

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Agnes J. Johnson Charter School

CDS Code: 12 10124 6008221

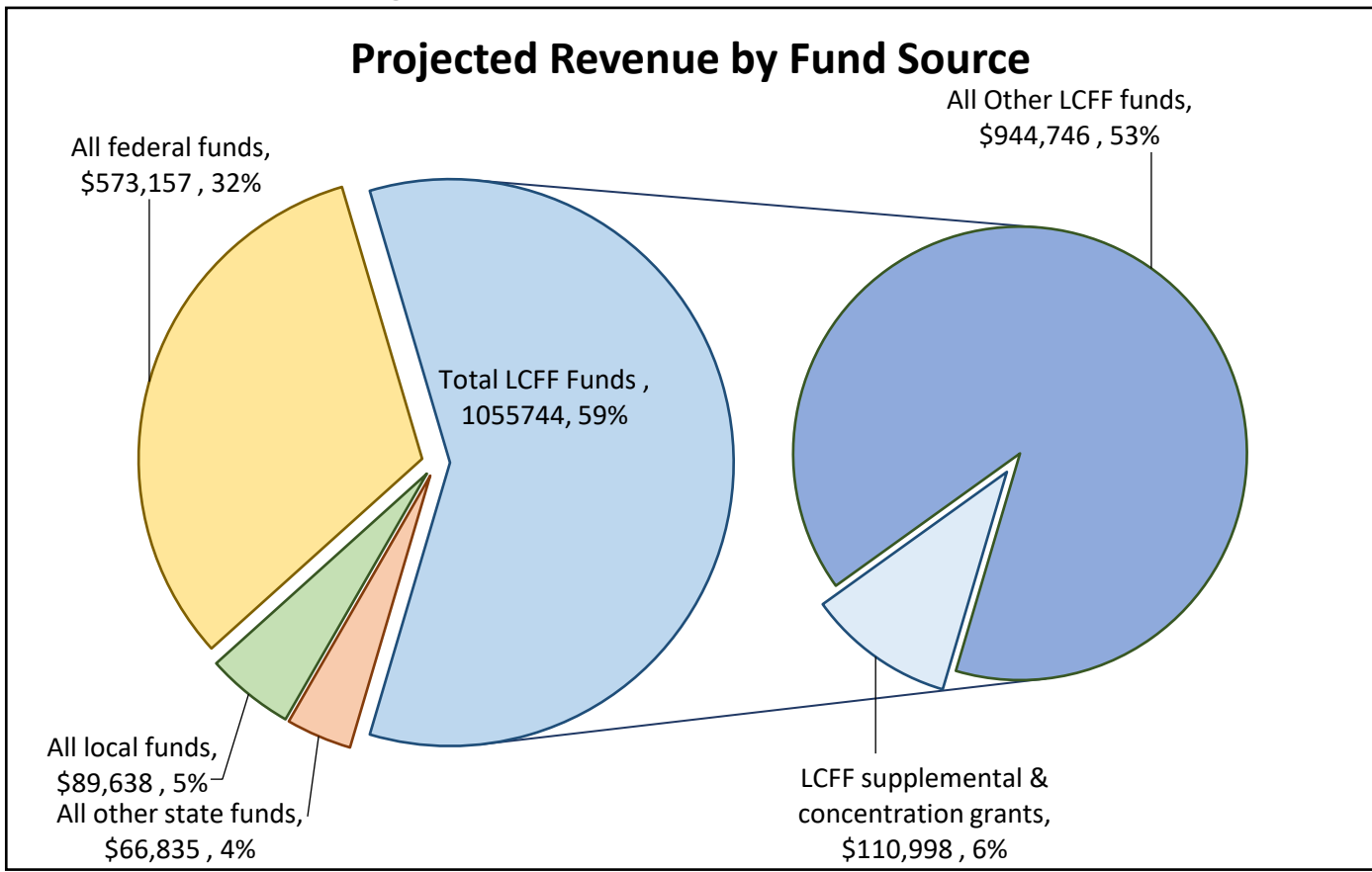
School Year: 2021 – 22

LEA contact information: Gabrielle Colon

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

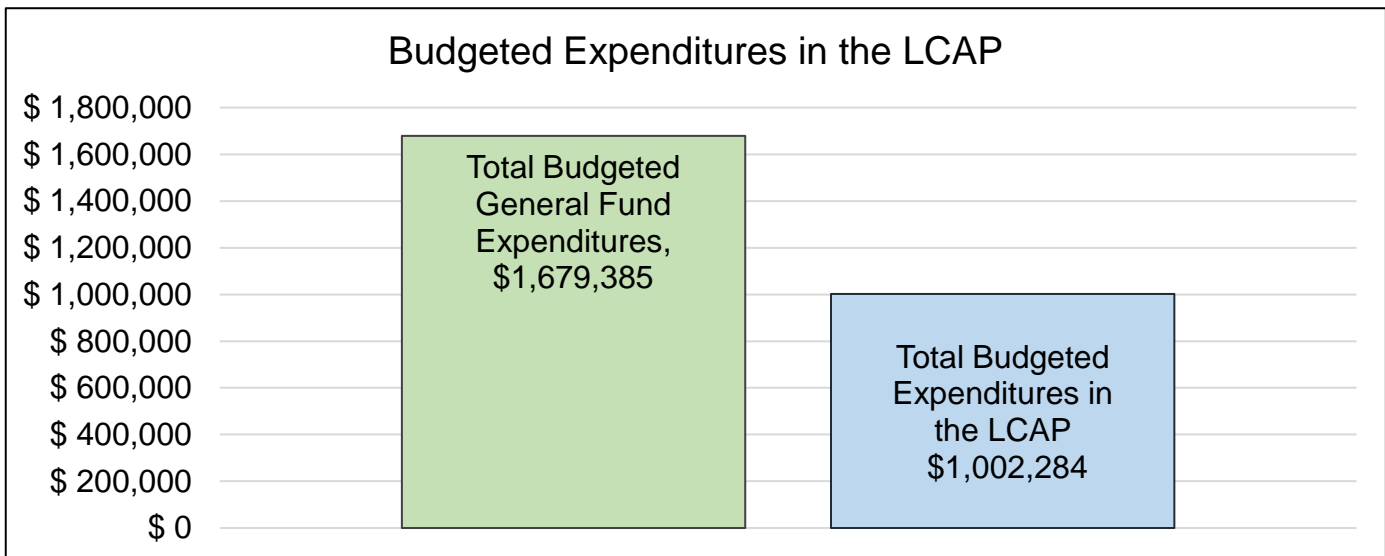


This chart shows the total general purpose revenue Agnes J. Johnson Charter School expects to receive in the coming year from all sources.

The total revenue projected for Agnes J. Johnson Charter School is \$1,785,374.00, of which \$1,055,744.00 is Local Control Funding Formula (LCFF), \$66,835.00 is other state funds, \$89,638.00 is local funds, and \$573,157.00 is federal funds. Of the \$1,055,744.00 in LCFF Funds, \$110,998.00 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 Agnes J. Johnson Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Agnes J. Johnson Charter School plans to spend \$1,679,385.00 for the 2021 – 22 school year. Of that amount, \$1,002,284.00 is tied to actions/services in the LCAP and \$677,101.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

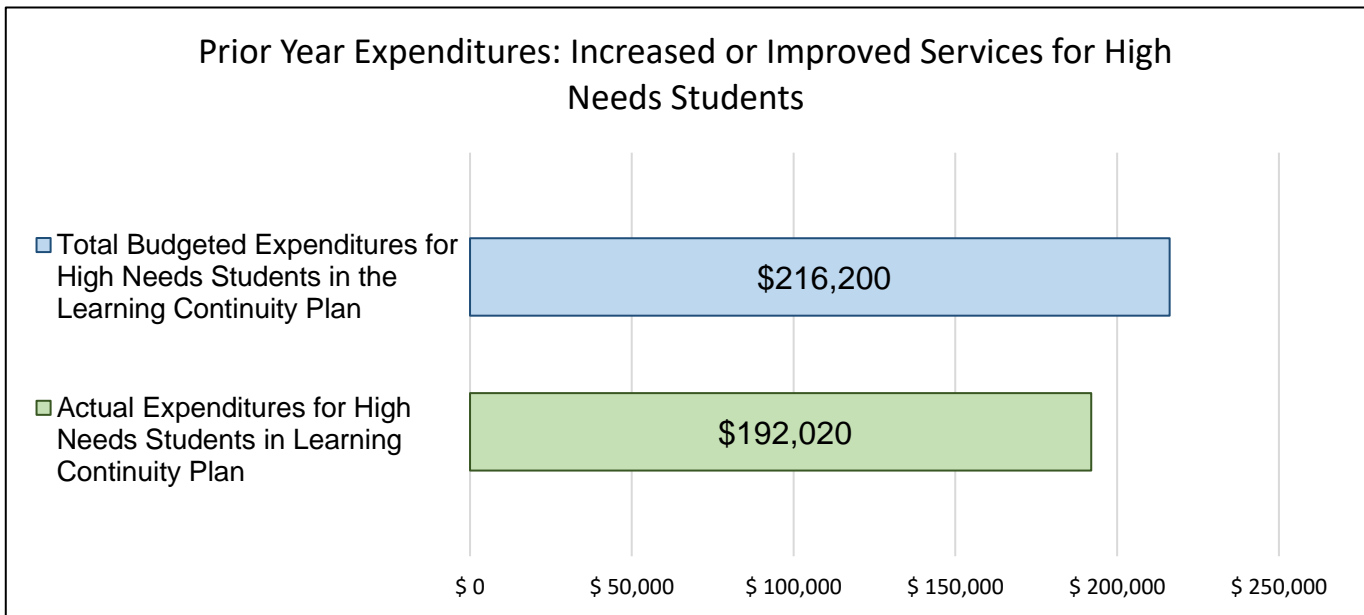
The General Funds Expenditures not included in the LCAP are general and administrative in nature such as financial services, legal fees, non-educational consultants, maintenance and repairs, etc. Additionally, the funds related to the PCSGP grant expenditures in the current year budget are not included in the LCAP.

