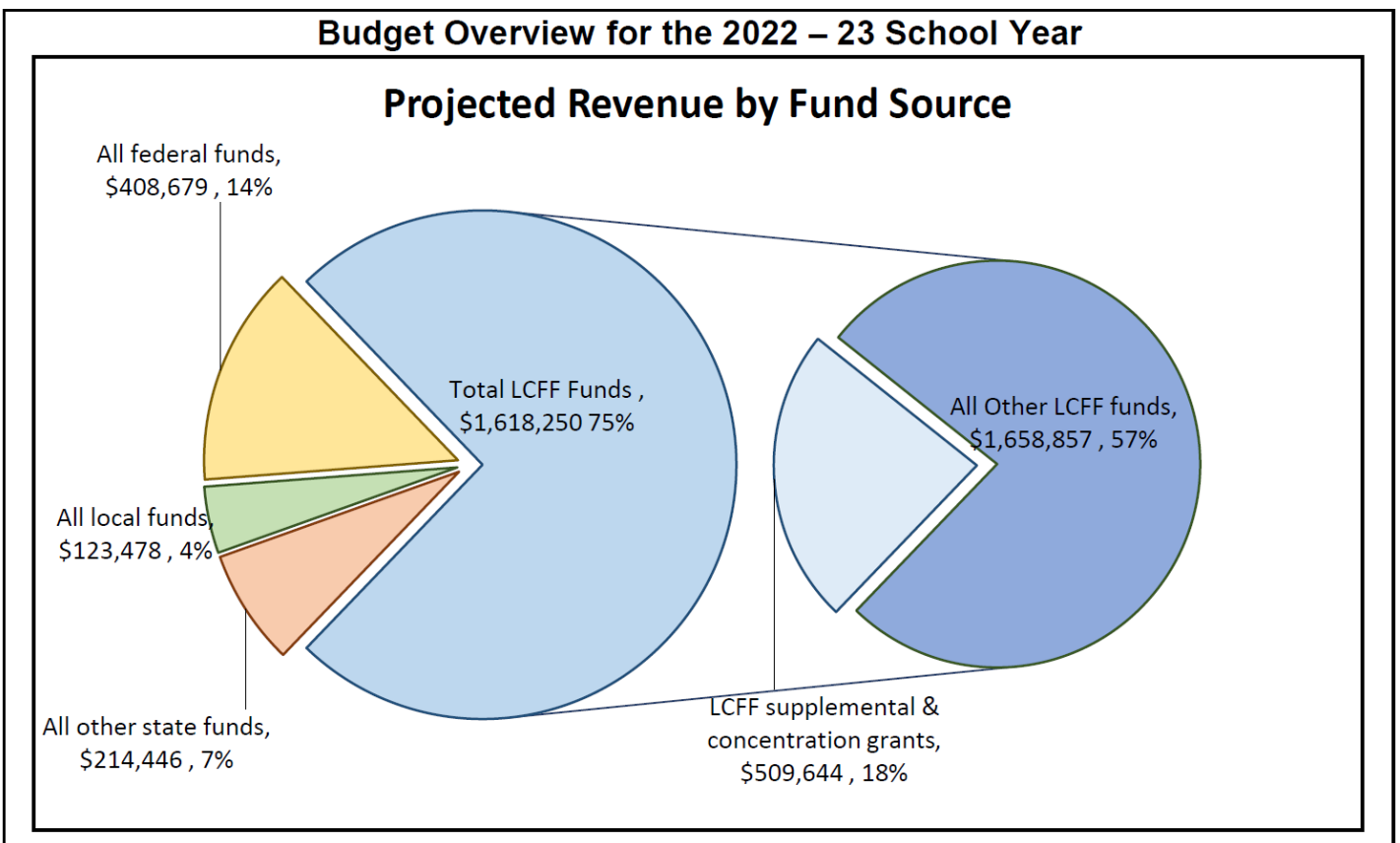


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alvina Elementary Charter School
CDS Code: 10-61994-6005730
School Year: 2022 – 23
LEA contact information: Mike E. Iribarren, Superintendent/Principal

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).

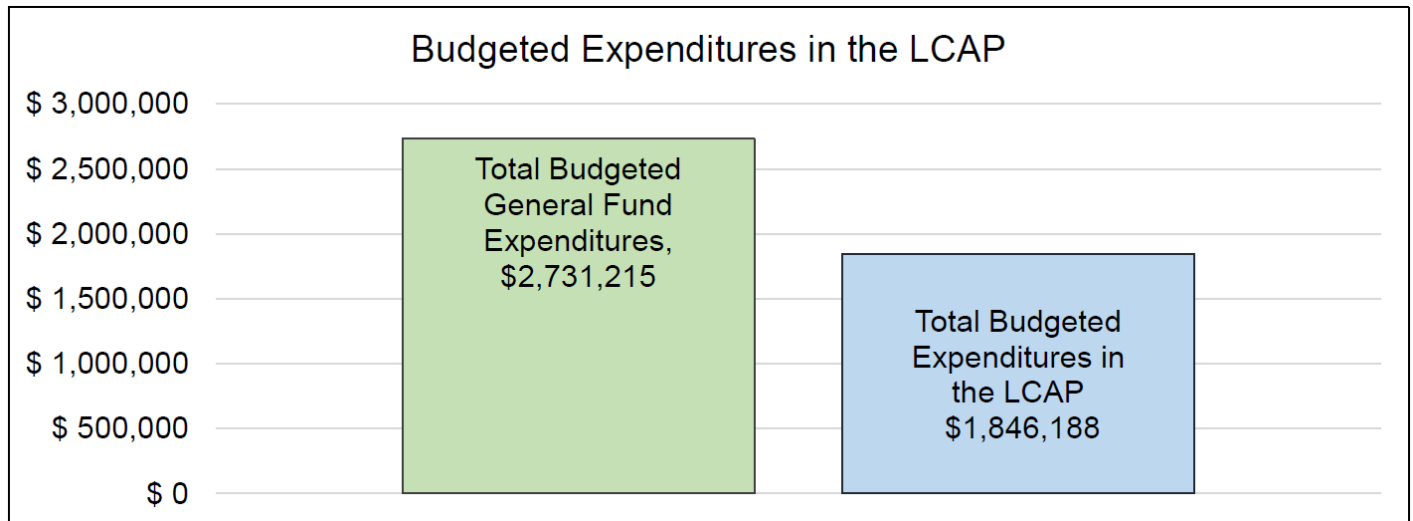


This chart shows the total general purpose revenue Alvina Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alvina Elementary Charter School is \$2,915,104.00, of which \$2,168,501.00 is Local Control Funding Formula (LCFF), \$214,446.00 is other state funds, \$123,478.00 is local funds, and \$408,679.00 is federal funds. Of the \$2,168,501.00 in LCFF Funds, \$509,644.00 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 Alvin Elementary Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alvin Elementary Charter School plans to spend \$2,731,215.00 for the 2022 – 23 school year. Of that amount, \$1,846,188.00 is tied to actions/services in the LCAP and \$885,027.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

