all new teaching staff through the Center for Teacher Innovation (CTI).	\$52,650.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Early Literacy Professional Development	Orton-Gillingham PD to meet the intervention needs for early literacy.	\$6,375.00	No
1.10	Paraprofessionals for Kindergarten Support	Paraprofessionals to support early literacy development in the Kindergarten classrooms.	\$63,515.00	No
1.11	After School Tutoring	Program for after school tutoring provided by certificated staff.	\$52,310.00	No
1.12	Professional Development	Teacher professional development for PLC and grading.	\$30,000.00	No
1.13	Advanced Placement (AP) Training	AP training for teachers to keep up-to-date with instructional practices.	\$2,500.00	No
1.14	Science Lab	Conversion of former cafeteria into an educational space.	\$350,000.00	No
1.15	Classroom furniture	New mobile and flexible seating options for students.	\$40,000.00	No
1.16	Staff Laptops	Replacement laptops for staff.	\$128,000.00	No
1.17	Storage Area Network	Update storage area network where all servers will be reside.	\$0.00	No
1.18	Support Servers	Support servers for school's network.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Virtual Machine Server	VM server to support email, web applications, various servers, and primary domain controller.	\$0.00	No
1.20	MiFi	MiFi units for home connection to wifi.	\$15,000.00	Yes
1.21	Science Lab Materials and Supplies	Science lab materials and supplies to support learning loss.	\$200,000.00	No
1.22	Suicide Prevention	Suicide Prevention Curriculum	\$2,000.00	No
1.23	TK Classroom Set-Up	TK Curriculum, Materials, Furniture & Supplies	\$7,500.00	No
1.24	TK Teacher	TK Teacher	\$140,436.00	No
1.25	TK Paraprofessionals	Paraprofessionals to assist in the TK classroom.	\$64,382.00	No
1.26	Intervention Paraprofessional	Second paraprofessional to assist in the Knight's Lab for intervention.	\$36,351.00	No
1.28	Summer Credit Recovery	High School students who need to recover credits for a-g eligibility.	\$12,000.00	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.

This goal was carried out through the implementation of the actions described above. Professional development for our new teachers and new curriculum was provided free of charge at the beginning of the school year. Curriculum companies were supportive as we returned from

distance learning and were available to assist throughout the school year. This made the on-boarding for our brand new teachers much easier and helped to prepare them for curriculum instruction they'd need throughout the year. We had also planned to have Professional Learning Communities (PLC) training to introduce new staff to PLCs and revive PLC for veteran staff but there were limited opportunities for this training to occur. The PD we use for PLCs did not have any in-person training this year and we had a shortage of available substitutes to provide teacher coverage. It is our hope to be able to implement PLC training the following school year.

We had hoped to convert one of our buildings, B building, into a science lab for high school use. Unfortunately, the expense to convert it for science was considerable and over our budgeted amount. We did use the building to house our band classes while we restructured and tiled the current band classroom and it is still being used as a lunch area for our TK and Kindergarten classes. We are currently considering a different use for this building and the costs associated with it. Science lab materials and supplies were purchased. Some of these included new microscopes, dissection supplies, and lab kits, all to provide hands-on science for our students. The amount budgeted will be used over the next two years to continue building our science lab classes.

Classroom furniture will be used to purchase replacement of broken or outdated furniture over the next two years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 1.7: Staff received professional development on the adopted curriculum but there was no charge for the PD.
- Action 1.12: PD was done in house at no cost and intended training was not available this year. This amount will be carried over for training next year.
- Action 1.14: The planned science lab reconfiguration of the B building was at a cost higher than planned. Currently, we are determining the best use of this building and will apply the funds at that time.
- Action 1.15: New classroom furniture was not purchased and this amount will be carried over for furniture next year.
- Action 1.21: Purchases for science lab materials and supplies were made and the remaining amount will be carried over for next year.

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

Students returning from distance learning in the fall of 2021 had some missed learning opportunities that teachers knew would need to be addressed. The metrics used to measure this goal showed that students performed similarly to their spring 2021 results. 40% of students are

showing proficiency on the iReady diagnostic for math and 54% on the iReady diagnostic for reading, both only a couple of percentage points different from spring 2021. Benchmarks showed some improvement compared to spring 2021, especially in the area of math. The stability of these results was positive and showed that teachers were able to fill in learning gaps and continue to teach grade-level standards while both students and teachers adjusted to being in the physical classroom again. The Knights Lab was able to meet with 94 students over the three cycles this school year with a focus on early literacy. Of the 94 students, 91% of them made their academic goals. Attendance was an issue this year for many students and had an effect on students being able to reach their goals.

There is still a concern with early literacy and having a balanced literacy program in grades K-2. The end-of-year reading assessments showed 52.3% of students proficient in grades K-2, a much lower number than expected. Students have had some difficulty returning to school in person and were missing some social skills necessary for learning. We will continue with our current ELA curriculum and Orton-Gillingham training along with in-house PD on a balanced literacy program across those three grade levels.

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.

Data received throughout the school year displayed similar results from the end of the 2021 school year. Due to the low math scores in the upper grades, we hired a full-time math teacher (Action 1.1) to teach small group intervention with the hope of bringing students closer to grade level proficiency and achieve A-G credit. There is still a need for reading support in the early grades which creates a need for additional paraprofessional support (Action 1.26) and extend the hours of the part-time paraprofessional (Action 1.5) to full time to support in the Knights Lab for reading intervention.

An additional metric was added for our Knights Lab and the percentage of improved outcomes for the students served. Since the majority of our Title I funding supports student intervention, we felt it was important to show how students were progressing during the school year through this program.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.	69% of students are enrolled in at least one AP course for the 2021-2022 school year.			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.	92% of students enrolled in AP participated in AP exams for the spring 2022 administration.			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.	72% of students attended at least one in person field trip during the 2021-2022 school year.			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 for the 2020-2021 school year.			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 are filled.			100% of seats for dual enrollment will be filled.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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
2.2	Advanced Placement participation	Offset cost of AP exams for students to encourage more participation.	\$13,000.00	No
2.3	Dual Enrollment	Students will participate in dual enrollment courses provided through the local community college. Cost is for student books.	\$10,000.00	No
2.4	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
2.5	Library Hub	Before and after school learning hub for students. This time will be monitored by a paraprofessional.	\$8,200.00	No
2.6	Love & Logic Training	Staff will receive Love & Logic training.	\$0.00	No
2.7	One-to-one Chromebooks	Addition of 3rd grade Chromebooks annually.	\$50,000.00	No
2.8	Elementary Enrichment	Enrichment courses provided during the school day and after school.	\$150,000.00	No
2.9	Summer Academy	Extended learning time for students during the summer.	\$164,000.00	No
2.10	Band Instruments	Addition and upgrade of band instruments.	\$0.00	No
2.11	Uniform Closet	Provide new uniforms for families who are in need.	\$5,000.00	Yes
2.12	Robotics Team	Development and implementation of a school robotics team.	\$60,000.00	No
2.13	eSports Lab	Create and implement an eSports team.	\$0.00	No
2.14	Independent Study	Independent study option for students who will continue distance learning.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	Portables for Classrooms	Expansion of classrooms for new courses including eSports lab, Computer Science, and other STEM courses.	\$0.00	No
2.16	Capturing Kids Hearts	Staff training for Capturing Kids Hearts focusing on building staff and student relationships to meet both the academic and social emotional needs of students.	\$54,000.00	No
2.17	After School Electives	After school electives for elementary students.	\$10,000.00	No
2.18	STEM Intersession	STEM courses offered during intersession periods.	\$7,000.00	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.