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

In 2021 – 22, Agnes J. Johnson Charter School is projecting it will receive \$110,998.00 based on the enrollment of foster youth, English learner, and low-income students. Agnes J. Johnson Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Agnes J. Johnson Charter School plans to spend \$154,635.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Agnes J. Johnson Charter School's Learning Continuity Plan budgeted \$216,200.00 for planned actions to increase or improve services for high needs students. Agnes J. Johnson Charter School actually spent \$192,020.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$24,180.00 had the following impact on Agnes J. Johnson Charter School's ability to increase or improve services for high needs students:

The school has slightly lower than anticipated costs due to reduced staffing needs. The budgeted amounts relied heavily on estimates as this was its first year of operations. The school significantly exceeded the amount of supplemental and concentration funding from LCFF in the current year. The commitment to providing additional services to their students is evident in this.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Agnes J. Johnson Charter School	Gabrielle Colón, Executive Director	admin@ajcharter.com 707-949-2347

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

NO LCAP FOR 2019-20

Agnes J. Johnson Charter School is in its first year of operation, therefore there was no requirement to complete a 2019-2020 LCAP since the Charter School did not begin operation until July 1, 2020 for the 2020-2021 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: N/A

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
N/A	N/A

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
N/A	N/A	N/A

Goal Analysis

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

Agnes J. Johnson Charter School is in its first year of operation, therefore there was no requirement to complete a 2019-2020 LCAP since the Charter School did not begin operation until July 1, 2020 for the 2020-2021 school year.

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

Agnes J. Johnson Charter School is in its first year of operation, therefore there was no requirement to complete a 2019-2020 LCAP since the Charter School did not begin operation until July 1, 2020 for the 2020-2021 school year.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Ensure paraprofessionals provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$122,175	\$85,175	Y
Provide Personal Protective Equipment (PPE) to students, teachers, classified staff, and administrators.	\$1,000	\$623	N
Provide cleaning and sanitation supplies and classified staff to ensure the school is clean and sanitized.	\$1,200	\$1,400	N
Secure staff to ensure the health and safety of students, teachers, classified staff, and administrators including campus access to include a custodian.	\$14,707	\$ 9,230	N
Administer Renaissance STAR assessments to students at least three times per year. Administer summative assessments to students to monitor progress frequently.	\$1,890	\$ 3,600	N
Provide interventions in English Language Arts (Accelerated Reader) and Math (Freckle Math) to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for interventions will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$1,775	\$ 2,600	Y
Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments.	\$1,000	\$1,000	Y

Provide social emotional learning curriculum, mindfulness, and opportunities to ensure sound, healthy well-being.	\$1,000	\$ 750	Y
Provide individual school supplies to students to use at home during distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$1,000	\$ 1,500	N

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

The actions were implemented and expended for in-person instruction.

Analysis of In-Person Instructional Offerings

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

AJJCS opened two days a week on 9/1/20 on a hybrid model yet continued to offer distance learning to families who made that choice. AJJCS opened four days a week on 4/12/21 two days a week for enrichment and two days of week for hybrid learning. Few students remained distance learning, AJJCS served the most vulnerable students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and students who need to attend in person based on AJJCS's tiered re-engagement plan. The attendance rate for 2020-21 was 87.21%. The greatest success of returning to in-person learning was the growth of school culture and positive school climate. The students, teachers, staff, and parents were very happy to be back on campus. Several families did choose to remain in distance learning for the remainder of the year since the routine was set, though many students who had not participated in the hybrid program returned once it was four days a week.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Ensure paraprofessionals provide small group and individualized support for students including students with exceptional needs to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Previously Listed	Y
Administer Renaissance Star Assessments to students at least three times per year. Administer summative assessments to students to monitor progress frequently.	Previously Listed	Previously Listed	N
Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments.	Previously Listed	Previously Listed	Y
Provide intervention for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Previously Listed	Y
Provide social emotional learning curriculum (mindfulness) and opportunities to ensure sound, healthy well-being.	Previously Listed	Previously Listed	Y
Provide paper, envelopes, stamps to students who need to use paper packets.	\$1,000	\$ 1,500	N
Provide HIPPA compliant Zoom to host parent meetings and classes.	\$300	\$ 150	N

Provide professional development dues and memberships to teachers and classified staff on distance learning tools, technology, restorative justice practices, and trauma informed instruction.	\$1,250	\$ -	Y
Provide technological support to students, families, teachers, and classified staff.	\$4,600	\$ 3,900	N
Provide increased utilities to include telephones, internet, and electricity.	\$2,000	\$ -	N
Provide constant communication (Google.edu and Bark) to students, families, teachers, and classified staff through phone and email.	\$200	\$ 150	N
Purchase and repair additional computers for students, teachers, and staff to ensure devices for distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$6,200	\$6,000	Y
Purchase and provide hotspots to ensure students have connectivity for distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$2,000	\$ 295	Y
Support school climate and culture through weekly drawings and rewards for school competitions.	\$100	\$ 200	N
Ensure the teachers and Executive Director provide mentorship and social emotional supports for students including students with exceptional needs. Priority for mentorship will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$100	\$ 200	Y
Provide individual school supplies to students to use at home during distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Previously Listed	Y
Ensure Executive Director tracks behavior and academic interventions of students to ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Priority for	\$47,000	\$54,000	Y

counseling will first go to Foster Youth, Homeless Youth, English Learners, and SED students.			
Ensure Office Manager supports families to ensure student attendance and engagement.	\$22,000	\$27,000	Y

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

The actions were implemented and expended for distance learning. AJJCS was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. All positions, especially, teachers, office staff, and paraprofessionals, focused on ensuring mental health and well-being, school connectedness, student engagement, mentoring, and additional academic support. AJJCS also incorporated additional technology and technological support to ensure parents and students had access to the programs thus variance in the budgeted costs.

Analysis of the Distance Learning Program

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

In regard to the successes of the distance learning program in the 2020-21 school year. Continuity of instruction was a priority as evidenced by the pacing guides and lesson plans; moreover, AJJCS implemented formative assessments in ELA and Math three times per year to monitor student progress (Renaissance STAR). AJJCS was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. AJJCS ensured student participation through daily attendance checks, phone calls and emails to students and parents, and ensured student progress through weekly grade checks, assessment results, work completion, and participation in intervention programs including small group, individual, and/or after-school tutoring. The professional development on distance learning at AJJCS actually began in April of 2020 and has continued throughout the 2020-21 school year. Teachers have received professional development and planning time to lesson plan, develop expected time value for student work, analyze student work completion, and determine equity in the amount of work it takes an average student to complete an assignment.

AJJCS provided professional development and resources to increase the skills of teachers to change their instructional delivery from site-based classroom to distance learning and hybrid instruction. AJJCS provided professional development and resources to increase

the skills of staff to set-up and utilize Google Classroom, Google Meets, and Zoom meetings, to track and monitor student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes, identify time value and assignment completion, engaging students in a virtual world, focus on standards and skills, how to deliver instruction, cross-curricular alignment, and how to develop and optimize class time. Administrator monitored teachers by verifying student participation and attendance in synchronous and asynchronous instructional activities, teacher feedback, and grading. This year, the professional development planned for gardening, mindfulness, and PBL was put off until next year. In addition, AJJCS provided support to teachers and staff by building and nurturing staff relationships to juggle hybrid instruction and distance learning causing fatigue. This was achieved through weekly meetings, activities, competitions, and engagement with colleagues. All students, parents, teachers, and staff had and still have access to technological support to ensure the success of learning.

AJJCS adapted the roles and responsibilities of all staff as a result of COVID-19 because all staff transitioned to working remotely and later in person. Since the roles and responsibilities of Charter School staff were designed for full-time, in-person, classroom-based instruction, all roles and responsibilities shifted to distance learning in a virtual environment and hybrid instruction. Charter School staff is accustomed to wearing many hats and working together relentlessly to ensure the success of all students. Campus supervisors helped make phone calls to families. Paraprofessionals provided intervention under the direction of a credentialed teacher. Administrator taught classes in the event of a teacher absence. Teachers provided technological support. Food service shifted to providing daily lunches to hybrid students and grab and go lunches to distance learners. Teachers shifted to providing distance learning to include using a virtual platform, digital resources, scanning and uploading assignments, video recording lessons, tracking synchronous and asynchronous instructional activities, and hybrid instruction and distance learning.