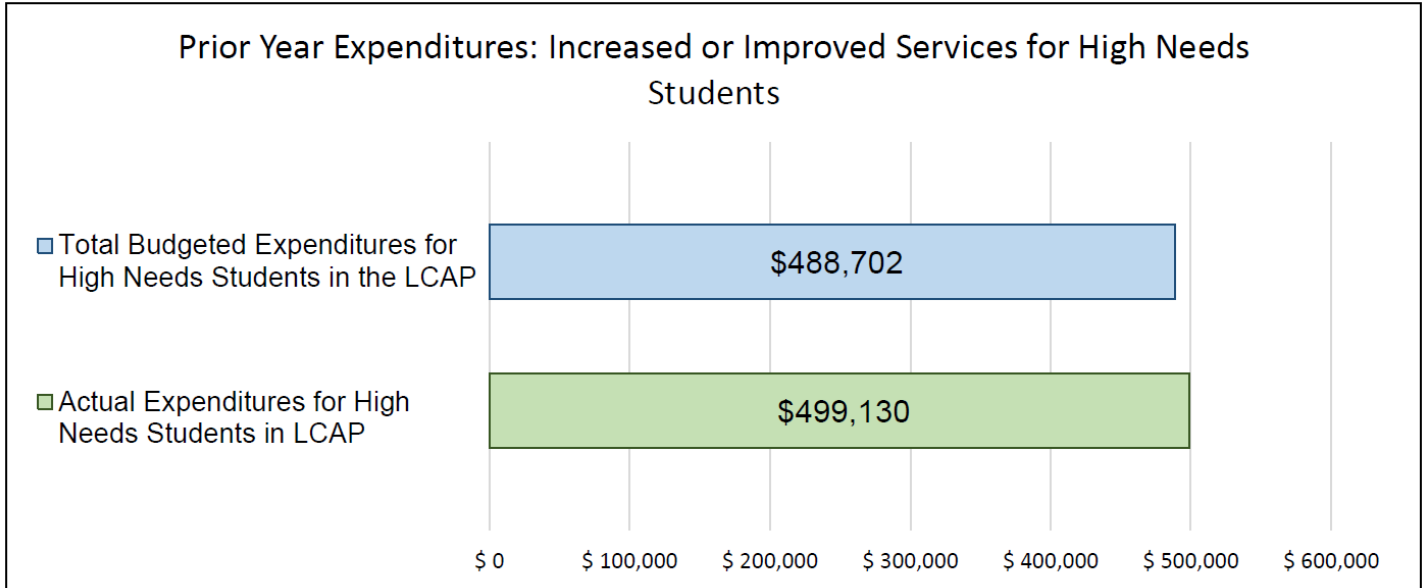
The most significant general fund expenditures not included in the LCAP are primarily related to administrative costs and salaries. Other general fund expenditures not included are identified as general overhead utilities such as water, gas, and electricity.

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

In 2022 – 23, Alvin Elementary Charter School is projecting it will receive \$509,644.00 based on the enrollment of foster youth, English learner, and low-income students. Alvin Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Alvin Elementary Charter School plans to spend \$509,644.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Alvina Elementary Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alvina Elementary 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.

The text description of the above chart is as follows: In 2021 – 22, Alvina Elementary Charter School's LCAP budgeted \$488,702.00 for planned actions to increase or improve services for high needs students. Alvina Elementary Charter School actually spent \$499,130.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alvina Elementary Charter School	Mike E. Iribarren, Superintendent/Principal	miribarren@alvinaesd.org (559) 864-9411

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The Alvina Elementary Charter School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Alvina Elementary Charter School will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners' engagement opportunities in the first half of 2022.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 www.alvinaelementaryschool.org (p.5-6)

Upcoming engagement opportunities for these funds include:

The Alvina Elementary Charter School plans to provide engagement opportunities for its educational partners on the use of funds during the Spring of 2022. These opportunities include Parent Advisory Committee Meetings, English Learner Advisory Committee Meetings, Certificated and Classified Staff Meetings, Student Council Meetings, as well as the School Board. An LCAP survey will also be used to receive input and feedback from district parents and staff. The information gathered will assist in detailing how funds will be used by the district. The district has no certificated or classified bargaining units.

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

Alvina Elementary Charter School is a single school district with student groups greater than 55%. The methodology we used in determining the greatest needs for additional staffing was based on engagement opportunities with our educational partners. Based on input and feedback received, the staffing positions that will be increased include additional hours to existing paraprofessionals, including the hiring of two additional paraprofessional as well. With the district facing the impacts of learning loss, as well as various Covid-19 surges, the additional support provided by paraprofessionals to teachers and unduplicated students is vital. The support provided within the classroom includes intensive small group instruction, one-on-one intervention, and social emotional support.

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

The Alvina Elementary Charter School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Alvina Elementary Charter School sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant, and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID-19 Pandemic.

- Learning Continuity and Attendance Plan www.alvinaelementaryschool.org (p. 4-5)
- Expanded Learning Opportunities Grant Plan www.alvinaelementaryschool.org (p.1-3)
- Local Control and Accountability Plan www.alvinaelementaryschool.org (p.66-67)
- ESSER III Expenditure Plan www.alvinaelementaryschool.org (p. 2-5)

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

The Alvina Elementary Charter School District experienced many challenges and successes with the implementation of the ESSER III Safe Return to In-person Instruction and Continuity of Services Plan.

Health and Safety of Students, Educators, and Other Staff:

Successes: From the beginning of the pandemic, Alvina Elementary Charter School worked closely with the Fresno County Department of Public Health and the Fresno County Superintendent of Schools to implement an effective plan to maneuver through the various surges of Covid-19 in Fresno County. The district immediately put into effect a Return to School Plan, which included districtwide protocols to ensure the health and safety of its student and staff. The district also provided additional paraprofessionals, increased hours of existing paraprofessionals, as well as adding an additional custodian. This provided the necessary support needed when the district was shorthanded due to positive cases that would arise. The district also was able to develop an onsite Covid-19 testing program through Primary and Color Health Groups.

Challenges: Challenges that developed became apparent during the various surges of Covid-19. The district provided both PCR and Rapid testing throughout the pandemic, however non-adherence to the provided symptoms checklist and students arriving at school symptomatic put another pressure on school staff to monitor and identify possible positive cases on campus. In addition, the monitoring of recommended quarantine guidelines became extremely difficult as Covid-19 slowly spread through families. This along with the tracking and monitoring of independent study requirements was very difficult as surges progressed. The lack of resources faced by rural districts increased the difficulty in providing the necessary supports to those students who were quarantined for longer lengths of time.