This goal was carried out through the implementation of the actions described above. Coming back in person allowed for the implementation of field trips, summer academy, and enrichment classes, all items parents were particularly wanting for their children. 72% of students were able to attend at least one field trip during the 2021-2022 school year. Elementary classes expanded their offerings with enrichment classes this year in the areas of music, STEM, PE, and technology. Enrollment for AP courses increased by 11% and students taking their AP exam increased by 3%. Our graduation rate was 100%.

The only challenge this year was the expansion of classrooms for our new courses including the eSports lab, Computer Science, and other STEM courses. The school is prioritizing other spaces on campus to support these offerings in lieu of this expense assuring that this goal is still achievable annually.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 2.1: 72% of students went on field trips during the 2021-2022 school year. The remaining funds will be carried forward for use on field trips during the 2022-2023 school year.
- Action 2.5: The creation of the library hub had challenges in its creation. We did not have a librarian for most of the year and did not have the personnel to supervise students. The expenditure will be carried over to next year.
- Action 2.6: Early release time on Wednesday this year was allocated for communication and work on short-term independent study for teachers, therefore, we were unable to implement the Love & Logic training for staff. These funds will be reallocated for next year to support Capturing Kids Hearts training taking place in the fall of 2022.
- Action 2.7: Chromebook purchases were delayed this year due to supply shortages. The remaining funds will be carried over for Chromebook purchases in the 2022-2023 school year.
- Action 2.8: Elementary enrichment was reinstated this year. The remaining funds will be carried over to support enrichment classes for the 2022-2023 school year.
- Action 2.12: We have begun to buy robots for the Robotics Team and will carry over the remaining funds to support the team next year with events and bussing.
- Action 2.15: Due to funding restrictions and available space on campus, the planned courses for the extra portables have been moved to existing spaces on campus. These funds will be redistributed as needed.

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

This goal was attained through the actions supporting students effectively. The 100% graduation rate demonstrated that all the efforts of credit recovery, dual enrollment, and independent study helped to support students with the transition from distance learning to in-person learning. The summer academy was fully attended and families were appreciative with all our efforts to make engaging learning happen during the summer break.

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.

Reflecting on the social emotional needs of both students and staff this past year, resulted in the addition of Capturing Kids Hearts (CKH) training school wide for the 2022-2023 school year. CKH trains staff how to create a connectedness between themselves and students to promote high levels of learning.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.	72% of students feel their school is safe and well maintained according to the fall 2021 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.	The Suspension Rate for 2021 has not been publicized by the California Dashboard. It will resume in the fall of 2022. According to Dataquest, the			3.1% suspension rate as indicated on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		suspension rate for AAE during the 2020-2021 school year was .3%			
Facility Inspection Reports	90.21% rate for facility conditions with an overall good rating as identified on the 2020 FIT.	96% rate for facility conditions with an overall good rating as identified on the 2021 FIT report.			95% rate for facility conditions with an overall good rating.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MPR	Construction of multi-purpose room (AV equipment, Curtain, Furniture).	\$0.00	No
3.2	PA System	New PA System so all buildings and campus areas have communication.	\$100,000.00	No
3.3	Secondary Science Lab	Reconfiguration of old cafeteria into a functional science lab.	\$0.00	No
3.4	Shade Structure	Shade structure for the protection of students in outdoor areas.	\$168,000.00	No
3.5	Parking Lot Resurfacing	Resurfacing of parking lots for safety.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	TK Classroom	Addition of TK Classroom	\$200,000.00	No
3.7	STOP IT Hotline	Service for stop it hotline to prevent bullying and report student issues.	\$700.00	No
3.8	Recess/Lunch Assistant	Additional Character Development Office support during recess and lunch.	\$30,000.00	No
3.9	Facilities	Facilities Costs	\$580,025.00	Yes
3.10	CDO Support	CDO Support for School Safety.	\$295,767.00	Yes
3.11	HVAC Units	Update HVAC units in buildings A, B, and C. Portable Bard HVAC units with Ionizers.	\$457,000.00	No
3.12	Podium for MPR	Podium and tablecloths for new MPR to be used for performances and assemblies.	\$0.00	No
3.13	Flooring	Redo flooring to VCT (vinyl composition tile) replacing worn out carpet in TK, Kinder, C classrooms, GAVRT, Building N, 1st and 2nd grade classrooms.	\$100,000.00	No
3.14	Tile Floor	Replace tile flooring in girls gym restroom.	\$7,000.00	No
3.15	Gym Floor Cover	Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.16	Custodial	Custodial Staff for Health and Safety.	\$203,887.00	Yes

Goal Analysis [2021-22]

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

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

This goal was carried out through the implementation of the actions described above. It was obvious from the 72% of students who said their school is safe and well maintained, that most were glad to back in-person for school this year. Most of the challenges with the action items were due to either supply or construction delays. As these become more accessible, the action items will be completed within the next couple of years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 3.2: PA System has not been purchased yet and we are still waiting on quotes for the system. The funds will be carried over to next year for purchase.
- Action 3.3: This was a duplicate entry from goal 1, action 1.14. Funds are being redistributed as needed.
- Action 3.4: Shade structures are still being planned but funds need to be budgeted from LCFF. We are currently reviewing quotes to get these structures built. ESSER funds will be redistributed as needed.
- Action 3.5: The quote for the parking lot resurfacing was much lower than originally budgeted. The work has been completed and the remaining funds redistributed as needed.
- Action 3.11: We have replaced part of the HVAC units and will continue replacements through the summer of 2022 and the 2022-2023 school year where these funds will be carried over.
- Action 3.13: Flooring has been replaced in Kindergarten classrooms, the band room, and TK classroom. The remaining rooms will be completed prior to the 2022-2023 school year.
- Action 3.14: Tile floor will be replaced during the summer of 2022.
- Action 3.15: The gym floor cover will be purchased during the 2022-2023 school year.

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

The metrics used to measure effectiveness of this goal were all met.

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.

There are no changes made to the goal, metrics, desired outcomes, or actions resulting from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,082,523.00	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.97%	0.00%	\$236,878.00	9.95%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

AAE currently does not have a high concentration (above 55%) for these subgroups as evidenced on the California School Dashboard.

AAE's subgroup percentages are:

- Foster Youth 0%
- Socioeconomically Disadvantaged 39.9%
- English Learners 3.1%