As of the 2020-21 school year, AJJCS's enrollment by student group was as follows: 55% socioeconomically disadvantaged ("SED") students, 1.2% English Learners ("ELs"), 0% Reclassified Fluent English Proficient ("RFEP") students, 9.18% students with disabilities ("SWD"), 1.4% foster youth ("FY"), 2.1% homeless students. As of the 2020-21 school year, enrollment by race and ethnicity at AJJCS was 75.5% White, 13.26% Latinx, 7.16% two or more races, and 4.08% Native American. AJJCS continues to provide ELD to all students who are identified as EL through integrated ELD in-person and designated ELD in ELA class provided by the fully credentialed teacher. EL students also receive tutoring support for their lessons through the live lesson platform or in person. AJJCS has continued to provide high-quality special education services to SWD. The special education department completed amendments to the IEPs if necessary, sent Prior Written notices to parents, and held IEPs for parents who requested in person (with social distancing), telephone, Google meetings, or Zoom meetings. The Executive Director monitored contact with students and parents through contact logs created by teachers and interventionists. The SWD received services through Zoom meetings by AJJCS staff or contracted service providers. For push-in services, the Interventionist would go to class with the students to understand the classroom teachers' expectations and to provide immediate support. For pull-out services, the Specialized Academic Instructors provided services online to support the classroom expectations and to progress toward each student's IEP goals. AJJCS has a Liaison who provides support to foster youth and homeless students by providing families with access to services, opportunities to be fully involved in their child's education, school supplies, interventions, and additional academic support. Students who are Foster Youth, Homeless Youth, EL and/or SED are

prioritized for interventions, assignment support, and direct support by teachers and paraprofessionals during office hours where students can work one-on-one in the afternoon so the teacher and student can work through assignments together. In addition, students can access online interventions 24 hours a day, 7 days a week.

The challenges have been juggling all the changes listed above in order to ensure high-quality, rigorous education for all students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide robust parent education to ensure a partnership in the students' academic success especially during distance learning, the importance of student attendance and engagement, tools of mindfulness, supporting social emotional and mental health for the family, and access to tools to support student distance learning.	\$200	\$ -	Y
Ensure paraprofessionals provide small group and individualized support for students including students with exceptional needs to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Previously Listed	Y
Administer Renaissance STAR assessments to students at least three times per year. Administer summative assessments to students to monitor progress frequently.	Previously Listed	Previously Listed	N
Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments.	Previously Listed	Previously Listed	Y

Provide intervention for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Previously Listed	Y
Provide social emotional learning curriculum (mindfulness) and opportunities to ensure sound, healthy well-being.	Previously Listed	Previously Listed	N
Ensure Executive Director tracks behavior and academic interventions of students to ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. The Executive Director will track behavior and academic intervention programs, especially for Foster Youth, Homeless Youth, EL, and SED students during the instructional day, monitor the MTSS programs for interventions, ELD program, analyze data, and support teachers in differentiated instruction.	Previously Listed	Previously Listed	Y
The Executive Director will provide individualized coaching to teachers in area of instructional strategies to teachers to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. The focus of the coaching will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$10,000	\$ 15,000	Y
Host Back to School Nights and events to display student work, encourage community participation and build relationships with students, families, classified staff, and teachers.	[\$0.00]	[\$ 0.00]	Y

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

There was a decreased cost from the planned actions and/or budget expenditures for addressing student learning loss because the Charter School did not purchase Intervention Material, rather the funds were reallocated to Paraprofessionals.. In fact, mitigating student learning loss has been of paramount importance to AJJCS.

Analysis of Pupil Learning Loss

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

The successes of mitigating student learning loss in the 2020-21 school year have been achieved through a relentless effort to ensure students receive the interventions that they need to be successful. This has been achieved through paraprofessionals, teachers, interventionist, and tutoring opportunities for students. The success of the program lies with the relationships and partnerships with the parents and families. The families trust AJJCS to educate their children. The workshops provided to parents have allowed parents the opportunity to understand how to support their children. The challenges of student learning loss were addressing the social emotional well-being as students experienced stress, isolation, depression, and “Zoom Fatigue.” AJJCS focused on the whole child and increasing student engagement.

Analysis of Mental Health and Social and Emotional Well-Being

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

The challenges in monitoring and supporting mental health and social emotional well-being in the 2020-21 school year included providing professional development on STAT, mindfulness to support teachers and staff to address personal mental health and social emotional well-being to better support students who have experienced trauma. The greatest success for supporting mental health and social emotional well-being was hosting multiple acknowledgement activities throughout the school year to recognize academic achievement and character development. This practice gave the students a boost in confidence and something to look forward to. A challenge was to provide enough resources to students, parents, teachers, and staff on stress management and social services in the community because the system was stretched thin.

Analysis of Pupil and Family Engagement and Outreach

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

AJJCS is committed to ensuring student engagement and positive attendance. The outreach plan for engagement and attendance was clearly articulated to students and parents prior to the start of school to include the procedures for tiered reengagement strategies for students who are absent from distance learning. If a student was not attending school or participating in synchronous or asynchronous instructional strategies, the teacher reported the student as absent, and the office staff called home immediately. Translation in English and Spanish is provided. If there was no response, a teacher, administrator also followed-up with parents. Still no response, the office staff sent home a certified letter encouraging the parents to reach out to the teacher(s) to set up a re-engagement plan. Other strategies that were used were contact from a former teacher or other employee with a positive relationship with the student, an employee reaching out to mentor the student, and an administrator reaching out to the parent to develop the re-engagement plan. The tiered re-engagement strategies included identifying a mentor employee for daily check in, setting up interventions and/or tutoring, student served as a peer mentor to a student in a lower grade, setting up an SST meeting, ensuring that the relationship with the teacher and the class peers took priority to ensure student engagement and school connectedness, and ensuring there was time every day for daily live interactions with the teacher and class peers. Much of the challenge was that much of the contact was remote, losing the connectedness which comes from face to face, in person conversations.

Analysis of School Nutrition

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

The success of the school nutrition program was that AJJCS provided nutritionally balanced meals during distance learning to students and during lunch times during in-person instruction. The challenge was ensuring that students who were experiencing food insecurity came to pick up meals and visited a local food bank. Often, AJJCS had more meals prepared than we had students pick them up.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	Provide professional development on STAT to support teachers and classified staff to address personal mental health and social emotional well-being to better support students who have experienced trauma by Executive Director. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$500	\$ -	Y
Mental Health and Social Emotional Well-Being	The Executive Director will increase student engagement and school connectedness by supporting mindfulness techniques, providing training to students, classified staff, teachers, and families, and building an active culture inclusive of all students. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$1,000	\$ -	Y
Mental Health and Social Emotional Well-Being	Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development.	Previously Listed	Previously Listed	N
School Nutrition	Provide PPE for Food Servers and cleaning/disinfecting supplies.	Previously Listed	Previously Listed	N

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

There was a decrease in regard to professional development and mindfulness, but there was multiple acknowledgement activities throughout the second semester, AJJCS implemented most the planned actions and/or budget expenditures for the additional plan requirements.

Overall Analysis

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

AJJCS has learned many lessons from implementing in person and distance learning programs in 2020-21. The development of the LCAP includes focus on student achievement, mental health and social emotional well-being in a safe, inclusive, and supportive environment, and parent and community involvement and engagement, especially for our significant subgroups. AJJCS has specifically addressed actions and services to improve instruction and achievement for all students.

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

Student learning loss will continue to be assessed through the use of formative assessments in English and Math, student attendance, grades, work completion, and other assessments. The administrator, teachers, and staff will continue to monitor the progress of students through data teams and analysis. They will then develop and adjust interventions for students to ensure that students with learning loss, especially those with unique needs, are provided intensive or strategic interventions on a daily basis.

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

There were no substantive differences between the description of the actions and services identified as contributing toward meeting the increased or improved services requirement. AJJCS considered the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students first when developing the LCAP. AJJCS was principally directed on educating and supporting the most vulnerable youth served. AJJCS designed the LCAP to effectively address the education program, devices and connectivity, communication with students and families, social emotional support for students, and addressing the learning loss or potential learning loss of the students. The actions in the LCAP were developed to meet the needs of students in response to the COVID-19 pandemic. The actions listed in the LCAP were effective in meeting the needs of these students as recommended by Stronger Together, research, and best practices. These actions included professional development on attendance and testing; purchasing computers and hotspots; interventions and after-school tutoring provided by teachers and paraprofessionals; social

emotional professional development and supports for students, teachers, and staff; intervention instructional materials; staff support to include mentorship, counseling, engaging with families, tracking student interventions, teaching electives, coaching teachers, overseeing student interventions; robust parent education; and, resources to support teachers, staff and families.

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

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

AJJCS has taken an analytical approach in the development of the 2021-2024 LCAP. AJJCS analyzed the Charter School thoroughly in the 2020-21 school year which examined verifiable data, and DataQuest for suspension rate, as well as internal data on attendance, suspensions, and satisfaction rate. AJJCS has included stakeholders in the process of developing the LCAP with parents, teachers, and staff through School Site Council, parent workshops, professional development sessions, and surveys, and with students through daily engagement and surveys. AJJCS is committed to evaluating the 2020-21 LCP (no 2019-20 LCAP due to ne Charter School) in order to evaluate whether the actions and services are truly effective in meeting the LCAP goals. AJJCS is committed to contributing to the healthy growth of the whole child at each stage of development.

Through this process, AJJCS has learned how to effectively provide high-quality, rigorous distance learning, but the strength of the program is to continue to provide instruction in a seat-based model. Students need to be at school with their peers, teachers, and staff to best learn rather than in isolation. AJJCS has learned that the focus of mental health and social emotional well-being is vital to the academic and overall success of the students. With specific attention to English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, AJJCS will continue with a rigorous professional development program, social emotional learning, mindfulness, project-based learning, gardening, and mental health supports like counseling and parent engagement.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Agnes J. Johnson Charter School	Gabrielle Colón, Executive Director	admin@ajjcharter.com 707-949-2347

Plan Summary [2021-22]

General Information

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

Southern Humboldt Charter Schools, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, operates Agnes J. Johnson Charter School (“AJJCS”), which is currently authorized by the Humboldt County Board of Education. AJJCS currently serves 108 students in grades TK-9 who benefit from small class sizes, an inclusive community, and a focus on rural agricultural preservation, mindfulness, and civic responsibility. Parents choose AJJCS because it is the closest school where they live offering a span (TK-12) school, adding one grade level per year in the out years. AJJCS is committed to being transparent and remaining accountable to its stakeholders.