Continuity of Services:

Successes: The implementation of an effective Return to School Plan assisted the district in never having to close down the school or a classroom during the 2021-22 school year. This assisted teachers and students in maintaining, as best as possible, consistent instruction and supports during the school year. Additionally, independent study (AB130) for those students who were required to quarantine, allowed the district to maintain the continuity of instruction under these difficult circumstances. The district SPED services were able to be maintain supports during quarantine periods during off-campus learning as well as providing a check-in when students returned. Approximately 96% of all students completed their assigned independent contracts.

Challenges: The most difficult challenges faced by the district in regards to the continuity of services was the slow progression of Covid within families with multiple siblings, as well as the severity of Covid-19 faced by students who were then out for longer

periods of time than the 10-day quarantine period. The additional supports provided within the classroom became critical in limiting learning loss during these periods of quarantine.

Implementation of the ESSER III Expenditure Plan:

Successes: The district was able to complete many of the actions that were addressed within the ESSER III Expenditure Plan. The district was able to complete the Outdoor Learning Center, which provided students and staff an additional learning space, including an open-air area in which they could use for eating. The district is also in the process of installing the outdoor refillable water stations. This has been placed on delay so construction could occur when students are not on campus. The district hired a temporary custodian to support the current custodial team with the additional cleaning necessary to maintain a safe and healthy campus. The district maintained an appropriate level of PPE necessary to maintain a safe and healthy work environment. PPE was available to all staff per request. The district provided additional time for instructional assistants in order to provide support for students who were struggling due to learning loss or social emotional difficulties. The district also provided after school tutoring by certificated staff in order to support struggling students. The district implemented the iReady Assessment System schoolwide in order to identify learning loss and monitor growth throughout the school year. Lastly, the district maintained its technological infrastructure and corrected any service requests in a timely manner.

Challenges: The district experienced challenges in renovating its restrooms to touchless restrooms due to the unavailability of construction services as a result of Covid-19. The district also was not able to add additional time to psychological services due to constraints of availability through FCSS. The district also was unable to plan a summer program due to the exhaustion and unavailability of teachers to run the program.

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

The Alvina Elementary Charter School District continues to collect input and data from various educational partners in order to determine needs and plan a comprehensive system of support for our students. The Alvina Elementary Charter School conducted a survey to determine the best use of funds received as a result of the 2021 Budget Act and Federal COVID Relief Funds to build upon the Alvina Elementary Charter School base program and increased and improved services identified in the Local Control Accountability Plan (LCAP). During the development process, Alvina Elementary Charter School worked to align all plans written to provide additional opportunities to address opportunity loss and increase academic support and intervention with the 2021-22 LCAP, including the Safe-Return to In-Person and Continuity of Services Plan and ESSER III Expenditure Plan.

Safe Return to In-Person and Continuity of Services Plan

The Alvina Elementary Charter School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by providing extended learning opportunities through after school certificated tutoring which provides support to those students experiencing learning loss or with struggles in current grade level instruction. The district also provided continued professional development for certificated and classified staff in order for teachers to have the necessary strategies to meet the demand of the challenges found in the current classroom. In order to maintain the health and safety of the campus, the district provided the necessary PPE for all students and staff. This also includes the purchasing of foggers, hand sanitizing stations, disinfectant wipes and solutions, and classroom disinfection kits. The district also hired a temporary custodial assistant to help with the increase in on-campus disinfection. The district will also continue to provide on-site testing for staff and students, including immediate family members in order to ensure school community health.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP as evidenced by the expansion of instructional support (LCAP Goal 1, Action 5), the need for professional development (LCAP Goal 1, Action 3&4), increase in the need of health and safety protocols (LCAP Goal 3, Action 4). The district will continue on-going monitoring of student data and educational partner feedback to ensure the actions are addressing the specific needs of district students.

ESSER III Expenditure Plan

The Alvina Elementary Charter School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by providing additional classroom instructional assistants to ensure all students received the necessary support to maintain academic and social emotional success. The district also extended the iReady contract to three years after finding initial implementation success in identifying student needs and providing intervention support. The district added additional custodial

support for the remainder of the 2021-2022 school year as needed for on-campus disinfection. The district also used ESSER III funds to continue the purchase of on-campus safety equipment to reduce the possibility of Covid-19 school transmission.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP as evidenced by the expansion of instructional support (LCAP Goal 1, Action 2), the continuance of the Data and Assessment program (LCAP Goal 1, Action 7), increase in the need of health and safety protocols (LCAP Goal 3, Action 4). The district will continue on-going monitoring of student data and educational partner feedback to ensure the actions are addressing the specific needs of district students.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

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

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control 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
Alvina Elementary Charter School District	Mike E. Iribarren Superintendent/Principal	miribarren@alvinaesd.org (559) 864-9411

Plan Summary [2022-2023]

General Information

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

LEA:

The Alvina Elementary School District was originally established in an unincorporated farming area just outside the town of Caruthers, California in 1912. Caruthers is located in the Central San Joaquin Valley approximately fifteen miles south of Fresno. Caruthers is home to a diverse farming community and prides itself in small town living. Education and higher learning opportunities are heavily valued and nurtured by the local community.

Alvina, a small, single site school district, converted to a charter school in August of 2000 as a result of the district educational partners intent to remain independent and reform the current school system. Our charter school founders were committed to the task of creating an environment that would (1) provide individualized attention toward student needs, (2) personalize the school experience through limiting and maintaining small class sizes in grades K-8, (3) provide a safe, caring, and nurturing school environment the school community takes pride in, and (4) provide parents a school of choice they felt would best nurture the developmental needs of their individual child. With these values setting the foundation of the school district, the school staff takes great pride in meeting the needs of all its students, and as a result, the district has the overwhelming support of its parents, teachers, support staff, students, and community members.

Students Served and Attendance:

Alvina Elementary Charter School District seeks to serve all students, grades TK-8, who wish to attend the school and who meet the criteria and procedures for enrollment as set by local school board policy. Our board has currently stipulated that student enrollment in grades TK-8 will not exceed an average of 22 students per classroom. Presently, we have 181 students enrolled and a school wide average of 20.1 students per classroom. Of those students, 76 (42%) are from within the Alvina Elementary Charter School boundaries, while 105 (58%)

come from outside of the district. The Alvina Elementary Charter School District serves a varied and diverse ethnic student population, which is representative of the geographic area in which it is located: 90.4% Hispanic or Latino, 7.9% White and 1.7% Asian (DataQuest).

The district places an emphasis on fostering a secure, safe, nurturing and friendly environment in which students can experience a wide variety of learning activities through growing technologies, experimental science activities, an art program, intense interventions, a competitive sports program, along with the fundamentals of basic education. From academics to the arts, we believe as a charter school we offer students a well-rounded educational experience, which fosters a love for learning and encourages students to become life-long learners.