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	42.76%	
Staff-to-student ratio of certificated staff providing direct services to students	78.97%	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,751,562.00	\$839,643.00		\$1,791,689.00	\$4,382,894.00	\$1,296,694.00	\$3,086,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Math Support	All Students with Disabilities		\$133,243.00			\$133,243.00
1	1.2	Math Lab	All Students with Disabilities	\$19,650.00				\$19,650.00
1	1.3	Math Semester Benchmarks	All Students with Disabilities	\$400.00				\$400.00
1	1.4	iReady Diagnostic for Math and Reading. iReady Instruction for Math.	All Students with Disabilities					
1	1.5	Response to Intervention	All Students with Disabilities				\$145,903.00	\$145,903.00
1	1.6	ELD Support & Curriculum	All Students with Disabilities English Learners				\$1,000.00	\$1,000.00
1	1.7	Professional Development for Adopted Curricula	All Students with Disabilities				\$4,500.00	\$4,500.00
1	1.8	Teacher Induction	All Students with Disabilities		\$28,600.00		\$24,050.00	\$52,650.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Early Literacy Professional Development	All Students with Disabilities				\$6,375.00	\$6,375.00
1	1.10	Paraprofessionals for Kindergarten Support	All Students with Disabilities	\$63,515.00				\$63,515.00
1	1.11	After School Tutoring	All Students with Disabilities				\$52,310.00	\$52,310.00
1	1.12	Professional Development	All Students with Disabilities		\$30,000.00			\$30,000.00
1	1.13	Advanced Placement (AP) Training	All Students with Disabilities				\$2,500.00	\$2,500.00
1	1.14	Science Lab	All Students with Disabilities				\$350,000.00	\$350,000.00
1	1.15	Classroom furniture	All Students with Disabilities				\$40,000.00	\$40,000.00
1	1.16	Staff Laptops	All Students with Disabilities				\$128,000.00	\$128,000.00
1	1.17	Storage Area Network	All Students with Disabilities					\$0.00
1	1.18	Support Servers	All Students with Disabilities					\$0.00
1	1.19	Virtual Machine Server	All Students with					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
1	1.20	MiFi	Foster Youth Low Income				\$15,000.00	\$15,000.00
1	1.21	Science Lab Materials and Supplies	All Students with Disabilities				\$200,000.00	\$200,000.00
1	1.22	Suicide Prevention	All Students with Disabilities				\$2,000.00	\$2,000.00
1	1.23	TK Classroom Set-Up	TK Students All Students with Disabilities	\$7,500.00				\$7,500.00
1	1.24	TK Teacher	All Students with Disabilities	\$140,436.00				\$140,436.00
1	1.25	TK Paraprofessionals	All Students with Disabilities	\$64,382.00				\$64,382.00
1	1.26	Intervention Paraprofessional	All				\$36,351.00	\$36,351.00
1	1.28	Summer Credit Recovery	All Students with Disabilities		\$12,000.00			\$12,000.00
2	2.1	Field Trips	All Students with Disabilities		\$150,000.00			\$150,000.00
2	2.2	Advanced Placement participation	All Students with Disabilities				\$13,000.00	\$13,000.00
2	2.3	Dual Enrollment	All Students with Disabilities		\$10,000.00			\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Credit Recovery program	All Students with Disabilities		\$3,600.00			\$3,600.00
2	2.5	Library Hub	All Students with Disabilities		\$8,200.00			\$8,200.00
2	2.6	Love & Logic Training	All Students with Disabilities					\$0.00
2	2.7	One-to-one Chromebooks	All Students with Disabilities		\$50,000.00			\$50,000.00
2	2.8	Elementary Enrichment	All Students with Disabilities		\$150,000.00			\$150,000.00
2	2.9	Summer Academy	All Students with Disabilities		\$164,000.00			\$164,000.00
2	2.10	Band Instruments	All Students with Disabilities					\$0.00
2	2.11	Uniform Closet	Foster Youth Low Income				\$5,000.00	\$5,000.00
2	2.12	Robotics Team	All Students with Disabilities				\$60,000.00	\$60,000.00
2	2.13	eSports Lab	All Students with Disabilities					\$0.00
2	2.14	Independent Study	All Students with Disabilities				\$40,000.00	\$40,000.00
2	2.15	Portables for Classrooms	All Students with Disabilities					\$0.00
2	2.16	Capturing Kids Hearts	All Students with Disabilities				\$54,000.00	\$54,000.00
2	2.17	After School Electives	All Students with Disabilities				\$10,000.00	\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.18	STEM Intersession	All Students with Disabilities				\$7,000.00	\$7,000.00
3	3.1	MPR	All Students with Disabilities					\$0.00
3	3.2	PA System	All Students with Disabilities		\$100,000.00			\$100,000.00
3	3.3	Secondary Science Lab	All Students with Disabilities					\$0.00
3	3.4	Shade Structure	All Students with Disabilities	\$168,000.00				\$168,000.00
3	3.5	Parking Lot Resurfacing	All Students with Disabilities					\$0.00
3	3.6	TK Classroom	All Students with Disabilities	\$200,000.00				\$200,000.00
3	3.7	STOP IT Hotline	All Students with Disabilities				\$700.00	\$700.00
3	3.8	Recess/Lunch Assistant	All Students with Disabilities				\$30,000.00	\$30,000.00
3	3.9	Facilities	English Learners Foster Youth Low Income	\$580,025.00				\$580,025.00
3	3.10	CDO Support	English Learners Foster Youth Low Income	\$295,767.00				\$295,767.00
3	3.11	HVAC Units	All Students with Disabilities				\$457,000.00	\$457,000.00
3	3.12	Podium for MPR	All Students with Disabilities					\$0.00
3	3.13	Flooring	All Students with				\$100,000.00	\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
3	3.14	Tile Floor	All Students with Disabilities				\$7,000.00	\$7,000.00
3	3.15	Gym Floor Cover	All Students with Disabilities	\$8,000.00				\$8,000.00
3	3.16	Custodial	English Learners Foster Youth Low Income	\$203,887.00				\$203,887.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$13,586,700.00	\$1,082,523.00	7.97%	0.00%	9.95%	\$1,079,679.00	0.00%	7.95 %	Total:	\$1,079,679.00
								LEA-wide Total:	\$1,079,679.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	ELD Support & Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.20	MiFi	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12		
2	2.11	Uniform Closet	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12		
3	3.9	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$580,025.00	
3	3.10	CDO Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$295,767.00	
3	3.16	Custodial	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,887.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,759,924.00	\$2,321,736.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Math Support	No	\$48,764.00	\$50,353.15
1	1.2	Math Lab	No	\$34,918.00	\$34,721.24
1	1.3	Math Semester Benchmarks	No	\$400.00	\$400.00
1	1.4	iReady Diagnostic for Math and Reading. iReady Instruction for Math.	No		
1	1.5	Response to Intervention	No	\$119,057.00	\$ 122,432.00
1	1.6	ELD Support & Curriculum	No Yes	\$1,000.00	\$1,020.00
1	1.7	Professional Development for Adopted Curricula	No	\$4,500.00	\$0.00
1	1.8	Teacher Induction	No	\$52,650.00	\$54,277.65
1	1.9	Early Literacy Professional Development	No	\$6,375.00	\$10,318.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Paraprofessionals for Kindergarten Support	No	\$77,186.00	\$78,600.00
1	1.11	After School Tutoring	No	\$52,310.00	\$35,251.00
1	1.12	Professional Development	No	\$30,000.00	\$0.00
1	1.13	Advanced Placement (AP) Training	No	\$2,500.00	\$995.00
1	1.14	Science Lab	No	\$350,000.00	\$0.00
1	1.15	Classroom furniture	No	\$40,000.00	\$0.00
1	1.16	Staff Laptops	No	\$128,000.00	\$121,013.00
1	1.17	Storage Area Network	No	\$26,000.00	\$27,112.00
1	1.18	Support Servers	No	\$15,000.00	\$14,998.00
1	1.19	Virtual Machine Server	No	\$15,000.00	\$15,906.00
1	1.20	MiFi	Yes	\$10,000.00	\$16,350.00
1	1.21	Science Lab Materials and Supplies	No	\$200,000.00	\$14,762.00
1	1.22	Suicide Prevention	No	\$2,000.00	\$2,378.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Field Trips	No	\$150,000.00	\$62,038.00
2	2.2	Advanced Placement participation	No	\$13,000.00	\$13,000.00
2	2.3	Dual Enrollment	No	\$10,000.00	\$12,000.00
2	2.4	Credit Recovery program	No	\$3,600.00	\$1,920.00
2	2.5	Library Hub	No	\$10,700.00	\$0.00
2	2.6	Love & Logic Training	No	\$14,000.00	\$0.00
2	2.7	One-to-one Chromebooks	No	\$50,000.00	\$36,122.00
2	2.8	Elementary Enrichment	No	\$150,000.00	\$70,826.00
2	2.9	Summer Academy	No	\$164,000.00	\$168,876.00
2	2.10	Band Instruments	No	\$12,000.00	\$15,000.00
2	2.11	Uniform Closet	Yes	\$5,000.00	\$4,522.00
2	2.12	Robotics Team	No	\$60,000.00	\$16,415.00
2	2.13	eSports Lab	No	\$20,000.00	\$17,289.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	Independent Study	No	\$40,000.00	\$25,252.00
2	2.15	Portables for Classrooms	No	\$300,000.00	\$0.00
3	3.1	MPR	No	\$80,000.00	\$75,577.00
3	3.2	PA System	No	\$100,000.00	\$0.00
3	3.3	Secondary Science Lab	No	\$350,000.00	\$0.00
3	3.4	Shade Structure	No	\$168,000.00	\$0.00
3	3.5	Parking Lot Resurfacing	No	\$300,000.00	\$117,995.00
3	3.6	Facilities Costs	Yes	\$580,200.00	\$580,200.00
3	3.7	STOP IT Hotline	No	\$700.00	\$650.70
3	3.8	Recess/Lunch Assistant	No	\$30,000.00	\$21,762.71
3	3.9	CDO Support	Yes	\$236,078.00	\$274,093.21
3	3.10	Custodial Support	Yes	\$146,086.00	\$118,875.00
3	3.11	HVAC Units	No	\$457,000.00	\$168,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.12	Podium for MPR	No	\$900.00	\$179.00
3	3.13	Flooring	No	\$81,000.00	\$42,188.60
3	3.14	Tile Floor	No	\$4,000.00	\$0.00
3	3.15	Gym Floor Cover	No	\$8,000.00	\$0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$957,845.00	\$978,364.00	\$720,967.00	\$257,397.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	ELD Support & Curriculum	Yes	1,000.00	1,020.00		
1	1.20	MiFi	Yes	10,000.00	16,350.00		
2	2.11	Uniform Closet	Yes	5,000.00	4,522.00		
3	3.6	Facilities Costs	Yes	580,200.00	580,200.00		
3	3.9	CDO Support	Yes	236,078.00			
3	3.10	Custodial Support	Yes	146,086.00	118,875.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$11,919,425.00	\$957,845.00	0.00%	8.04%	\$720,967.00	0.00%	6.05%	\$236,878.00	1.99%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Academy for Academic Excellence