Mission: Agnes J. Johnson Charter School educates students in grades TK-12 in Southern Humboldt County in an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility.

Vision: Agnes J. Johnson Charter School will develop productive, self-sufficient citizens capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world.

AJJCS will empower students to achieve their highest potential and become active citizens who work toward building a strong community in an agriculturally rich and nurturing school environment. AJJCS will develop its curriculum around themes and activities that support action in our school and local community. For example, teachers will facilitate project-based learning opportunities that solve local issues. For example, the teachers could choose to develop a school-wide or grade level unit to understand the theme of farm to table. In collaboration with students, teachers would plan standards-based units related to that theme. Students will develop actions to understand the common sense and practical application of farm to table which will instill self-sufficiency.

The educational program of AJJCS will support the mission of the school by developing the following:

- An inclusive community supported by families and educators
- Instructional Strategies:
 - o Multiple Modalities

- o Experiential Learning
 - o Practical Applications or Project-Based Learning
- o Independent Study Option for Grades 9-12
- o Mindfulness
- Academic excellence based on State Standards
- Rural Agricultural Preservation
- Civic Responsibility

AJJCS is filling a community need and meeting the interests of the community. AJJCS has small class sizes with an average student to teacher ratio of 25:1. AJJCS has longer school days for all students in TK-8. AJJCS provides interventions to all students who are academically low achieving during the school day through a daily Universal Access (“UA”) period. AJJCS provides deeper extension opportunities to all students who are academically high achieving. AJJCS is instituting mindfulness to create a safe setting where students are able to learn, and teachers are able to teach; these practices are highlighted for students during the mindfulness morning meeting. AJJCS provides technology with a student to device ratio of 1:1. AJJCS incorporates enrichment opportunities during the school day through broad access to courses. AJJCS rounds out the Charter School experience by offering sports to interested players. These strategies fill a community need and meet the interest for the community.

As of the 2020-21 school year, AJJCS’s enrollment by student group was as follows: 55% socioeconomically disadvantaged (“SED”) students, 1.2% English Learners (“ELs”), 0% Reclassified Fluent English Proficient (“RFEP”) students, 9.18% students with disabilities (“SWD”), 1.4% foster youth (“FY”), 2.1% homeless students. As of the 2020-21 school year, enrollment by race and ethnicity at AJJCS was 75.5% White, 13.26% Latinx, 7.16% two or more races, and 4.08% Native American.

More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The significant subgroups that the Charter School serves are White students, SED students, and SWD. The majority of the students at the Charter School are SED. The above strategies that AJJCS utilizes are designed to be effective in meeting the needs of all of AJJCS’s students and its subgroups. Specifically, the small class size ensures that no student’s needs are overlooked. The longer school day ensures that students have more time for instruction, interventions, and enrichment. The built-in accountability for missing or incomplete work and tutoring continuously works to close the achievement gap. The social-emotional support for students through AJJCS’s focus on mindfulness ensures that the whole child is supported, especially as to mental health and personal well-being. The widespread use of technology and the device-to-student ratio of 1:1 closes the digital divide and gives every student the opportunity to become proficient in digital skills that are critical in the 21st century.

Reflections: Successes

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

Since AJJCS began operation in the Fall of 2020, AJJCS took the optional CAASPP in Spring 2021, there is no information on the Dashboard.

The successes that AJJCS has experienced are administering Renaissance STAR assessments in every grade level in the Reading and Math, providing daily interventions to low achieving students, hosting parent meetings, maintaining consistent and supportive communication with families, and engaging students in the school community even for the children whose parents chose distance learning.

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.

AJJCS has identified areas that need significant improvement based on a review of formative assessments. AJJCS is committed to developing a broad goal to improve the academic achievement of all students. The steps that will be taken to address these areas of achievement in the goals, actions, and services.

Increase ELA Performance overall and for numerically significant subgroups. CAASPP ELA and final Renaissance STAR will be used to determine all students' achievement in ELA.

Increase math performance overall and for numerically significant subgroups. CAASPP Math and final Renaissance STAR will be used to determine all students' achievement in math.

Maintain Suspension Rate at less than 2%. Support Social Emotional Learning, ("SEL"), Diversity, Equity, and Inclusion ("DEI") and alternatives to suspension will be used to monitor student behavior. In 2020-21, 0% of AJJCS students were suspended compared to 3.5% of students statewide.

Increase Average Daily Attendance (ADA) rate to 93% or higher. Decrease Chronic Absenteeism Rate to 10% or lower. In 2020-21, AJJCS had an average daily attendance rate of 87.21%, and a chronic absenteeism rate of 28.57%.

In addition, AJJCS recognizes the importance of social emotional well-being of students and an active partnership with parents/guardians, staff, teachers, and community members. The goals reflect AJJCS's commitment to student mental health and an active school community.

LCAP Highlights

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for AJJCS which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 1) AJJCS will improve the Distance from Standard ("DFS") for all students by a 40 point growth as measured by the SBAC and reported on CA School Dashboard by June 2022. AJJCS will improve grade level achievement for 80% of

students in reading and math as measured by Renaissance STAR from Fall 2021 to Fall 2022; 2) AJJCS will support the social emotional well-being of all students through enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing mindfulness, gardening, and civic responsibility; and, 3) AJJCS parents/guardians, teachers, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council. The School Site Council will meet six times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The School Site Council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff, and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of AJJCS based on student achievement data to include SBAC, ELPAC, Renaissance STAR, Fountas & Pinnell, cumulative assessments, and attendance and student demographic data to include the significant subgroups of socioeconomically disadvantaged, students with disabilities, and white students. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. The LCAP 2021-24 was developed with input from key stakeholders including parents/guardians, staff, teachers, administrators, and community members. The stakeholders agreed that AJJCS develop three new goals in order to address the specific areas where growth is needed. In light of the feedback received from the Charter Renewal Petition, collaborative work with HCOE, and the action plan developed and approved by the AJJCS Board, the LCAP goals were developed. The goals also address the eight State priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of State Standards, and 8) Course Access.

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.

AJJCS is not eligible for CSI.

Support for Identified Schools

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

AJJCS is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

AJJCS is not eligible for CSI.

Stakeholder Engagement

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

The process of how AJJCS engaged stakeholders for input before finalizing the LCAP included the following:

- Posted the LCAP on the website with a link to a feedback email.
- Administrative team reviewed and responded to the feedback emails.
- Reviewed the goals and actions with teachers and staff.
- Reviewed the goals and actions with parents/guardians at School Site Council meetings.
- Emailed the LCAP and the Annual Update to all stakeholders with a link to a feedback email.
- Reviewed the goals and actions with students at Student Council meetings.
- Reviewed the goals and actions with the Board at Board meetings.
- Consultation with EDCOE Charter SELPA.

Following the stakeholder meetings, the administrative team analyzed the feedback in order to include salient points in the LCAP. The most important areas of priority were academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

The public hearing was held on: 5/19/21

The LCAP was approved on: 6/23/21

A summary of the feedback provided by specific stakeholder groups.

Parents/Guardians/Caregivers

What do you like most about the Charter School?

1. Student Attendance, Small Class Size (State Priority 2) 70.8%
2. Positive School Climate, Activities and Events (State Priority 6) 52.1%
3. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7, 8) 43.8%
4. Academic Program (State Priority 4) 39.6%

What areas can the Charter School Improve?

1. Facilities/Textbooks/Technology/Teachers (State Priority 1) 47.9%
2. Academic Program (State Priority 4) 35.4%
3. Communication about Student Progress and School Events (State Priority 4, 5) 31.3%
4. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7, 8) 20.8%
AND High Student Achievement 20.8%

What goal is your highest priority?

1. Academic Program (State Priority 4) 66.7%
3. Positive School Climate, Activities and Events (State Priority 6) 31.3%
4. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7,8) 22.9%

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

Based on the stakeholder feedback received, the goals and actions were developed to address academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

AJJCS reflected on the input and was grateful for the opportunity to collaborate on the LCAP and the process of developing the LCAP so that the Charter School can home in on the goals and actions that are the most important for the students as measured by the stakeholders.