Mission Statement:

In collaboration with our community, it is the mission of Alvina Elementary Charter School to recognize the value and spirit of each and every one of our students. With complete dedication, it is our goal to:

- P**romote Academic Student Success.
- R**ecognize the Value of Each Child.
- I**nspire a Partnership with the Home.
- D**evelop Student Learning to its Fullest Potential.
- E**nable Students to Develop a Love for Learning.

Being the Alvina Elementary Charter School District is a K-8 school district, the following metrics do not apply:
A-G and CTE Completion, AP Passage, EAP ELA, EAP Math, HS Dropout Rate, and HS Graduation Rate.

Reflections: Successes

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

The Alvina Elementary Charter School District has had many successes although faced with the continuing impacts of the Covid-19 pandemic. Administration established collaborative leadership teams to study and modify safety plans as the instructional program felt the continued strain of the various surges of Covid-19 as the district returned to one hundred percent in-person learning. In review of district data, the following areas were identified as areas of success:

In review of the 2021 CAASPP data, the district scored 49.14% (met or exceeded) in English Language Arts and 34.79% (met or exceeded) in mathematics for all students. In both areas, the district exceeded in comparison to the state average of 49.01% in ELA and 33.76% in mathematics. Although the district had a slight decrease in math scores, the district did increase in ELA from the prior administration of the CAASPP test prior to the cancellation due to Covid.

In review of the Hispanic/Latino subgroup, the district scored 46.23% (met or exceeded) in English Language Arts and 30.47% (met or exceeded) in mathematics. Although a slight decrease in mathematics, the district did demonstrate an increase of approximately two percent in ELA scores from prior CAASPP administration.

In review of the English Learner subgroup, the district scored 29.41% (met or exceeded) in English Language Arts and 8.82% (met or exceeded) in mathematics. Although a slight decrease of two percent in mathematics, the district did demonstrate an increase of approximately twelve percent in ELA scores from prior CAASPP administration. In addition, the English Learner subgroup continues to make stable growth based on the summative ELPAC assessment. Based on the summative ELPAC assessment results, 16.36% of the districts EL students were identified as proficient. This is an increase of approximately six percent from prior ELPAC administration and approximately two percent above the state average of 13.98% proficient.

In review of the Economically Disadvantaged subgroup, the district scored 43.48% (met or exceeded) in English Language Arts and 25.28% (met or exceeded) in mathematics. Although a slight decrease of three percent in mathematics, the district did demonstrate an increase of approximately five percent in ELA scores from prior CAASPP administration.

With the impacts the Covid-19 pandemic has had on the district's instructional program, with the slight decreases in mathematics and gains in English Language Arts, the district acknowledges this as a significant success. It has verified that the efforts of staff making the necessary connections with students during Independent Study, as well as on-campus instruction, meaningful to overall student learning. The

necessary supports and interventions also provided the safety nets required to ensure learning continued despite the hardships faced by staff, students and parents.

In order to continue to build upon these successes the district will:

- Retain and maintain our qualified teachers within the classrooms (Goal 1, Action 1) supported by qualified instructional assistants (Goal 1, Action 2) in order to provide students with the necessary academic, social and emotional supports needed to find academic success on state and local assessments.
- Continue to increase academic performance on state and local assessments by continuing to provide staff with high quality professional development (Goal 1, Action 3) through adopted curriculum publishers, the Fresno County Office of Education and the Tulare County Office. This will also include the continuance of our partnership with the AIMS Center in providing teachers with continued professional learning (Goal 1, Action 4).
- Continue to increase academic performance on state and local assessments by continuing the implementation of the iReady Assessment System (Goal 1, Action 7). This system provides certificated staff with academic performance data as well as necessary intervention supports for students.
- Retain and maintain the Home Outreach Team (Goal 2, Action 6) in order to support students in their academic performance on state and local assessments, as well as supporting the attendance rate.

Due to the Covid-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

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.

The Alvina Elementary Charter School District has had many successes although faced with the continuing impacts of the Covid-19 pandemic. However, although finding success, the district has identified areas of need and significant performance gaps among student groups. Being state law has suspended the reporting of state indicators on the 2021 Dashboard and added difficulty in identifying these needs, the district was able to use other measures to accomplish this task. The following areas have been identified as areas of needs:

- Review of the CAASPP results in mathematics demonstrates a decrease in schoolwide performance, as well as within subgroups (Hispanic/Latino, English Learners, and Economically Disadvantaged). Although the district did see growth through the iReady mathematics assessment system, this identified area of need will be a focus with our continued partnership with AIMS.
- Review of English Learner progress in comparison with the district's other identified subgroups demonstrates a slower progression of growth based on CAASPP assessment scores both in ELA and in mathematics. The district will continue a focus on professional development with a focus on instructional strategies that engages all students using universal tools within curriculum programs.
- Review of the annual ELPAC summative assessment demonstrates proficiency growth; however, the district will continue to maintain this area as an identified area of need.
- Review of the district English Learner Reclassification Rate demonstrates a continued low rate of reclassification. Professional development will continue to be centered on strategies that support English Learners.
- Review of district survey results demonstrate a need to continue supporting our students with special needs, especially with still feeling the impacts of the pandemic. The district will maintain its support of students with special needs by providing a five-day a week RSP teacher.
- Review of district survey results demonstrate a need to continue supporting students with mental health needs. The district continues to see an increase in overall administration of risk assessments. The district will continue to support the needs of these students through our RSP teacher, FCSS psychologist and the FCSS All4Youth support team.

LCAP Highlights

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

The Alvina Elementary Charter School District, although faced with another difficult year as a result of the various surges of the Covid-19 pandemic, made many great strides in ensuring the academic, social emotional well-being and health and safety of our students, parents and staff members. Identified key features of emphasis include:

- Although the district faced numerous challenges throughout the Covid-19 pandemic, according to the data from the 2021 administration of the CAASPP assessment, the district was able to maintain the instructional performance of students in mathematics, as well as increase the percentage of students at “met or exceeding” standard in English Language Arts. The dedication of teachers and the support of instructional assistants ensured that all students received the necessary supports to find success. The continued support, as demonstrated within the goals of the LCAP, will play a vital role as the impacts of the Covid-19 pandemic are still felt by the educational community. These pieces of our program must work in unison for children to achieve success.
- The implementation of the district’s new assessment system, iReady, allowed the district to view academic achievement data in both ELA and Mathematics through a new lens. Although unrolling a new program through the unexpected effects of various Covid-19 surges, the assessment system assisted teachers in identify the academic gaps and the possible reasons those gaps existed. Teachers also had the tools necessary to provide targeted interventions in supporting students in filling the gaps identified. Continued professional development moving forward will assist teachers in taking a deeper dive into the data provided by iReady. As a result, teachers will be able to analyze students’ progress in much more detail.
- To ensure the health, safety and mental well-being of students and staff the district implemented a Home Outreach Team, an RSP teacher and coordinated a PCR/Rapid testing center. These three components of our health, safety and support team played a vital role into the overall success of our students and families affected by Covid-19. The district was able to work in unison to ensure our families were able to be tested, supported during illness and quarantine, and received the academic and social emotional support necessary to ensure academic success. Home visits were necessary for identified families in order to be directed on how and when to receive medical assistance and how to receive mental health and/or academic support for their children. These support systems will continue to be necessary as we are still being faced by Covid-19 surges in Fresno County. The district will also overlap these services with the supports needed to provide a safe/healthy learning environment while maintaining the district’s facilities to ensure optimal learning.