CDS Code:

36750773630837

Link to the LCAP:

(optional)

https://aae.lewiscenter.org/documents/2021_LCAP_Combined_Academy_for_Academic_Excellence_20210625.pdf

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The 2021-2024 Local Control and Accountability Plan (LCAP) prioritizes the goals the school will implement to enhance its instructional program to meet the needs of all learners attending the Academy for Academic Excellence (AAE). Title I, II, IV funds will be used to support these specific LCAP goals and actions financially. Funding for each action will be directed by the school's principal and finance director in alignment with the requirements set by each supplemental funding source and upon approval of stakeholders, including School Site Council, parents, leadership team, and student advisory panel.

AAE LCAP Goals are:

- Prepare all students for post-secondary success.
- Create an engaging, well-balanced experience for all students.
- Provide safe and well-maintained facilities with a positive school climate.

Title I, Part A

Title I funding is used in combination with state funding to help all students achieve academic success. As determined through multiple assessment sources, there is a need for intervention in reading. The majority of AAE's Title I funding supports this area of intervention through a highly qualified, experienced Teacher on Assignment (TOA) along with support staff. Intervention is done through a pull-out program and with in-class teacher coaching. After-school tutoring takes place across grade levels 1st through 12th, in the areas of reading and mathematics, also receives Title I funds. Both programs are aligned with the school's mission and LCAP goals.

Title II, Part A

Title II funding is used in combination with state funding to provide intentional professional development (PD) for teachers, administrators, and classified staff, all supporting the LCAP goals. Curriculum embedded PD, new teacher support, Advanced Placement PD, and standard-specific PD all contribute to the academic improvement of students. Social-Emotional Learning and student safety PD for administrators and classified staff help to ensure the school's climate is conducive for learning.

Title IV, Part A

Title IV funding is allocated to promote college and career readiness, offsetting the cost of Advanced Placement exams.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The alignment of federal funds with activities funded by state and local funds is evident in the Academy for Academic Excellence (AAE) Local Control and Accountability Plan (LCAP). The LCAP details the use of funds aligned to support student-centered goals. The school will expend categorical funding, ensuring distribution follows the criteria set by each fund, prior to use of state or local funds.

Before allocating funds, stakeholder meetings such as School Site Council and Academic Leadership Team take place to approve of funding activities making certain they align with the school's mission and LCAP goals.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Academy for Academic Excellence (AAE) is a Charter school and is its own LEA. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to one school site. AAE has 39.9% of students who are socioeconomically disadvantaged.

Students will be identified primarily through the use of an approved Free and Reduced Meal Application and will include children that are eligible for free and reduced-price lunches under the Richard B. Russell National School Lunch Act.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence (AAE) is a single LEA Charter School that provides equitable access for all students to receive instruction from a highly-qualified, credentialed teacher. Teachers are annually verified through the school's Human Resource Department to ensure there are no misassignments. In both the Middle School and High School, there is only one teacher per subject area. In the elementary school, students are equally distributed between four teachers at each grade level taking into consideration gender, ethnicity, and academic performance.

For new teachers, AAE has structures in place to support them in their teaching practice and ensure they are effective. All new teachers are required to complete the Induction coursework as designed through the Center of Teacher Innovation. Each candidate is provided an experienced, credentialed coach on site.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

NA

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence (AAE) annually informs parents about Title I funding as part of the development and agreement of AAE's Parent and Family Engagement Policy. Several forums, such as the School Site Council (SSC) and Parents and Pastries, work together to ensure Title I monies support the school's Local Control Accountability Plan (LCAP). Upon development and agreement of all stakeholders, the policy is made available through the school's website.

Parents and family members are involved in the Title I process through the following these protocols:

- All parents and family members are invited annually for the presentation of the school's participation in Title I and the requirements in regards to parental participation.
- Parents are presented with information about Title I funding and its uses at Back to School Night.
- Each September, the first Parents & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title I funding and to receive feedback about how those funds are used.
- In February, the school provides a Town Hall forum in the evening to update parents regarding The California School Dashboard and the LCAP. Input from families provides the school with the information necessary to develop the school's LCAP for the following school year including how Title I monies will be spent.
- The school offers a variety of monthly meetings to inform families about Title I funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title I funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.

AAE site administration has established a variety of forums to solicit parent feedback in developing, reviewing, and approving Title I expenditures, parent and family engagement policy, and the LCAP. On a monthly basis, AAE site administration holds a School Site Council (SSC) meeting. This committee is open to the school community and include both elected parent representatives, students, and school site staff. This forum also serves to deliver important information such as CAASPP scores, California Dashboard updates, and upcoming school events. SSC meetings are announced through the school's website, school email, and school announcement boards.

AAE's Principal holds a monthly Parents & Pastries meeting where parents are provided the opportunity to interact with the Principal. The Principal offers school updates, shares parent resources and solicits parent feedback based on current school needs, policies, and events. This is open to all families during the school day. This has been a popular assembly for parents to be involved in all decisions at the school site. Some specific topics covered during Parents & Pastries include:

- CAASPP updates including calendar and results
- The California School Dashboard
- Title I and other funding resources including how monies were distributed
- School event planning
- Parent concerns
- School curriculum and programs

The site administration works collaboratively with the AAE Parent Teacher Organization (PTO). These meetings are open to all parents, and they offer an opportunity for the site administration to interact with parents and get feedback on current school issues. In addition to the monthly parent meetings, AAE also offers parent training throughout the school year. The Parenting with Love & Logic 10-week course is being provided to parents twice a year. During this course, school site staff train parents on how to support the social-emotional needs of their children and maintain a healthy parent/child relationship.