Goals and Actions

Goal 1

Goal #	Description
1	AJJCS will improve the Distance from Standard (“DFS”) for all students by a 40 point growth as measured by the SBAC and reported on CA School Dashboard by June 2022. AJJCS will improve grade level achievement for all of students in reading and math as measured by Renaissance STAR from Fall 2021 to Fall 2022 with a target of 80% at or above grade level.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and examination of data, AJJCS developed Goal 1 to increase student achievement in ELA and Math on the SBAC and Renaissance STAR, implementing an infrastructure for ongoing analysis of formative and summative assessment data in order to measure program efficacy; ensure maximization of physical, human, and financial resources; and to provide research-based intervention programs to ensure student academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																								
SBAC ELA	SBAC ELA OUTCOMES 2021 - Baseline SBAC Assessment Results <table border="1"> <tr><td>2021</td><td>DFS</td></tr> <tr><td>Overall</td><td>TBD</td></tr> <tr><td>Latinx</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td></tr> <tr><td>White</td><td>TBD</td></tr> </table>	2021	DFS	Overall	TBD	Latinx	TBD	SED	TBD	SWD	TBD	White	TBD	+40 pts.	+40 pts.	+40 pts.	SBAC ELA OUTCOMES 2024 SBAC Assessment Results <table border="1"> <tr><td>2024</td><td>DFS</td></tr> <tr><td>Overall</td><td>TBD</td></tr> <tr><td>Latinx</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td></tr> <tr><td>White</td><td>TBD</td></tr> </table>	2024	DFS	Overall	TBD	Latinx	TBD	SED	TBD	SWD	TBD	White	TBD
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Metric	Baseline				Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24				
Renaissance Scores	Renaissance STAR ELA Spring 2021							Renaissance STAR ELA Spring 2024				
		% Intensive	% Strategic	% On Watch	% At or Above				% Intensive	% Strategic	% On Watch	% At or Above
	EL K	22%	33%	22%	22%			EL K	0%	0%	20%	80%
	EL 1	25%	42%	17%	17%			EL 1	0%	0%	0%	100%
	SE 1	40%	20%	40%	0%			SE 1	0%	0%	20%	80%
	2	31%	0%	15%	54%			2	0%	0%	20%	80%
	3	29%	14%	19%	29%			3	0%	0%	20%	80%
	4	9%	9%	0%	82%			4	0%	0%	20%	80%
	5	9%	9%	9%	73%			5	0%	0%	20%	80%
	6	14%	0%	29%	57%			6	0%	0%	20%	80%
	7	33%	33%	0%	33%			7	0%	0%	20%	80%
	8	29%	0%	43%	29%			8	0%	0%	20%	80%
	9							9	0%	0%	20%	80%
	10							10	0%	0%	20%	80%
11							11	0%	0%	20%	80%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																								
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards Aligned Instructional Materials	100% 2021-22 Textbook Inventory				100% 2023-24 Textbook Inventory

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Curriculum Fidelity	Ensure fidelity to the core content programs to fully implement the high-quality curriculum. Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs. Provide timely feedback and support to teaching staff.	\$ 22,832	N
2	1.2 Core Curriculum	Purchase replacement, consumables, and attrition core curriculum materials for all students. Ensure ELA and Math K-8 and Science and Social Science for 6-8.	\$ 10,000	N
3	1.3 Strategic Intervention	Provide 2 Retired Teachers to provide strategic reading and math intervention strategic learners and to provide reading and math intervention to students on the cusp of proficiency for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students.	\$ 10,000	Y
4	1.4 Data Informed Instruction	Use data to inform instruction, increase teacher/staff /administration capacity to access, disaggregate, analyze; establish routine/systems/protocols; train educational staff and administration to access data and develop data literacy focusing on Renaissance STAR, SBAC, and other local assessments and utilize to inform instruction.	\$ 2500	N
5	1.5 Administer Renaissance STAR Assessments in ELA, MATH	Administer and report local assessments including Renaissance STAR in ELA and MATH four (4) times per year prior to each quarter progress report or semester grade aligned to the assessment schedule.	\$2,500	N

Action #	Title	Description	Total Funds	Contributing
6	1.6 Adjust Master Schedule	Adjust master schedules to allow for additional time to mitigate learning loss by focusing on ELA and Math Instruction, intervention, enrichment, and focus on base program for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 0 No Costs	Y
7	1.7 Professional Learning Communities	Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of SED and SWD students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.	\$ 1,000	Y
8	1.8 Curriculum PD	Ensure a trainer/consultant provides professional development to teachers and administrators on Core Curriculum to ensure they know how to use the curriculum to address the needs of all students, especially to meet the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 0 part of curriculum costs	N
9	1.9 Differentiation PD	Ensure a trainer/consultant provides coaching on scaffolding, and differentiation using the core curriculum for teachers, staff, and administrators to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students. Teachers, staff, and administrators will also attend Academies provided by the SELPA.	\$ 9,133	Y
10	1.10 Data Presentation	Executive Director will prepare and present data to stakeholders: quarterly to AJJCS Board and SSC.	\$ 0	N
11	1.11 Administrative PD	Executive Director will attend the Charter School Development Center Intensive Leadership Training.	\$ 2500	N
12	1.12 Teacher Training/Coaching	Director of Instruction will train and support all teachers to include the Instructional Specialist, in instructional pedagogy with calibration walks, data, and curriculum.	\$ 9,133	N

Action #	Title	Description	Total Funds	Contributing
13	1.13 Procedures and Protocols	AJJCS administration will immediately: create protocols/tools/checklists to ensure staff understand what is expected of them; create ways to communicate with staff (principal newsletter, staff meetings, when that communication will happen, how, how often, who); determine our evaluation cycles- who, when how often, and the format for evaluating educational staff; screen and evaluate Instructional Assistants, review and update the AJJCS schedule (assessment calendar including data checkpoints and accountability check-in, master calendar).	\$ 10,000	N
14	1.14 Staffing	AJJCS planned Staffing for FY2122: Teachers (5) RSP Teacher (1) Instructional Aides (3) Intervention Specialist (1) SPED 1:1 Aide (1) Bus Driver (1) Enrichment Instructors (2) Executive Director (1) Director of Instruction (1) Secretary (1) Cafeteria Coordinator (1) Custodian (1)	\$569,493 (net of salary costs included elsewhere)	N
15	1.15 High-Quality Teachers	Provide small class size with an average of 22:1 for the 2021-22 school year specially to support Foster Youth, Homeless Youth, English Learners, SWD, and SED students. Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds/on or above grade level on formative, summative, and State assessments.	\$ 62,995	Y

Action #	Title	Description	Total Funds	Contributing
16	1.16 Instructional Aides	Provide Instructional Aides to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to allow teachers to focus on academic skills and to prevent/mitigate learning loss of low achieving students so the students score meet or exceeds on formative, summative, and State assessments. Instructional Aides will also attend the Para Academy provided by the SELPA. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 75,130	Y
17	1.17 Administrative Attendance at Teacher PDs	The Executive Director, Director of Instruction and Office Manager will attend all Professional Development opportunities provided to staff to ensure shared understanding and implementation of strategies.	\$ 500	N
18	1.18 Weekly Administrative Team Meetings	Administration Team will meet weekly to discuss: <ul style="list-style-type: none"> a. school operations b. data and school performance c. walk-through results d. plan staff meeting agendas to do for the week e. benefiting communication issues and follow through, system implementation and accountability ideas f. structure agendas for admin meetings framed by the 4 PLC questions 	\$ 0	N
19	1.19 Quarterly Administrative Team Meetings	Administration will meet quarterly to: <ul style="list-style-type: none"> a. review PD schedules-when, how, how often, content b. audit and report demographic data (maybe more frequently at the start of the school year) c. check data cycles, assessment calendars and see if changes or adjustments need to be made 	\$ 0	N

Action #	Title	Description	Total Funds	Contributing
20	1.20 Annual Administrative Team Meetings	Administration will meet annually at the beginning and closing of the school year to discuss: a. review and modify protocols/tools/checklists b. develop detailed planning of the school year leaving room to change when necessary c. determine data review cycles, d. create calendars (i.e., assessment calendars, master calendars, etc.) and master schedule, classroom schedules e. determine curricular needs for next school year	\$ 0	N
21	1.21 Summer Bridge	Provide Summer Bridge for students for one week, full day, to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 9,954	Y
22	1.22 Intervention Specialist	Provide Intervention Specialist to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math to support the SWD. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Additionally, the Intervention Specialist will support academically low achieving students in the classroom. The Intervention Specialist will provide after-school tutoring to SED students.	\$ 35,830	N
23	1.23 Instructional Aides Training	Provide Professional Development on Mindfulness, Read/Write Connection, Classroom Management, Enrichment Activities with High Achievers, Questioning Strategies, Vocabulary Development, and PBL for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 1,000	Y

Action #	Title	Description	Total Funds	Contributing
24	1.24 Intervention Instructional Materials	Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 11,135	Y
25	1.25 Enrichment Support with ELA/Social Science and Math/Science	Provide students with enrichment support with ELA/Social Science with Art and Math/Science with Gardening so that teachers are able to focus on one grade level of combination class PE for ELA and Math Instruction for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 36,810	Y
26	1.26 Physical Education	Teachers will follow PE Curriculum of Sparks for NO MORE THAN 100 minutes per week.	\$ 2,000	N
27	1.27 ELD	All ELs will receive integrated ELD in core content areas. All ELs will receive designated ELD daily for 30 minutes at the appropriate level taught by an appropriately credentialed and assigned teacher.	\$ 1,500	N
28	1.28 SIOP	Provide SIOP model and forms and functions assessments for EL and provide professional development to ELD teachers.	\$ 1,000	N
29	1.29 Vocabulary and Academic Language Development PD	Provide Professional Development for Teachers and Instructional Aides on Vocabulary Development and Academic Language Development for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students. .	\$ 500	Y
30	1.30 Fidelity of ALD Strategies	Ensure fidelity to the core content programs to fully implement the ALD Strategies in the classroom. Monitor fidelity of instructional strategies as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs. Provide timely feedback and support to teaching staff for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD and SED students.	\$9,133	Y
31	1.31 Project-Based Learning PD	Provide Professional Development for Teachers, Instructional Aides, and Administrators on Project Based Learning: PBL Works/Buck Institute	\$ 7,500	N

Action #	Title	Description	Total Funds	Contributing
32	1.32 Mindfulness PD	Provide Professional Development for Teachers, Instructional Aides, and Administrators on Mindful Schools-PBIS/Socio-Emotional Learning	\$ 0	N
33	1.33 Data Analysis PD	Provide Professional Development for Teachers, Instructional Aides, and Administrators on Core Collaborative-EmpowerEd Learner Series	\$ 0	N
34	1.34 Gardening in the Classroom PD	Provide Professional Development for Teachers, Instructional Aides, and Administrators on Life Skills and Gardening in Classroom.	\$ 0	N
35	1.35 Progress Monitoring	Monitor the progress of students with disabilities to ensure they are making adequate progress toward annual goals and making adequate progress in the general education program.	\$ 0	N
36	1.36 Student Success Team	Refer and monitor students in the Student Success Team process for academic, behavior, attendance, and emotional issues.	\$ 0	N

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goal 2

Goal #	Description
2	AJJCS will support the social emotional well-being of all students through enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing mindfulness, gardening, and civic responsibility.