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.

The single school district is not in 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.

The single school district is not in CSI.

Monitoring and Evaluating Effectiveness

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

The single school district is not in CSI.

Engaging Educational Partners

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

The Alvina Elementary Charter School District Superintendent/Principal developed materials for the sole purpose of communicating information aimed at educating our educational partners in regards to the Local Control Funding Formula and the Local Control and Accountability Plan. Within these materials, it established a description of the LCFF and LCAP, the eight state priorities, and the process to be followed in the development of the 2022-23 LCAP. Educating the district’s educational partners regarding LCFF and LCAP will continue to be a priority for the district.

The Alvina Elementary Charter School District has one administrator, the Superintendent/Principal, and no certificated or classified bargaining units.

Involvement of Groups:

The administration continues to attend trainings regarding the Local Control Funding Formula and the Local Control and Accountability Plan provided by the Fresno County Office of Education during the 2021-2022 school year via Zoom. The administration continues to be involved in all aspects of the development of the LCAP.

An LCAP Survey was distributed to the Alvina Community (Parents & Staff) in early March of 2022. These surveys had areas that were specifically identified to address the Eight State Priorities. These surveys were collected and reviewed by the Alvina Staff (certificated and classified), the Parent Advisory Committee/School Site Council, and the ELAC Committee for the purpose of maintaining, adjusting and/or developing new goals within the LCAP.

Certificated (Teachers), Classified (Instructional Aides), and other staff members have been presented LCFF and LCAP materials and given opportunity for discussions as how the identified needs of the survey results, the eight state priorities, LCFF and the LCAP will all tie together in the best interest of the school district. These discussions occurred during regularly scheduled meeting on January 19th, April 13th, and May 4th.

The SELPA and the AECSD special education team was given an opportunity to review and provide input on the district’s state and local data, along with input provided by the districts educational partners. It was identified by the team that a continued focus needs to be emphasized in the area of social emotional and behavioral support, which is continued to be identified within the LCAP.

A School Connectedness and Safety Survey was distributed to students in grades 5th and 8th in March of 2022. These surveys had areas that identified all of the Eight State Priorities. These surveys were collected and reviewed by the Alvina administration and staff. The Student Council was also involved in learning about LCFF and the LCAP. Students on the committee discussed their viewpoints on current district practices and provided input as to what students would like to see implemented within the school site. These discussions occurred during a scheduled meeting on April 13th and May 4th.

The Parent Advisory Committee/School Site Council reviewed our identified school needs, along with a focus on LCFF/LCAP, with an emphasis of combining both areas as it relates to the State Eight Priorities. The committee was presented information regarding LCFF and LCAP at regularly scheduled meetings on January 26th, March 16th, April 27th, and May 25th. All community members were invited to the meetings. No written comments were submitted to the Superintendent/Principal for response.

The English Language Advisory Committee also reviewed our identified school needs, along with a focus on LCFF/LCAP, with an emphasis of combining both areas as it relates to the State Eight Priorities along with its impact on English Language Learners. The committee was presented information regarding LCFF and LCAP at regularly scheduled meetings on January 25th, March 15th, April 26th, and May 25th. All community members were invited to the meetings. No written comments were submitted to the Superintendent/Principal for response.

Drafts of the LCAP were presented to the Parent Advisory Committee/School Site Council and the ELAC Committee in May. No written comments were submitted to the Superintendent/Principal for response. The LCAP public hearing was held at the regularly scheduled board meeting on May 26th. After this meeting the LCAP was posted and a public comment window was opened until the June 14th board meeting. The LCAP received final approval from the Alvina Board of Trustees at the regularly scheduled board meeting on June 14, 2022. At this board meeting, the district presented the local indicator outcomes, adopted the district budget, and approved the LCAP.

A summary of the feedback provided by specific educational partners.

Feedback for the development of the 2022-23 LCAP were collected over several months. Input of our educational partners was collected via surveys, as well as, consultation with the certificated and classified staff, consultation with the English Learner Advisory Committee (DELAC), and the Parent Advisory Committee (PAC).

Areas identified from the feedback process include:

- Certificated and Classified staff identified the continued support of students who are struggling due to learning loss and how to best support their continued academic progress.
- The ELAC identified the need for continued social emotional support provided by our district SPED team.
- Certificated staff identified the concern about the impact of Covid-19 on student attendance and its connection to learning loss.
- PAC discussions on how the district plans to ensure schoolwide and classroom health and safety if Covid-19 continues to affect the district.
- Certificated staff and SELPA identified the continued support of students with special needs, especially those who are more than two years behind.
- Administrative team discussions on how the Home Outreach Team supported our families, including the supports received by the student pantry for families who are in need.
- Administrative team discussed the district's Safe Return to School Plan was discussed and how the district will continue with safety measures and testing into the next school year.
- PAC identified with the age of the school facilities, educational partners expressed how well the school grounds looked and would like the continued efforts into making the school facilities look beautiful.
- District parents, on the survey appreciated the efforts by the school district in safely returning activities such as sports, the Spring Carnival and the Spring Concert. Parents shared that the normalcy, although there is an understanding that Covid-19 is still impacting the community, was a welcome for all our district's educational partners.

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

The educational partners engagement process provided confirmation for actions and services brought forward from the previous Local Control Accountability Plan (LCAP) and lent insight into the specific areas that are the focus for how to increase or improve services to English learners, low-income, and foster youth students and families in updated LCAP. Educational partners survey data and recommendations were analyzed by the Alvina Elementary Charter School District. Administration, after reviewing and analyzing this information, developed a list of recommendations and considerations for the updated LCAP. This information was used in the development of new actions and services principally directed to meet the needs of our unduplicated groups of English learners, low-income, and foster youth students. Actions and services that were considered for district or school-wide implementation were selected based on the needs of unduplicated student groups and in alignment with the vision, mission, and goals established by the Alvina Elementary Charter School District.