Monthly Board reports indicate the efforts that AAE undertakes to ensure parents are participating in their child's education, are providing input, and are part of the decision-making process.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP:

The school site is using its second year of Title I funding to strategically upgrade the entire education program by focusing on closing the achievement gap for all subgroups. Through local and state assessments, the school identified the achievement gaps and the students in most need of additional educational services. To meet the needs of early literacy, a Teacher on Assignment is on staff to provide small-group Reading instruction supported by paraprofessionals to reach the maximum number of students. Through local and state assessments, the school determined that attention to early literacy would help close the achievement gap in the later grades.

Title I funding also allowed for after-school tutoring beginning in 1st grade through high school. Tutoring is provided twice a week by a credentialed teacher and managed by a lead teacher. Tutoring is open to all students.

TAS: N/A

Neglected or delinquent: N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence does not qualify for targeted assistance at this time.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

AAE's staff provides student support to the school's homeless and foster youth children by attending Counselor network meetings and McKinney-Vento Homeless Assistance Act Update meetings to ensure the organization is following laws that regulate the enrollment of homeless and foster youth children.

AAE's counseling department is the identified Homeless/Foster student liaison and works directly with the registrar to help support the transition of a homeless student to being enrolled into the school. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are immediately referred to the School Counselor. When it is learned that a child qualifies as homeless prior to enrollment, any enrollment barriers are eliminated by registering the student without question of additional paperwork. Once the student is registered, the registrar works with the family to secure any additional items that may be needed such as the immunization record, prior school information, or any additional records that will assist in providing any additional services to the student. If the student does not have any immunization records, the registrar will give information on where the family can get their child vaccinated. Assistance will be provided to ensure the student's immunizations are up to date.

AAE coordinates annually with the local County of Education offices and nonprofits to procure donations to support the needs of homeless children and youths. These resources, which may include school uniforms, backpacks, and school supplies, are directly distributed to families. Food baskets are also collected for families in need through student donations.

Additionally, the homeless liaison will help support the student's attendance by ensuring the student has a secure way of being transported to school to ensure regular student attendance. If the student needs support in getting school transportation the homeless liaison will work with the family to provide a public transportation pass for the student and an adult to accompany the child, as needed.

The site will use Title I reserved funds to provide any additional supplies deemed necessary to ensure student success; including but not limited to, general school supplies, uniforms, shoes, hygiene products, and transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The Academy for Academic Excellence's School Counselor is the identified Homeless/Foster student liaison. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are referred to the School Counselor. Enrolled students who are identified by staff as being homeless or at risk for becoming homeless will also be referred to the School Counselor. The School Counselor provides a variety of services including individual counseling, ensuring free/reduced lunch applications are completed, and ensuring students have access to necessary supplies to be successful at school through school supply donations and uniform assistance.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence has implemented a broad collection of strategies and programs to support successful transitions from middle school to high school and from high school to post-secondary education.

Middle school students participate in a weekly Social-Emotional Learning curriculum to help them learn new skills to handle the emotional impact of transitioning from middle to high school. Families of eighth-grade students participate in a family information night in the spring where information is presented on successful transitions into middle school including changing academic expectations and preparing early on for postsecondary success.

High school students participate in a comprehensive 4-year program to help them make a successful transition to postsecondary education. 9th graders participate in one semester of Freshman Studies, a weekly class in which students learn about high school academic expectations, academic planning, financial aid for college, and options for post-secondary success. Sophomores begin career exploration using the ASVAB and various career interest surveys. Juniors participate in a variety of activities including college campus visits and individual career planning with the school counselor. Seniors at AAE participate in a Thursday lecture series that focuses on topics such as: completing the Cal State & University of California applications, financing their college education, college representative visits, and family application workshops. In addition, all seniors are encouraged to utilize the Victor Valley College Bridge program which helps students complete the transition from high school to community college.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To meet the school's identified areas of need, funds are used to provide the following:

- Professional development in areas of literacy.
- Social-Emotional Learning curriculum in both elementary and middle school levels.
- After-school tutoring that includes a targeted intervention coordinator and certificated tutors.
- Full-time certificated TOA to target literacy.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Systems are in place at AAE to promote continual growth and improvement for teachers, principals, and other school leaders. Evidence derived from assessment data, both local and state, student and parent climate surveys, and the PLC help drive the school's administrative team in determining what professional development will be added to the school's long-term PD plan. Individual staff wishing to participate in PD must fill out a formal request with a description of the training, how it will be used to promote student learning and how it supports the school's mission.

The school ensures improvement through the alignment of PD to the school's mission, both LCAP and WASC goals, and the current needs of its students. Improvement is measured through the following sources:

- Parent climate surveys
- Student climate surveys
- California School Dashboard
- On-site benchmark assessments
- CAASPP results
- Student Advisory Panel
- Parent and family meetings
- PLC

The school's leadership teams reflect on these measures monthly to determine whether PD is being beneficial to its intended audience and whether adjustments need to be made.

Systems of support for principals, teachers, and other school leaders are an integral part of facilitating growth within the teaching staff and administration. For principals and school leaders, Induction is provided through a University of their choice funded by the school. AAE's CEO supports leaders through on-site coaching. The school also encourages job-shadowing for teachers who desire to move into an administrative role.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers will work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication.

AAE evaluates its systems of professional growth annually and adjusts as necessary. Each winter, the school's leadership teams review data including the California School Dashboard, CAASPP data, on-site benchmark data to measure whether professional development has made a positive effect on learning in supporting the school's mission and goals. Teams also have the opportunity to give feedback from personnel who attended training and their observations from implementation. Information gleaned from these conversations facilitates adjustments to the school's PD long-term plan and allows the school to plan PD for the following school year and appropriate Title II funds accordingly.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA ~ The LEA consists of a single school and is not categorized as CSI or TSI

Data and Ongoing Consultation to Support Continuous Improvement ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence coordinates its Title II activities with the school's LCAP goals, WASC goals, and Mission. Activities are continually reviewed through the use of data in various stakeholder meetings such as monthly school site council meetings, PLC, and Community Board meetings. Data before professional development and after are analyzed to determine if there has been some improvement. If there's an improvement, PD will be continued. If data shows little or no growth, PD will be reviewed and updated then analyzed again for effectiveness.

AAE uses the following sources of data to evaluate the effectiveness of activities funded by Title II:

- CAASPP data monitored annually
- On-site benchmark assessments reviewed quarterly and each trimester
- Failure rates reviewed quarterly
- Parent Climate survey reviewed annually
- Student Climate survey reviewed annually
- California School Dashboard reviewed annually
- Attendance rates reviewed monthly
- PLC data reviewed monthly
- Student Advisory groups reviewed monthly

The school consults the following stakeholders to update and improve Title II activities in the following methods:

- Monthly Professional Learning Community Meetings – teacher teams, support staff, and administrators review several sources of data to determine how best to use Title II funds for professional development activities. Grades TK-12 meet on a monthly basis.
- Monthly Academic Leadership Team Meetings – team compiled of teachers and administrators to review various sources of data and determine PD opportunities that would support the school's mission.
- Weekly Academic Team Meetings – team compiled of administrators and department heads review data in the areas of counseling, facilities, special education, athletics, and academics to determine the areas of need and PD available to support those needs.
- Monthly School Site Council Meetings – council comprised of teacher, parents, students, and principal. Updates on data results and possible PD Title II funding are explored and approved on.
- Annual parent and family engagement updates on all funding including Title II. Information on disbursement of funds based on evidence is gathered at this time.
- Monthly Parent & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title II funding and to receive feedback about how those funds are used.
- Student and parent climate annual survey data is taken into consideration when deciding on the distribution of Title II funds.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title II funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.
- Consultants – Experts in a particular professional development opportunity are consulted before making a final determination of whether to implement the training. The intended outcomes and available funding are explored when making a final decision. Consultants are engaged on an annual basis.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school implemented the following processes to determine the best use of its Title IV funding:

- All parents and family members are invited annually for the presentation of the school's participation in Title IV. Parents are presented information about Title IV funding and its uses at Back to School Night. Each September, the first Parents & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title IV funding and to receive feedback about how those funds are used.
- In February, the school provides a Town Hall forum in the evening to update parents regarding The California School Dashboard and the LCAP. Input from families provides the school with the information necessary to develop the school's LCAP for the following school year including how Title IV monies will be spent.
- The school offers a variety of monthly meetings to inform families about Title IV funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families. Translation services are also provided during these meetings.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title IV funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.
- The school's Academic Team (ATM) meets weekly to review data (on-site benchmark data, California Dashboard data, attendance data, facilities report) to inform how Title IV funding would best support the needs of students.
- ATM reports their Title IV funding ideas to the school's Executive Team members, Academic Leadership Team, and Professional Learning Community to gain input from all stakeholders as to how the money should be spent.
- Student and parent climate annual survey data is taken into consideration when deciding on the distribution of Title IV funds.
- The Vice Principal's Cabinet (student advisory group) participates in the decision-making with ideas of how funding should be spent.

After reviewing data and meeting with all stakeholders, it was determined that Title IV funds go to support college and career readiness and adhere to the school's mission of preparing students for post-secondary success. The school will continue to subsidize the Advanced Placement college-level exams. Students reported that in recent years that the cost of the exam deterred them from both taking the exam and enrolling in more AP classes. After offsetting some of the exam cost in 2020-21, the participation of students taking AP exams increased to 89% and 92% for the 2021-22 school year. Subsidizing part of the cost for these exams and recruiting efforts by the school helped to build the AP program. All Title IV funds were disbursed to support this goal.

The use of Title IV funds will be measured through AP exam participation, enrollment, and passing AP scores, annually. This data will demonstrate the effectiveness of how Title IV funds were used and whether to continue for the following school year.

2022-23 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:	2022-23
Current School Year:	2021-22

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

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$14,669,223.00
LCFF Supplemental & Concentration Grants	\$1,082,523.00
All Other State Funds	\$1,844,905.00
All Local Funds	\$1,000.00
All federal funds	\$1,203,458.00
Total Projected Revenue	\$17,718,586

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$16,917,320.00
Total Budgeted Expenditures in the LCAP	\$3,303,215.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,321,286.00
Expenditures not in the LCAP	\$13,614,105

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,241,170.00
Actual Expenditures for High Needs Students in LCAP	\$1,348,569.00

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$238,763
2021-22 Difference in Budgeted and Actual Expenditures	\$107,399

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Funds not included in the LCAP for services include: <ul style="list-style-type: none"> • Supplemental curriculum • Instructional supplies • Facility supplies and equipment

LCFF Budget Overview for Parents

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

CDS Code: 36750773630837

School Year: 2022-23

LEA contact information:

Valli Andreasen

Principal

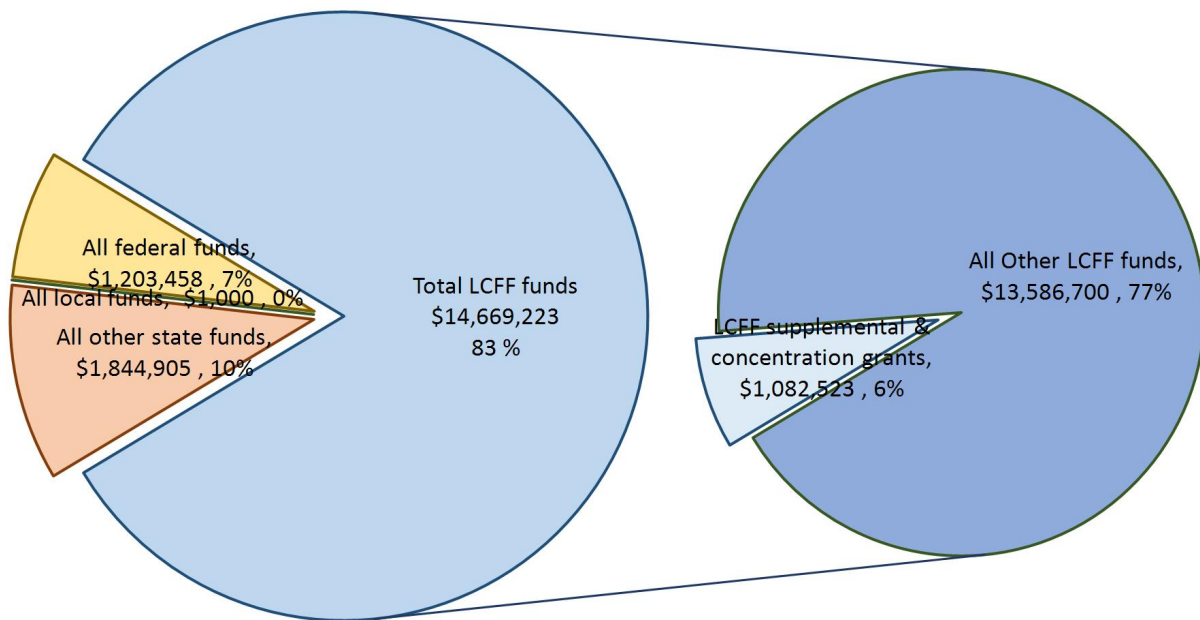
vandreasen@lcer.org

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 2022-23 School Year

Projected Revenue by Fund Source



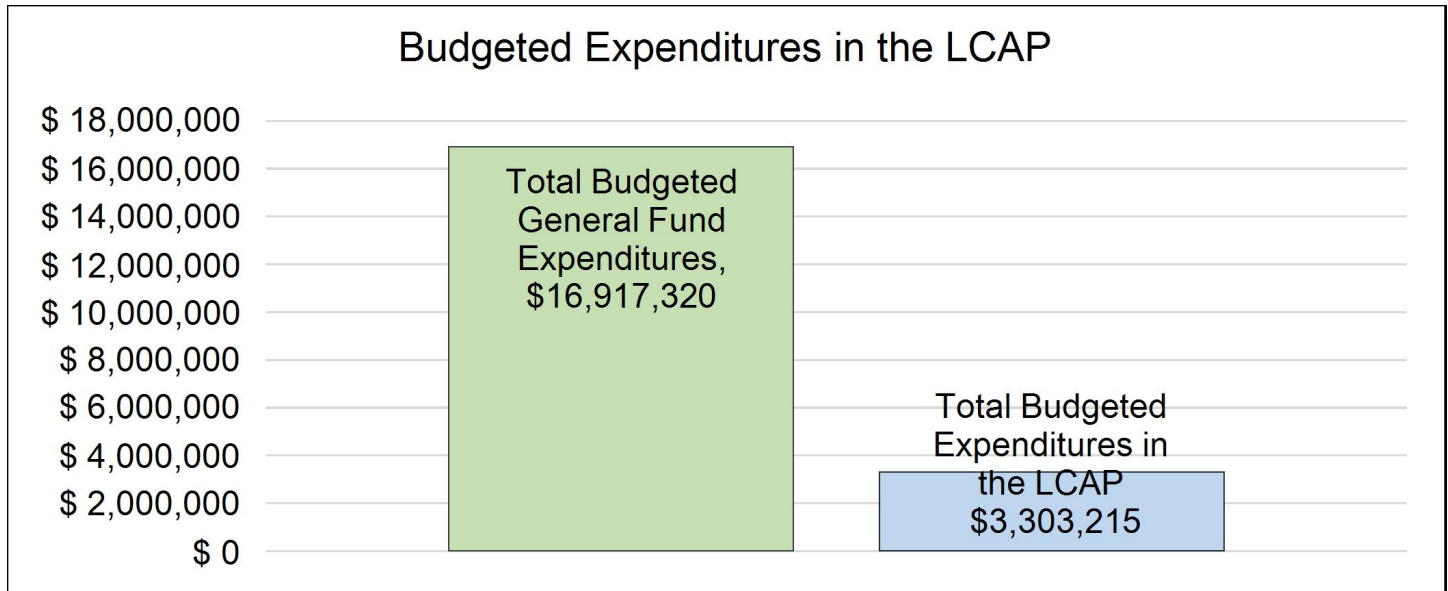
This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$17,718,586, of which \$14,669,223.00 is Local Control Funding Formula (LCFF), \$1,844,905.00 is other state funds, \$1,000.00 is local funds, and \$1,203,458.00 is federal funds. Of the