An explanation of why the LEA has developed this goal.

The feedback from the stakeholders, especially parents, guardians, and caregivers as well as from the teachers and staff indicated the need to prioritize the social emotional well-being of the students, to increase average daily attendance and to decrease chronic absenteeism rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	87.21% 2020-21 Annual Attendance				>95% 2023-24 P-2 Attendance
Chronic Absenteeism Rate	28.57% 2020-21 Annual Attendance				<10% 2023-24 CA Dashboard
Middle School Dropout Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Suspension Rate	1.2% 2019-20 CA Dashboard				<1% 2023-24 CA Dashboard
Expulsion Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in Good Repair	Good 2020-21 FITT Report				Good 2023-24 FITT Report
Broad Course of Study	100% of students have access to broad course of study 2019-20 Master Schedule				100% of students have access to broad course of study 2023-24 Master Schedule

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Clean, Safe Facility	Ensure the facility is clean, in good repair, and accessible as measured by the FITT report.	\$ 16,256	N
2	2.2 Student Health	Ensure that universal precautions by the School Nurse and all staff to ensure the health of students	\$ 500	N
3	2.3 SEL Curriculum	Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	\$ 2,500	N
4	2.4 Positive School Climate	Support school climate and culture through weekly drawings and rewards for school competitions.	\$ 500	N
5	2.5 Attendance Works PD	The Executive Director, Director of Instruction and Office Manager will attend Attendance Works Professional Development to understand strategies to increase attendance rate and decrease chronic absenteeism.	\$ 1,500	N
6	2.6 Positive Daily Attendance	Implement a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	\$ 500	N

Action #	Title	Description	Total Funds	Contributing
7	2.7 Attendance Policy	Implement the Attendance Policy through parent phone calls, parent meetings, attendance contracts, and letters.	\$ 500	N
8	2.8 Implement SARB (Student Attendance and Review Board)	Implement the Attendance Policy and send weekly SARB letters. Hold SARB meetings with parents, report to authorities, and work with the District Attorney.	\$ 0	N
9	2.9 Chronic Absenteeism	Implement a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance. Develop an attendance contract for each student. Students with Disabilities with attendance issues will be supported through the IEP process.	\$ 0	N
10	2.10 Morning Mindfulness	A positive and rewarding school environment with morning mindfulness practice as well as practice throughout the day as determined by Daily Schedule.	\$ 0	N
11	2.11 Implement Alternatives to Suspension	Implement alternatives to suspensions. Purchase Ripple Effects to teach students the impacts of their behavior and ways to improve specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 0	Y
12	2.12 School Counselor	Arrange to have a school counselor to provide counseling, social skills groups, student, and family support for all students and specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 1,500	Y
13	2.13 School Supplies	Provide individual school supplies to students to ensure continuity of learning and increase student achievement specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 2500	Y
14	2.14 School Events and Activities	Host School Events and Competitions to include Science Fair, Spelling Bee, Pi Bee, Renaissance STAR Tracking and Awards, Mastery Matters for Sight Words and Math Facts, Winter Soiree, Fall Carnival, Spring Fling, and Flower Show.	\$ 500	N

Action #	Title	Description	Total Funds	Contributing
15	2.15 Understanding Trauma in Students PD	Provide professional development on STAT, mindfulness to support teachers and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students. Professional Development will be provided on social emotional learning, Trauma Informed Practices, Verbal De-escalation by the SELPA.	\$ 0	Y
16	2.16 Resources for Social Emotional Well-Being	Provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced stress specifically to address the needs of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 0	Y
17	2.17 Student Acknowledgement	Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development through monthly awards assemblies held at 2:30 PM.	\$ 0	N
18	2.18 Increase Conversations with Families about Academics	Host Back to School Night, Parent Teacher Conferences, and Spring Fling held at 3:00 PM.	\$ 0	N
19	2.19 Parent Recognition	Host Parent Recognition Awards and Events for Parent Volunteers and Attendance.	\$ 0	N
20	2.20 Encourage Agriculture in Community	Host 4-H Club of Southern Humboldt at the School and encourage students to become active in the community.	\$ 1,200	N

Goal Analysis [2021-22]

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

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

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

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

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

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

Goal 3

Goal #	Description
Goal #3	AJJCS parents/guardians, teachers, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

An explanation of why the LEA has developed this goal.

The feedback received from the stakeholders indicated that the parents want to be involved in the school, and they appreciate the activities and events that take place at the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Teachers	100% of teachers will be credentialed and appropriately assigned 2020-21 Credential Review				100% of teachers will be credentialed and appropriately assigned 2023-24 Credential Review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student/Teacher/Parent Sense of School Safety and Connectedness	80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey				90% of students/teachers/parents sense of school safety and connectedness 2023-24 Climate Survey
Satisfaction Survey	80% of parents are satisfied with the (in-person) educational program at AJJCS 2020-21 Climate Survey				90% of parents are satisfied with the educational program at AJJCS 2023-24 Climate Survey
Climate Survey	80% of students feel safe at school 2020-21 Climate Survey				90% of students feel safe at school 2023-24 Climate Survey
Work Survey	73.1% of teachers and staff feel content, supported, and included at work 2020-21 Climate Survey				80% of teachers and staff feel content, supported, and included at work 2023-24 Climate Survey
Parent Workshops	4 Parent Workshops 2020-21 Agenda/Sign-in Sheets				8 Parent Workshops 2023-24 Agenda/Sign-in Sheets

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site Council	AJJCS will host 6 SSC meetings per year 2020-21 Agenda/Sign-in Sheets				AJJCS will host 6 SSC meetings per year 2023-24 Agenda/Sign-in Sheets
Professional Learning Communities	2021 Baseline of Agendas, Reflections, and Sign-in Sheets 2020-21 Agenda/Sign-in Sheets				80% of teachers will value the PLCs as evidenced by reflections 2023-24 Agenda/Sign-in Sheets

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Parent Education	Provide robust parent education through workshops, meetings, and Coffee Chats to ensure a partnership in the students' academic success especially the importance of student attendance and engagement, mindfulness, supporting social emotional and mental health for the family, and strategies to ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	\$ 250	N
2	3.2 Technology and Technological Support	Provide technology and technological support to students, families, teachers, and staff.	\$ 62,500	N
3	3.3 Weekly Weotter	Parent Volunteer List and Opportunities posted on website and in the Weekly Weotter (newsletter).	\$ 0	N
4	3.4 School Website	Maintain a school website so the families will have knowledge about the Charter School and events.	\$ 0	N
5	3.5 PTO	Develop Parent Teacher Organization to support with school activities, events, and fundraising.	\$ 0	N

Action #	Title	Description	Total Funds	Contributing
6	3.6 School Site Council	Maintain a compliant School Site Council in order to address the use of supplemental funds. The Charter School will recruit parents of Foster Youth, Homeless Youth, English Learners, SWD, and SED students.	\$ 0	N
7	3.7 Parent Contact Application	Purchase contact application that will provide consistent communication to students, families, teachers, and staff through the Contact Application.	\$ 500	N
8	3.8 Welcome BBQ	Welcome BBQ for Families on Thursday August 12, 2021 at 3 PM to meet the teachers.	\$ 0 Board donation	N

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.75%	\$110,998

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

Required Descriptions

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

In the development of each action provided to AJJCS schoolwide, the needs of foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students were considered first as each action was analyzed to determine if the focus was specifically for these students or if these students should be prioritized to receive the services prior to all other students receiving the services. The LCFF regulations dictate that AJJCS provides increased and improved services for these students that are above and beyond services provided to all students during the school year. With this plan, the LCAP 2021-24 estimated the amount of supplemental and concentration grant funding to be \$110,998 which is proportionate 11.75% to increase or improve services.

Additional information about the services is included in the Goal sections.

The contributing action titles are:

- 1.3 Strategic Interventions
- 1.6 Adjust Master Schedule
- 1.7 Professional Learning Communities
- 1.9 Differentiation PD
- 1.14 Instructional Aides
- 1.19 Summer Bridge
- 1.25 Instructional Aide PD
- 1.26 Intervention Instructional Materials

1.27 Enrichment Activities to Support ELA/SS and Math/Science

1.31 Vocabulary and Academic Language Development PD

1.32 Fidelity to ALD Strategies

2.11 Implement Alternatives to Suspension

2.12 School Counselor

2.13 School Supplies

2.15 Understanding Trauma in Students PD

2.16 Resources for Social Emotional Well-Being

Using the calculation tool provided by the state, AJJCS has calculated that it will receive \$110,998 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 11.75%. AJJCS has demonstrated that it has met the 11.75% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students.

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

The Minimum Proportionality Percentage (MPP) will be 11.75%. The Supplemental funds, actions, and services provide additional layers of service for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for AJJCS to increase its support systems. This percentage serves as the benchmark with which AJJCS will measure this plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, AJJCS believes sufficient services will be provided to meet or exceed the mandated minimum percentage.