Based on educational partners feedback, the following actions and services have been included in the plan:

- Increased support for our students who are affected by learning loss by providing instructional assistants in order to provide the necessary instructional interventions (Goal 1, Action 2).
- Increased support for the health, social emotional well-being, academic and attendance needs of our students by providing the Home Outreach Team and the RSP Teacher to provide the necessary support when needed (Goal 2, Action 6 & Goal 1, Action 6).
- Provide support for academically struggling students through after school tutoring twice a week by certificated staff members (Goal 1, Action 5).
- Improved facility and school site health and safety by providing the necessary PPE and Equipment to address district needs through the maintenance department (Goal 3, Action 4).

Goals and Actions

Goal

Goal #	Description
1	Focus Goal: Ensure all students, including English learners, low income, and foster youth demonstrate academic growth and proficiency in essential learning areas of skill and knowledge leading to college and career readiness through engagement in rigorous educational experiences that develop their ability to collaborate, create, communicate and think critically with a focus on closing the achievement gap.

An explanation of why the LEA has developed this goal.

Based on the analysis of student achievement data from the California Assessment of Student Performance and Progress (CAASPP), the English Learner Reclassification Rate, and the English Learner Annual Growth there is an identified need to increase student performance in mathematics, while maintaining the growth in English Language Arts/English Language Development. This focus goal was developed to maintain a concentration on the academic achievement of all students including English learners, low-income and foster youth, support student-learning loss, and build upon the progress of students with exceptional needs. The actions of this goal will contribute to these outcomes by providing highly qualified instructional staff, providing staff with high quality professional development to increase instructional effectiveness, providing additional support for English Learners, and supporting students with exceptional needs. The use of assessments and progress monitoring will further allow teachers to maintain a focus on student academic progress and make the necessary instructional adjustments when needed. Actions within this goal will also assist students with their social emotional well-being, which will support academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress: ELA (P4)	2019 ELA: DataQuest: All Students: 47.73% at or above standard Hispanic: 44.74% at or above standard Low Income: 38.23% at or above standard EL's: 17.14% at or above standard 2020 ELA: Benchmarks were not available for the 2020-21 school year.	2021 ELA: DataQuest: All Students: 49.14% at or above standard Hispanic: 46.23% at or above standard Low Income: 43.48% at or above standard EL's: 29.41% at or above standard 2021 ELA: Benchmarks were not available for the 2021-22 school year.			2023-24: DataQuest: All Students: 51.0% at or above standard Hispanic: 48.0% at or above standard Low Income: 42.0% at or above standard EL's: 21% at or above standard

<p>California Assessment of Student Performance and Progress: Mathematics (P4)</p>	<p>2019 Math: DataQuest: All Students: 40.15% at or above standard</p> <p>Hispanic: 35.97% at or above standard</p> <p>Low Income: 29.41% at or above standard</p> <p>EL's: 11.43% at or above standard</p> <p>2020 Math: Benchmarks were not available for the 2020-21 school year.</p>	<p>2021 Math: DataQuest: All Students: 34.79% at or above standard</p> <p>Hispanic: 30.47% at or above standard</p> <p>Low Income: 25.28% at or above standard</p> <p>EL's: 8.82% at or above standard</p> <p>2021 ELA: Benchmarks were not available for the 2021-22 school year.</p>			<p>2023-24: DataQuest: All Students: 43.0% at or above standard</p> <p>Hispanic: 39.0% at or above standard</p> <p>Low Income: 33.0% at or above standard</p> <p>EL's: 15.0% at or above standard</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate to Redesignated Fluent English Proficient (P4)	2019 DataQuest: Students Redesignated to Fluent English Proficient (RFEP) 16.4% Redesignated	2021 DataQuest: Students Redesignated to Fluent English Proficient (RFEP) 13.98% Redesignated			2023-24: DataQuest: Maintain and/or Exceed the Reclassification of English Learners Rate by 1% Each Year. Target: 19.4%
EL Students Making Progress Toward English Proficiency (P4)	44.9% Data Year: 2019 2019 ELPAC Data Source: Fall 2019 ELPI	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4 – 16.36% Level 3 – 45.45% Level 2 – 25.45% Level 1 – 12.73% Data Year: 2021 Data Source: ELPAC			TBD Data Year: 2022 & 2023 Data Source: Fall 2021 ELPI

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Instructional Staff	As demonstrated by a review and analysis of the metrics above indicate the need to increase academic achievement with a specific focus on English learners and low-income students including an emphasis in the core academic area of mathematics. All students would benefit significantly from the district recruiting and retaining qualified credentialed teachers, appropriately assigned within the scope of their credential. The retention of teachers is critical, as the district has placed a significant emphasis in professional development within the areas of curriculum publishers. The district will use base funding in ensuring all classroom teacher assignments are appropriately filled with qualified teachers. The district anticipates to see continued academic growth in ELA and an improvement in mathematics achievement as identified in the metrics under goal 1.	\$599,071	No

Action #	Title	Description	Total Funds	Contributing
2	Classified Instructional Assistants to support English Learners, low-income, and foster youth.	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate the need for providing English learners, low-income and foster youth students with additional academic support during the instructional day. State and local data for English learners, low-income students, foster youth, including low-income students with special needs demonstrate that there are additional strategies needed to support ELA and Math instruction as compared to all students. To meet these needs the LEA will offer instructional assistants during the instructional day to support the core instructional academic program for English learners, low-income and foster youth students. Each instructional assistant assigned increasing learning opportunities for students by providing scaffolding during lessons, one-on-one and/or small group instruction, and interventions in an individualized setting. By providing this support, instructional assistants will provide greater access to the academic content provided by the teachers at a pace that supports student success, which is key to overall learning. The additional opportunities are designed to meet the needs most associated with English learners, low-income and foster youth students. However, because we expect that all students struggling in ELA and mathematics will benefit, this action is provided on an LEA-wide basis. As a result of implementing these actions, we anticipate increased scores from English learners, low-income and foster youth in English Learner Reclassification Rates, EL Growth, ELA and mathematics standardized as identified within the metrics under goal 1.	\$354,736	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Development	<p>As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate English learners and low-income students have shown to struggle the most in achieving annual growth in ELA and Mathematics. In order to support the academic growth of English learners and low-income students, the district will be providing teachers researched-based professional development through publishers, the Fresno County Office of Education, the Tulare County Office of Education and Fresno Pacific University as specific opportunities become available that target the needs of the district. Areas identified by a review of state and local data identify the need of professional development in the following areas: ELD, mathematics, instructional engagement strategies, and assessment strategies. This action is designed to meet the needs most associated with English learners and low-income students; however, the district expects all students will benefit from the support. The district expects to see the change within results of the CAASPP assessments showing annual growth closing the achievement gap that currently exists between unduplicated students and the all student group as identified within the metrics under goal 1.</p>	\$2,500	No