\$14,669,223.00 in LCFF Funds, \$1,082,523.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Academy for Academic Excellence plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Academy for Academic Excellence plans to spend \$16,917,320.00 for the 2022-23 school year. Of that amount, \$3,303,215.00 is tied to actions/services in the LCAP and \$13,614,105 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP for services include:

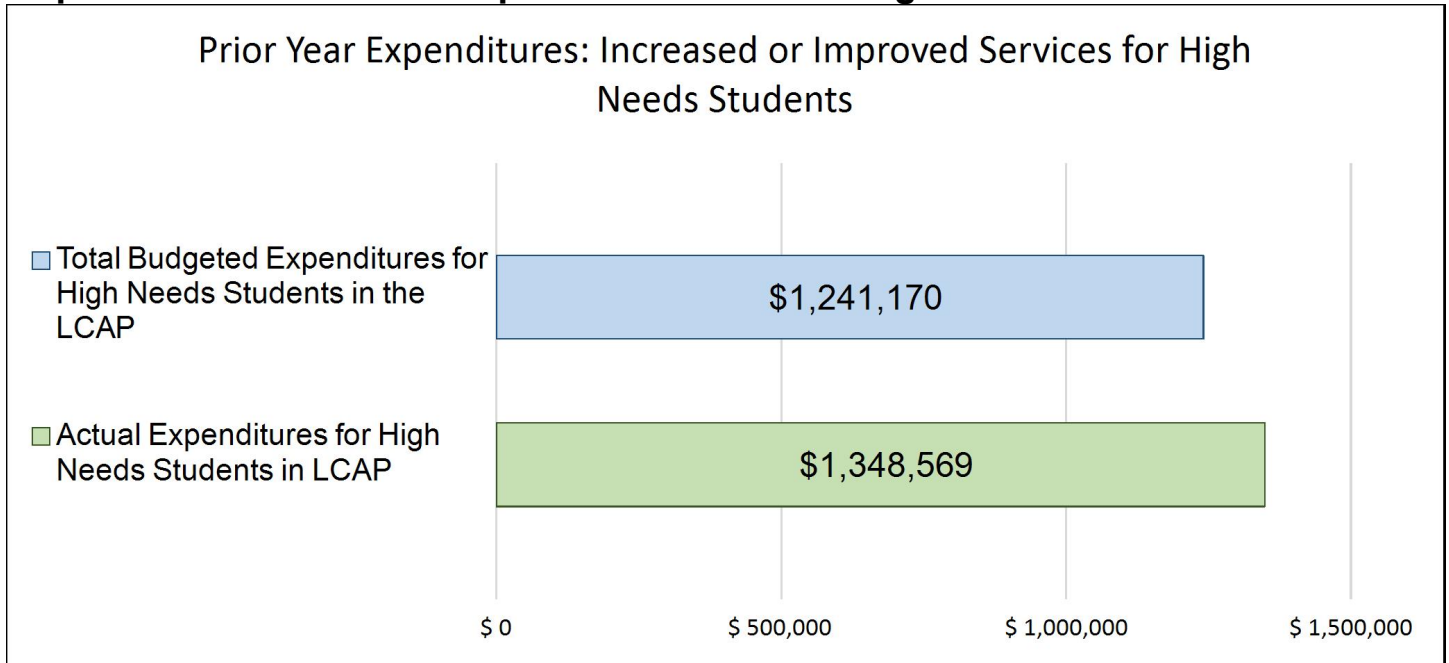
- Supplemental curriculum
- Instructional supplies
- Facility supplies and equipment

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Academy for Academic Excellence is projecting it will receive \$1,082,523.00 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 \$1,321,286.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Academy for Academic Excellence budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Academy for Academic Excellence's LCAP budgeted \$1,241,170.00 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$1,348,569.00 for actions to increase or improve services for high needs students in 2021-22.



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

Prepare all students for post-secondary success.

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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.	CAASPP for Math will be administered in May of 2022 with results published in the fall of 2022.	45% of students will be proficient in math as identified by the Smarter Balanced Assessment.
4	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.	28% of students on or above grade level 40% of students one grade level below 32% of students two or more grade levels below as identified by Diagnostic 2 in December 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
4	On-site Benchmarks for Math	37% of students are proficient on the EOY 2021 benchmarks.	53% of students showed proficiency on math benchmarks as of December 2021.	46% of students will show proficient on end of year benchmarks.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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.	87% of 8th grade math students are on track to enter Integrated Math I in fall of 2022.	85% of incoming 9th graders will be enrolled in Integrated Math I.
4	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.	CAASPP for ELA will be administered in May of 2022 with results published in the fall of 2022.	65% of students will be proficient in ELA as identified by the last Smarter Balanced Assessment.
4	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.	39% of students on or above grade level 30% of students one grade level below 31% of students two or more grade levels below as identified by Diagnostic 2 in December 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
4	On-site Benchmarks for ELA	45% of students are proficient on the EOY 2021 benchmarks.	48% of students showed proficiency on ELA benchmarks as of December 2021.	51% of students will show proficient on end of year benchmarks.
4	Early Literacy Benchmarks for K-2	61% of students are proficient on the EOY 2021 benchmarks.	21% of students show mastery in literacy as measured by EOY early literacy benchmarks.	66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Math Support Part-time math teacher for students needing Integrated Math 1A/1B	Ongoing	No	Other State 48,764		\$48,764.00	\$24,382.00
1.2	Math Lab Two additional class periods for high school math lab to support	Ongoing	No	Other State 34,918		\$34,918.00	\$17,459.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students underperforming in math.						
1.3	Math Semester Benchmarks High school will use Edulastic to create curriculum aligned summative exams to measure annual growth.	Ongoing	No		LCFF 400	\$400.00	\$0.00
1.4	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.	Ongoing	No				N/A
1.5	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	Ongoing	No	Federal 119057		\$119,057.00	\$59,528.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	need of additional intervention, Tier II, will receive additional, small group instruction provided by the teacher on assignment.						
1.6	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.	Ongoing	No Yes		Federal 1,000	\$1,000.00	\$1,020.00
1.7	Professional Development for Adopted Curricula Teaching staff new to the school will receive PD for the school's adopted curricula.	Ongoing	No		Federal 4,500	\$4,500.00	\$0.00
1.8	Teacher Induction Two-year training for all new teaching staff through the Center for Teacher Innovation (CTI).	Ongoing	No	Federal 24,050	Other State 28,600	\$52,650.00	\$12,422.00
1.9	Early Literacy Professional Development Orton-Gillingham PD to meet the intervention needs for early literacy.	Ongoing	No		Federal 6,375	\$6,375.00	\$8,925.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.10	Paraprofessionals for Kindergarten Support Paraprofessionals to support early literacy development in the Kindergarten classrooms.	Ongoing	No	LCFF 77,186		\$77,186.00	\$38,593.00
1.11	After School Tutoring Program Program for after school tutoring provided by certificated staff.	Ongoing	No		Other State 52,310	\$52,310.00	\$0.00
1.12	Professional Development Teacher professional development for PLC and grading.	Year 1	No		Other State 30,000	\$30,000.00	\$0.00
1.13	Advanced Placement (AP) Training AP training for teachers to keep up-to-date with instructional practices.	Ongoing	No		Federal 2,500	\$2,500.00	\$995.00
1.14	Science Lab Conversion of former cafeteria into a science lab.	Year 1	No		Other State 350,000	\$350,000.00	\$0.00
1.15	Classroom furniture New mobile and flexible seating options for students.	Year 1	No		Other State 40,000	\$40,000.00	\$0.00
1.16	Staff Laptops Replacement laptops for staff.	Year 1	No		Other State 128,000	\$128,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.17	Storage Area Network Update storage area network where all servers will be reside.	Year 1	No		Other State 26,000	\$26,000.00	\$27,112.00
1.18	Support Servers Support servers for school's network.	Year 1	No		Other State 15,000	\$15,000.00	\$14,998.00
1.19	Virtual Machine Server VM server to support email, web applications, various servers, and primary domain controller.	Year 1	No		Other State 15,000	\$15,000.00	\$15,906.00
1.20	MiFi MiFi units for home connection to wifi.	Year 1	Yes		Other State 10,000	\$10,000.00	\$6,887.00
1.21	Science Lab Materials and Supplies Science lab materials and supplies to support learning loss.	Year 1	No		Other State 200,000	\$200,000.00	\$16,395.00
1.22	Suicide Prevention Suicide Prevention Curriculum	Ongoing	No		Federal 2,000	\$2,000.00	\$199.00