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	1.1 Curriculum Fidelity		No	LEA-wide	All	All	Ongoing	\$ -	\$ 22,832	\$ 22,832				\$ 22,832
1	2	1.2 Core Curriculum		No	LEA-wide	All	All	Ongoing	\$ -	\$ 10,000	\$ 10,000				\$ 10,000
1	3	1.3 Strategic Intervention	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ 10,000	\$ -	\$ -			\$ 10,000	\$ 10,000
1	4	1.4 Data Informed Instruction		No	LEA-wide	All	All	Ongoing	\$ -	\$ 2,500	\$ 2,500				\$ 2,500
1	5	1.5 Administer Renaissance STAR Assessments in ELA, MATH		No	LEA-wide	All	All	Ongoing	\$ -	\$ 2,500	\$ 2,500				\$ 2,500
1	6	1.6 Adjust Master Schedule	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ -	\$ -				\$ -
1	7	1.7 Professional Learning Communities	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ 1,000	\$ 1,000			\$ -	\$ 1,000
1	8	1.8 Curriculum PD		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
1	9	1.9 Differentiation PD	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ 9,133	\$ -	\$ 9,133				\$ 9,133
1	10	1.10 Data Presentation		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
1	11	1.11 Administrative PD		No	LEA-wide	All	All	Ongoing	\$ -	\$ 2,500	\$ 2,500			\$ -	\$ 2,500
1	12	1.12 Teacher Training/Coaching		No	LEA-wide	All	All	Ongoing	\$ 9,133	\$ -	\$ 9,133				\$ 9,133
1	13	1.13 Procedures and Protocols		No	LEA-wide	All	All	Ongoing	\$ -	\$ 10,000	\$ 10,000				\$ 10,000
1	14	1.14 Staffing		No	LEA-wide	All	All	Ongoing	\$ 569,493	\$ -	\$ 483,534	\$ 57,882	\$ 28,077	\$ -	\$ 569,493
1	15	1.15 High-Quality Teachers	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ 62,995	\$ -	\$ -			\$ 62,995	\$ 62,995
1	16	1.16 Instructional Aides	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ 75,130	\$ -	\$ 75,130				\$ 75,130
1	17	1.17 Administrative Attendance at Teacher PDs		No	LEA-wide	All	All	Ongoing	\$ -	\$ 500	\$ 500				\$ 500
1	18	1.18 Weekly Administrative Team Meetings		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
1	19	1.19 Quarterly Administrative Team Meetings		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
1	20	1.20 Annual Administrative Team Meetings		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
1	21	1.21 Summer Bridge	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ 9,954	\$ -	\$ 9,954				\$ 9,954
1	22	1.22 Intervention Specialist		No	LEA-wide	All	All	Ongoing	\$ 42,830	\$ -	\$ -	\$ 1,983	\$ 22,595	\$ 18,252	\$ 42,830
1	23	1.23 Instructional Aides Training	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ 1,000	\$ 1,000				\$ 1,000
1	24	1.24 Intervention Instructional Materials	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ 11,135	\$ 7,975			\$ 3,160	\$ 11,135
1	25	1.25 Enrichment Support with ELA/Social Science and Math/Science	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ 36,810	\$ 36,810				\$ 36,810
1	26	1.26 Physical Education		No	LEA-wide	All	All	Ongoing	\$ -	\$ 2,000	\$ 2,000				\$ 2,000
1	27	1.27 ELD		No	LEA-wide	All	All	Ongoing	\$ -	\$ 1,500	\$ 1,500				\$ 1,500
1	28	1.28 SIOP		No	LEA-wide	All	All	Ongoing	\$ -	\$ 1,000	\$ 1,000				\$ 1,000
1	29	1.29 Vocabulary and Academic Language Development PD	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ 500	\$ 500				\$ 500
1	30	1.30 Fidelity of ALD Strategies	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ 9,133	\$ -	\$ 9,133				\$ 9,133
1	31	1.31 Project-Based Learning PD		No	LEA-wide	All	All	Ongoing	\$ -	\$ 7,500	\$ 7,500			\$ -	\$ 7,500
1	32	1.32 Mindfulness PD		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
1	33	1.33 Data Analysis PD		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
1	34	1.34 Gardening in the Classroom PD		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	1	2.1 Clean, Safe Facility		No	LEA-wide	All	All	Ongoing	\$ -	\$ 16,256	\$ 16,256				\$ 16,256
2	2	2.2 Student Health		No	LEA-wide	All	All	Ongoing	\$ -	\$ 500	\$ 500			\$ -	\$ 500
2	3	2.3 SEL Curriculum		No	LEA-wide	All	All	Ongoing	\$ -	\$ 2,500	\$ 2,500			\$ -	\$ 2,500
2	4	2.4 Positive School Climate		No	LEA-wide	All	All	Ongoing	\$ -	\$ 500	\$ 500				\$ 500
2	5	2.5 Attendance Works PD		No	LEA-wide	All	All	Ongoing	\$ -	\$ 1,500	\$ 1,500				\$ 1,500
2	6	2.6 Positive Daily Attendance		No	LEA-wide	All	All	Ongoing	\$ -	\$ 500	\$ 500				\$ 500
2	7	2.7 Attendance Policy		No	LEA-wide	All	All	Ongoing	\$ -	\$ 500	\$ 500				\$ 500
2	8	2.8 Implement SARB (Student Attendance and Review Board)		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	9	2.9 Chronic Absenteeism		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	10	2.10 Morning Mindfulness		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	11	2.11 Implement Alternatives to Suspension	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	12	2.12 School Counselor	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ 1,500	\$ 1,500				\$ 1,500
2	13	2.13 School Supplies	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ 2,500	\$ 2,500				\$ 2,500
2	14	2.14 School Events and Activities		No	LEA-wide	All	All	Ongoing	\$ -	\$ 500	\$ 500				\$ 500
2	15	2.15 Understanding Trauma in Students PD	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	16	2.16 Resources for Social Emotional Well-Being	SED, EL, FY	Yes	LEA-wide	SED, EL, FY	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	17	2.17 Student Acknowledgement		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	18	2.18 Increase Conversations with Families about Academics		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	19	2.19 Parent Recognition		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
2	20	2.20 Encourage Agriculture in Community		No	LEA-wide	All	All	Ongoing	\$ -	\$ 1,200	\$ 1,200				\$ 1,200
3	1	3.1 Parent Education		No	LEA-wide	All	All	Ongoing	\$ -	\$ 250	\$ 250			\$ -	\$ 250
3	2	3.2 Technology and Technological Support		No	LEA-wide	All	All	Ongoing	\$ -	\$ 62,500	\$ 62,500				\$ 62,500
3	3	3.3 Weekly Weotter		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
3	4	3.4 School Website		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
3	5	3.5 PTO		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
3	6	3.6 School Site Council		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -
3	7	3.7 Parent Contact Application		No	LEA-wide	All	All	Ongoing	\$ -	\$ 500	\$ 500				\$ 500
3	8	3.8 Welcome BBQ		No	LEA-wide	All	All	Ongoing	\$ -	\$ -	\$ -				\$ -

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds
Totals	\$ 797,340	\$ 59,865	\$ 50,672

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds
1	1	1.1 Curriculum Fidelity		\$ 22,832	
1	2	1.2 Core Curriculum		\$ 10,000	
1	3	1.3 Strategic Intervention	SED, EL, FY	\$ -	
1	4	1.4 Data Informed Instruction		\$ 2,500	
1	5	1.5 Administer Renaissance STAR Assessr		\$ 2,500	
1	6	1.6 Adjust Master Schedule	SED, EL, FY	\$ -	
1	7	1.7 Professional Learning Communities	SED, EL, FY	\$ 1,000	
1	8	1.8 Curriculum PD			
1	9	1.9 Differentiation PD	SED, EL, FY	\$ 9,133	
1	10	1.10 Data Presentation			
1	11	1.11 Administrative PD		\$ 2,500	
1	12	1.12 Teacher Training/Coaching		\$ 9,133	
1	13	1.13 Procedures and Protocols		\$ 10,000	
1	14	1.14 Staffing		\$ 483,534	\$ 57,882
1	15	1.15 High-Quality Teachers	SED, EL, FY	\$ -	
1	16	1.16 Instructional Aides	SED, EL, FY	\$ 75,130	
1	17	1.17 Administrative Attendance at Teacher		\$ 500	
1	18	1.18 Weekly Administrative Team Meetings			
1	19	1.19 Quarterly Administrative Team Meeting			
1	20	1.20 Annual Administrative Team Meetings			
1	21	1.21 Summer Bridge	SED, EL, FY	\$ 9,954	
1	22	1.22 Intervention Specialist		\$ -	\$ 1,983
1	23	1.23 Instructional Aides Training	SED, EL, FY	\$ 1,000	