Action #	Title	Description	Total Funds	Contributing
4	Services to Improve English Learner Literacy and Mathematics	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate English learners are some of the lowest performing students on mathematics state and local assessments as compared to all students. English learners would benefit from receiving high quality instructional strategies and methods to address the existing achievement gap. The identified students would benefit significantly when teachers are provided professional development opportunities focused on researched based engagement strategies that enhance performance. To meet these needs, the district will continue funding high quality professional development and supplemental instructional materials through the AIMS/Fresno Pacific University Partnership, which provides research based instructional and engagement strategies. This action will support English learners by making mathematics more accessible by assisting students in gaining a deeper understanding of concepts and skills through a hands-on and problem solving approach. The additional opportunities are designed to meet the needs most associated with English learners. However, because we expect that all students struggling in mathematics will benefit, this action is provided on an LEA-wide basis. As a result, of implementing these actions, the district anticipates growth in academic achievement for English learners within mathematics standardized and local assessments as identified within the metrics under goal 1.	\$40,000	Yes

Action #	Title	Description	Total Funds	Contributing
5	Extended Learning	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate English learners and low-income students are some of the lowest performing subgroups on state and local assessments. It is also indicated that there is a need to provide students with academic interventions beyond the school day. All students, including English learners and low-income students would benefit significantly from additional academic supports. To meet this need, the district will continue providing ELA and mathematics after school tutorials that are above and beyond the regular instructional day. After school tutorials aim to provide students who are struggling in the classroom during regular day instruction, an opportunity to work in a targeted small group setting on strategies/skills students are struggling with, as well as additional opportunities for practice in ELA and/or mathematics. The district will use base funding in ensuring all tutorials are implemented by certificated staff members. The district anticipates to see continued academic growth in ELA and an improvement in mathematics achievement as identified in the metrics under goal 1.	\$60,000	No

Action #	Title	Description	Total Funds	Contributing
6	Students with Exceptional Needs	As demonstrated by a review and analysis of the metrics above, as well as teacher, SELPA and parent input, indicate that English learners, low-income, foster youth and students with exceptional needs are in need of additional academic support in comparison to all students on state and local assessments. Students who have exceptional needs would benefit greatly from additional supports and specialized programs beyond base services to better meet their specifically identified needs. To meet this need, the district will retain and maintain a highly qualified Resource Specialist Program (RSP) teacher to provide students with exceptional needs targeted support by a certificated teacher equipped with the necessary resources to meet the specific needs of the identified students. The district will continue using base funding in providing a Resource Specialist Program teacher to serve special education students at the district in alignment with the Special Education Plan (SEP). Providing this additional support will help close the achievement gap in ELA and mathematics. The district anticipates growth in academic achievement with the continued support of this action based on the identified metrics under goal 1.	\$92,439	No

Action #	Title	Description	Total Funds	Contributing
7	Data and Assessment	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate all students, including English learners, low-income and foster youth students need to increase academic achievement on state and local assessments. It is also indicated that there is a need to identify on-going student data which demonstrates student progress throughout the school year, including academic interventions tied to identified needs. All students, including English learners, low-income and foster youth students would benefit significantly from the continued implementation of an assessment/intervention system. To meet this need, the district will continue the implementation and professional development needed to effectively implement the iReady Assessment System. iReady will provide the district with an assessment system which would identify student gaps and personalize interventions to support student growth. Teachers would also use data provided by iReady to target smaller groups that have similar academic needs in order to provide more intensive support. The district will use base funding in ensuring the iReady Assessment system is implemented fully and effectively. The district anticipates to see continued academic growth in ELA and an improvement in mathematics achievement as identified in the metrics under goal 1.	\$11,960	No

Action #	Title	Description	Total Funds	Contributing
8	English Language Development / Curriculum Coordinator	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate English learners are some of the lowest performing students on English language arts and mathematics state and local assessments as compared to all students. To meet this need, the district will retain and maintain an English Language Development / Curriculum Coordinator position to support English Learners. In order to support the academic growth of English learners, the ELD coordinator will assist teachers in English learner identification, lesson planning, curriculum development, instructional strategies, resource identification, and reclassification. The additional support will provide students with targeted interventions and equip students with tools and resources needed to support their overall learning with an intensive focus on English Language Development (ELD). The additional opportunities are designed to meet the needs most associated with English learners. However, because we expect that all students struggling in English language arts and mathematics will benefit, this action is provided on an LEA-wide basis. As a result of implementing these actions, the district anticipates growth of English learners in academic achievement within English language arts and mathematics standardized and local assessments as identified within the metrics under goal 1.	\$81,908	Yes

Goal Analysis for [2021-2022]

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

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

Goal 1 was implemented by the Alvina Elementary Charter School District to ensure that all students meet or exceed academic standards and are successfully being prepared for college and carrier readiness through a rigorous educational experience while focusing on closing the achievement gap.

Actions 1 - Certificated Instructional Staff & Action 2 - Classified Instructional Assistants: Both actions were fully implemented as planned within the LCAP. The district supported goal 1 by providing appropriately credentialed teachers within each classroom supported by classified instructional assistants. With support of additional federal funding the district was able to extend the hours of instructional assistants to increase support of struggling students. This also included the addition of two additional instructional assistants.

Action 3 - Professional Development: Action 3 was fully implemented as planned. The district supported goal 1 by providing teachers with various professional development opportunities through the Fresno County Office of Education, the Tulare Office of Education, Amplify, iReady and Bridges. These professional development opportunities provided teachers refresher opportunities in using the district's adopted curriculum, as well as assisting teachers in developing strategies focused on addressing the needs of students caused by the pandemic.

Action 4 – Services to Improve English Learner Literacy and Mathematics: Action 4 was fully implemented as planned. The district supported goal 1 by maintaining our continued partnership with the AIMS/Fresno Pacific University. This included teachers being trained in effective engagement strategies, instructional delivery, lesson planning and targeted assessment strategies.

Action 5 – Extended Learning: Action 5 was fully implemented as planned. The district supported goal 1 by providing students will with after school tutoring opportunities to support learning loss that developed during the Covid-19 pandemic/distance learning. Students were identified by teachers and were provided extended learning opportunities after school twice a week. Progress was measured through the iReady assessment system.

Action 6 – Students will Exceptional Needs: Action 6 was fully implemented as planned. The district supported goal 1 by retaining and maintaining a Resource Specialist Program teacher, including a RSP instructional assistant. Providing this support assisted students with special needs the additional time needed for individualized interventions. In addition, by providing an RSP instructional assistant, the district was able to provide additional time above that which is required in order to address the effects of learning loss.