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students enrolled in AP courses.	58% of students are enrolled in at least one AP course. 2020-2021 enrollment used for baseline.	69% of students are enrolled in at least one AP course.	70% of students are enrolled in at least one AP course.
4	Percentage of students taking their AP exam.	89% of students enrolled in AP participated in AP exams. Baseline from 2021 exam participation.	AP exams will be administered in May, 2022 with results released in July 2022.	100% of students enrolled in AP will participate in the AP exam.
2	Percentage of students attending in person field trips.	0% of students attended in person field trips. 2020-2021 school year as baseline.	10% of students have attended an in person field trip.	95% of students will attend in person field trips.
5	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 at the end of the 2020-21 school year graduated with a high school diploma.	100% of students completed high school with a high school diploma.
5	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 are filled.	100% of seats for dual enrollment will be filled.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Field Trips	Ongoing	No		Other State 150,000	\$150,000.00	\$31,050.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
2.2	Advanced Placement participation Offset cost of AP exams for students to encourage more participation.	Ongoing	No		Federal 13,000	\$13,000.00	\$0.00
2.3	Dual Enrollment Students will participate in dual enrollment courses provided through the local community college. Cost is for student books.	Ongoing	No		Other State 10,000	\$10,000.00	\$2,948.00
2.4	Credit Recovery program For students needing to repeat coursework, the school provides an online credit recovery program through an accredited university.	Ongoing	No		Other State 3,600	\$3,600.00	\$870.00
2.5	Library Hub Before and after school learning hub for students. This time will be monitored by a paraprofessional.	Ongoing	No	Other State 8,200	Other State 2,500	\$10,700.00	\$0.00
2.6	Love & Logic Training Staff will receive Love & Logic training.	Ongoing	No		Other State 14,000	\$14,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.7	One-to-one Chromebooks Addition of 3rd grade Chromebooks annually.	Ongoing	No		Other State 50,000	\$50,000.00	\$0.00
2.8	Elementary Enrichment Enrichment courses provided during the school day and after school.	Ongoing	No		Other State 150,000	\$150,000.00	\$75,000.00
2.9	Summer Academy Extended learning time for students during the summer.	Year 1	No		Other State 164,000	\$164,000.00	\$168,876.00
2.10	Band Instruments Addition and upgrade of band instruments.	Year 1	No		Other State 12,000	\$12,000.00	\$7,790.00
2.11	Uniform Closet Provide new uniforms for families who are in need.	Ongoing	Yes		Federal 5,000	\$5,000.00	\$4,522.00
2.12	Robotics Team Development and implementation of a school robotics team.	Year 1	No		Other State 60,000	\$60,000.00	\$0.00
2.13	eSports Lab Create and implement an eSports team.	Year 1	No		Other State 20,000	\$20,000.00	\$0.00
2.14	Independent Study	Year 1	No	Other State 40,000		\$40,000.00	\$8,843.00

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Independent study option for students who will continue distance learning.						
2.15	Portables for Classrooms Expansion of classrooms for new courses including eSports lab, Computer Science, and other STEM courses.	Year 1	No		Other State 300,000	\$300,000.00	\$0.00

Goal 3

Provide safe and well-maintained facilities with positive school climate.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Student Climate Survey	36% of students feel their school is clean and maintained well as reported by the 2019 student climate survey.	72% of students feel their school is safe and well maintained according to the fall 2021 climate survey.	75% of students feel their school is clean and maintained well.
6	Suspension Rate	3.5% suspension rate as indicated by the 2019 California School Dashboard.	1.8% suspension rate year-to-date.	3.1% suspension rate as indicated on the California School Dashboard.
1	Facility Inspection Reports	90.21% rate for facility conditions with an overall good	96% rate for facility conditions with an overall good rating as	95% rate for facility conditions with an overall good rating.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		rating as identified on the 2020 FIT.	identified on the 2021 FIT report.	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	MPR Construction of multi-purpose room (AV equipment, Curtain, Furniture).	Year 1	No		Other State 80,000	\$80,000.00	\$43,465.00
3.2	PA System New PA System so all buildings and campus areas have communication.	Year 1	No		Other State 100,000	\$100,000.00	\$43,465.07
3.3	Secondary Science Lab Reconfiguration of old cafeteria into a functional science lab.	Year 1	No		Other State 350,000	\$350,000.00	\$0.00
3.4	Shade Structure Shade structure for the protection of students in outdoor areas.	Year 1	No		Other State 168,000	\$168,000.00	\$0.00
3.5	Parking Lot Resurfacing Resurfacing of parking lots for safety.	Year 2	No		LCFF 300,000	\$300,000.00	\$117,995.00
3.6	Facilities Costs		Yes			\$580,200.00	
3.7	STOP IT Hotline	Ongoing	No		Other State 700	\$700.00	\$650.70

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Service for stop it hotline to prevent bullying and report student issues.						
3.8	Recess/Lunch Assistant Additional Character Development Office support during recess and lunch.	Ongoing	No	Other State 30,000		\$30,000.00	\$0.00
3.9	CDO Support		Yes			\$236,078.00	
3.10	Custodial Support		Yes			\$146,086.00	
3.11	HVAC Units Update HVAC units in buildings A, B, and C. Portable Bard HVAC units with Ionizers.	Year 1	No		Other State 457,000	\$457,000.00	\$0.00
3.12	Podium for MPR Podium and tablecloths for new MPR to be used for performances and assemblies.	Year 1	No		Other State 900	\$900.00	\$0.00
3.13	Flooring Redo flooring to VCT (vinyl composition tile) replacing worn out carpet in TK, Kinder, C classrooms, GAVRT, and bldg. N.	Year 1	No		Other State 81,000	\$81,000.00	\$22,535.50

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.14	Tile Floor Replace tile flooring in girls gym restroom.	Year 1	No		Other State 4,000	\$4,000.00	\$0.00
3.15	Gym Floor Cover Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	Year 1	No		Other State 8,000	\$8,000.00	\$0.00