1	24	1.24 Intervention Instructional Materials	SED, EL, FY	\$	7,975	
1	25	1.25 Enrichment Support with ELA/Social S	SED, EL, FY	\$	36,810	
1	26	1.26 Physical Education		\$	2,000	
1	27	1.27 ELD		\$	1,500	
1	28	1.28 SIOP		\$	1,000	
1	29	1.29 Vocabulary and Academic Language L	SED, EL, FY	\$	500	
1	30	1.30 Fidelity of ALD Strategies	SED, EL, FY	\$	9,133	
1	31	1.31 Project-Based Learning PD		\$	7,500	
1	32	1.32 Mindfulness PD				
1	33	1.33 Data Analysis PD				
1	34	1.34 Gardening in the Classroom PD				
2	1	2.1 Clean, Safe Facility		\$	16,256	
2	2	2.2 Student Health		\$	500	
2	3	2.3 SEL Curriculum		\$	2,500	
2	4	2.4 Positive School Climate		\$	500	
2	5	2.5 Attendance Works PD		\$	1,500	
2	6	2.6 Positive Daily Attendance		\$	500	
2	7	2.7 Attendance Policy		\$	500	
2	8	2.8 Implement SARB (Student Attendance				
2	9	2.9 Chronic Absenteeism				
2	10	2.10 Morning Mindfulness				
2	11	2.11 Implement Alternatives to Suspension	SED, EL, FY	\$	-	
2	12	2.12 School Counselor	SED, EL, FY	\$	1,500	
2	13	2.13 School Supplies	SED, EL, FY	\$	2,500	
2	14	2.14 School Events and Activities		\$	500	
2	15	2.15 Understanding Trauma in Students PD	SED, EL, FY	\$	-	
2	16	2.16 Resources for Social Emotional Well-E	SED, EL, FY	\$	-	
2	17	2.17 Student Acknowledgement				
2	18	2.18 Increase Conversations with Families a				
2	19	2.19 Parent Recognition				
2	20	2.20 Encourage Agriculture in Community		\$	1,200	
3	1	3.1 Parent Education		\$	250	

3	2	3.2 Technology and Technological Support	\$	62,500
3	3	3.3 Weekly Weotter		
3	4	3.4 School Website		
3	5	3.5 PTO		
3	6	3.6 School Site Council		
3	7	3.7 Parent Contact Application	\$	500
3	8	3.8 Welcome BBQ		

Federal Funds	Total Funds	Total Personnel	Total Non-personnel
\$ 94,407	1,002,284	\$ 797,801	\$ 204,483

Local Funds	Federal Funds	Total Funds
		\$ 22,832
		\$ 10,000
	\$ 10,000	\$ 10,000
		\$ 2,500
		\$ 2,500
		\$ -
	\$ -	\$ 1,000
		\$ -
		\$ 9,133
		\$ -
	\$ -	\$ 2,500
		\$ 9,133
		\$ 10,000
\$ 28,077	\$ -	\$ 569,493
	\$ 62,995	\$ 62,995
		\$ 75,130
	\$ -	\$ 500
		\$ -
		\$ -
		\$ -
		\$ 9,954
\$ 22,595	\$ 18,252	\$ 42,830
		\$ 1,000

	\$ 3,160	\$ 11,135
		\$ 36,810
		\$ 2,000
		\$ 1,500
		\$ 1,000
		\$ 500
		\$ 9,133
	\$ -	\$ 7,500
		\$ -
		\$ -
		\$ -
		\$ 16,256
	\$ -	\$ 500
	\$ -	\$ 2,500
		\$ 500
		\$ 1,500
		\$ 500
		\$ 500
		\$ -
		\$ -
		\$ -
		\$ -
		\$ 1,500
		\$ 2,500
		\$ 500
		\$ -
		\$ -
		\$ -
		\$ -
		\$ -
		\$ 1,200
	\$ -	\$ 250

	\$	62,500
	\$	-
	\$	-
	\$	-
	\$	-
	\$	500
	\$	-

Contributing Expenditure Table

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)
1	1	1.1 Curriculum Fidelity	LEA-wide	
1	3	1.3 Strategic Intervention	Schoolwide	SED, EL, FY
1	4	1.4 Data Informed Instruction	LEA-wide	
1	5	1.5 Administer Renaissance STAR Assessr	LEA-wide	
1	6	1.6 Adjust Master Schedule	LEA-wide	SED, EL, FY
1	7	1.7 Professional Learning Communities	LEA-wide	SED, EL, FY
1	8	1.8 Curriculum PD	LEA-wide	
1	9	1.9 Differentiation PD	LEA-wide	SED, EL, FY
1	10	1.10 Data Presentation	LEA-wide	
1	11	1.11 Administrative PD	LEA-wide	
1	12	1.12 Teacher Training/Coaching	LEA-wide	
1	13	1.13 Procedures and Protocols	LEA-wide	
1	14	1.14 Staffing	LEA-wide	
1	15	1.15 High-Quality Teachers	LEA-wide	SED, EL, FY
1	16	1.16 Instructional Aides	LEA-wide	SED, EL, FY
1	17	1.17 Administrative Attendance at Teacher	LEA-wide	
1	18	1.18 Weekly Administrative Team Meetings	LEA-wide	
1	19	1.19 Quarterly Administrative Team Meeting	LEA-wide	
1	20	1.20 Annual Administrative Team Meetings	LEA-wide	
1	21	1.21 Summer Bridge	LEA-wide	SED, EL, FY

1	22	1.22 Intervention Specialist	LEA-wide	
1	23	1.23 Instructional Aides Training	LEA-wide	SED, EL, FY
1	24	1.24 Intervention Instructional Materials	LEA-wide	SED, EL, FY
1	25	1.25 Enrichment Support with ELA/Social S	LEA-wide	SED, EL, FY
1	26	1.26 Physical Education	LEA-wide	
1	27	1.27 ELD	LEA-wide	
1	28	1.28 SIOP	LEA-wide	
1	29	1.29 Vocabulary and Academic Language L	LEA-wide	SED, EL, FY
1	30	1.30 Fidelity of ALD Strategies	LEA-wide	SED, EL, FY
1	31	1.31 Project-Based Learning PD	LEA-wide	
1	32	1.32 Mindfulness PD	LEA-wide	
1	33	1.33 Data Analysis PD	LEA-wide	
1	34	1.34 Gardening in the Classroom PD	LEA-wide	
2	1	2.1 Clean, Safe Facility	LEA-wide	
2	2	2.2 Student Health	LEA-wide	
2	3	2.3 SEL Curriculum	LEA-wide	
2	4	2.4 Positive School Climate	LEA-wide	
2	5	2.5 Attendance Works PD	LEA-wide	
2	6	2.6 Positive Daily Attendance	LEA-wide	
2	7	2.7 Attendance Policy	LEA-wide	
2	8	2.8 Implement SARB (Student Attendance	LEA-wide	
2	9	2.9 Chronic Absenteeism	LEA-wide	
2	10	2.10 Morning Mindfulness	LEA-wide	
2	11	2.11 Implement Alternatives to Suspension	LEA-wide	SED, EL, FY
2	12	2.12 School Counselor	LEA-wide	SED, EL, FY
2	13	2.13 School Supplies	LEA-wide	SED, EL, FY
2	14	2.14 School Events and Activities	LEA-wide	
2	15	2.15 Understanding Trauma in Students PD	LEA-wide	SED, EL, FY
2	16	2.16 Resources for Social Emotional Well- Being	LEA-wide	SED, EL, FY
2	17	2.17 Student Acknowledgement	LEA-wide	

2	18	2.18 Increase Conversations with Families about Academics	LEA-wide	
2	19	2.19 Parent Recognition	LEA-wide	
2	20	2.20 Encourage Agriculture in Community	LEA-wide	
3	1	3.1 Parent Education	No	
3	2	3.2 Technology and Technological Support	No	
3	3	3.3 Weekly Weotter	No	
3	4	3.4 School Website	No	
3	5	3.5 PTO	No	
3	6	3.6 School Site Council	No	
3	7	3.7 Parent Contact Application	No	
3	8	3.8 Welcome BBQ	No	

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 154,635	\$ 230,790
LEA-wide Total:	\$ 154,635	\$ 220,790
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ 10,000

Location	LCFF Funds	Total Funds
All	\$ 22,832	\$ 22,832
All	\$ -	\$ 10,000
All	\$ 2,500	\$ 2,500
All	\$ 2,500	\$ 2,500
All	\$ -	\$ -
All	\$ 1,000	\$ 1,000
All		\$ -
All	\$ 9,133	\$ 9,133
All		\$ -
All	\$ 2,500	\$ 2,500
All	\$ 9,133	\$ 9,133
All	\$ 10,000	\$ 10,000
All	\$ 483,534	\$ 569,493
All	\$ -	\$ 62,995
All	\$ 75,130	\$ 75,130
All	\$ 500	\$ 500
All		\$ -
All		\$ -
All		\$ -
All	\$ 9,954	\$ 9,954

All	\$	-	\$	42,830
All	\$	1,000	\$	1,000
All	\$	7,975	\$	11,135
All	\$	36,810	\$	36,810
All	\$	2,000	\$	2,000
All	\$	1,500	\$	1,500
All	\$	1,000	\$	1,000
All	\$	500	\$	500
All	\$	9,133	\$	9,133
All	\$	7,500	\$	7,500
All			\$	-
All			\$	-
All			\$	-
All	\$	16,256	\$	16,256
All	\$	500	\$	500
All	\$	2,500	\$	2,500
All	\$	500	\$	500
All	\$	1,500	\$	1,500
All	\$	500	\$	500
All	\$	500	\$	500
All			\$	-
All			\$	-
All			\$	-
All	\$	-	\$	-
All	\$	1,500	\$	1,500
All	\$	2,500	\$	2,500
All	\$	500.00	\$	500
All	\$	-	\$	-
All	\$	-	\$	-
All			\$	-

All		\$ -
All		\$ -
All	\$ 1,200.00	\$ 1,200
All	\$ 250.00	\$ 250
All	\$ 62,500.00	\$ 62,500
All	\$ -	\$ -
All	\$ -	\$ -
All	\$ -	\$ -
All	\$ -	\$ -
All	\$ 500.00	\$ 500
All	\$ -	\$ -

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.