Action 7 – Data and Assessment: Action 7 was fully implemented as planned. The district supported goal 1 by purchasing the iReady Assessment System and the necessary first year implementation supports needed for an effective implementation. The iReady system provided teachers with additional tools to track student progress identify learning gaps and provide the necessary interventions that address the identified needs. Professional development was also provided throughout the school year.

Action 8 – English Language Development / Curriculum Coordinator: Action 8 was fully implemented as planned. The district supported goal 1 by retaining and maintaining an English Language Development / Curriculum Coordinator position. This position provided teachers with the necessary supports needed to identify, support and monitor students with the ELD program. The ELD/Curriculum Coordinator also reviewed student academic progress and ELPAC scores in order to identify students who could be reclassified.

Action 9 – Intervention Lab / RTI Support: Action 9 was not implemented. Due to the retirement of our certified teacher for this position due to an emergency health concern, the district was not able to fulfill this action.

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

Overall, the district fell within reasonable estimates of expenditures for the actions under goal 1. Areas that were identified of having significant material differences include:

Action 2 - Classified Instructional Assistants, Action 6 - Students with Exceptional Needs, Action 8 - English Language Development/Curriculum Coordinator: The district came in under budget based on savings as a result of additional federal and state funding for Covid-19 relief used for learning loss mitigation and other educational needs.

Action 9 - Intervention Lab / RTI Support: This action was not implemented based on the retirement of our certified teacher for this position due to an emergency health concern.

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

The actions outlined in Goal 1 supported the progress of all students, including English learners, low income, and foster youth in making academic growth and proficiency in essential learning areas of skill and knowledge.

Action 1: Certificated Instructional Staff: For this action, our expectation was to increase the ELA and Math achievement rates of all students with a specific focus on English learners and low-income students. Year 1 outcome data revealed that ELA rates for all students increased from 47.73% to 49.14%, and increased for EL's from 17.14% to 29.41%, and increased for low-income from 38.23% to 43.48%. Year 1 outcome data also revealed that Math rates for all students decreased from 40.15% to 34.79%, and decreased for EL's from 11.43% to 8.82%, and decreased for low-income from 29.41% to 25.28%. It was identified through input from teachers, aides, and parents that the identified decreases in mathematics was a result of the pandemic as it disrupted instruction and attendance.

Action 2: Classified Instructional Assistants: For this action, our expectation was to increase the ELA and Math achievement rates of English learners and low-income students, the EL Reclassification Rate and EL Growth Rate. Year 1 outcome data revealed that ELA achievement rates for EL students increased from 17.14% to 29.41%, and increased for low-income from 38.23% to 43.48%. Year 1 outcome data also revealed that Math rates for EL students decreased from 11.43% to 8.82%, and decreased for low-income from 29.41% to 25.28%. It was identified through input from teachers, aides, and parents that the identified decreases in mathematics was a result of the pandemic as it disrupted instruction and attendance. Also, the Reclassification Rate did decrease slightly from 16.4% to 13.98%. This was also identified as a result exacerbated by the pandemic. The English Learner Annual Growth Rate was not reported due to the pandemic, however the district did identify 16.36% of students scoring at Level 4 on the ELPAC.

Action 3: Professional Development: For this action, our expectation was to increase the ELA and Math achievement rates of all students with a specific focus on English learners and low-income students. Year 1 outcome data revealed that ELA rates for all students increased from 47.73% to 49.14%, increased for EL's from 17.14% to 29.41%, and increased for low-income from 38.23% to 43.48%. Year 1 outcome data also revealed that Math rates for all students decreased from 40.15% to 34.79%, decreased for EL's from 11.43% to 8.82%, and decreased for low-income from 29.41% to 25.28%. It was identified through input from teachers, aides, and parents that the identified decreases in mathematics was a result of the pandemic as it disrupted instruction and attendance.

Action 4: Services to Improve English Learner Literacy and Mathematics: For this action, our expectation was to increase the Math achievement rates of English learners. Year 1 outcome data revealed that Math rates for EL students decreased from 11.43% to 8.82%. It was identified through input from teachers, aides, and parents that the identified decreases in mathematics was a result of the pandemic as it disrupted instruction and attendance.

Action 5: Extended Learning: For this action, our expectation was to increase the ELA and Math achievement rates of all students with a specific focus on English learners and low-income students. Year 1 outcome data revealed that ELA rates for all students increased from 47.73% to 49.14%, increased for EL's from 17.14% to 29.41%, and increased for low-income from 38.23% to 43.48%. Year 1 outcome data also revealed that Math rates for all students decreased from 40.15% to 34.79%, decreased for EL's from 11.43% to 8.82%, and decreased for low-income from 29.41% to 25.28%. It was identified through input from teachers, aides, and parents that the identified decreases in mathematics was a result of the pandemic as it disrupted instruction and attendance.

Action 6: Students with Exceptional Needs: For this action, our expectation was to increase the ELA and Math achievement rates of all students with a specific focus on English learners and low-income students. Year 1 outcome data revealed that ELA rates for all students increased from 47.73% to 49.14%, increased for EL's from 17.14% to 29.41%, and increased for low-income from 38.23% to 43.48%. Year 1 outcome data also revealed that Math rates for all students decreased from 40.15% to 34.79%, decreased for EL's from 11.43% to 8.82%, and decreased for low-income from 29.41% to 25.28%. It was identified through input from teachers, aides, and parents that the identified decreases in mathematics was a result of the pandemic as it disrupted instruction and attendance.

Action 7: Data and Assessment: As stated in the first prompt, the district implemented this action as planned. Action 7 supported the overall implementation of the goal by incorporating an assessment and intervention data tracking system in order to assist teachers in identifying student progress, providing the necessary supports and monitoring student data over the course of the school year.

Action 8: ELD / Curriculum Coordinator: For this action, our expectation was to increase the ELA and Math achievement rates of English learners, the EL Reclassification Rate and EL Growth Rate. Year 1 outcome data revealed that ELA achievement rates for EL students increased from 17.14% to 29.41%. Year 1 outcome data also revealed that Math rates for EL students decreased from 11.43% to 8.82%. It was identified through input from teachers, aides, and parents that the identified decreases in mathematics was a result of the pandemic as it disrupted instruction and attendance. Also, the Reclassification Rate did decrease slightly from 16.4% to 13.98%. This was also identified as a result exacerbated by the pandemic. The English Learner Annual Growth Rate was not reported due to the pandemic, however the district did identify 16.36% of students scoring at Level 4 on the ELPAC.

Action 9: Intervention Lab / RTI Support: This action was not implemented due to the emergency retirement of our planned intervention teacher.

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.

The district at this time plans to make one changes to goal 1, desired outcomes, or actions for the up-coming school year. The change has been identified as:

Action 2 - Classified Instructional Assistants: Was expanded to include the additional 15% and the hiring of two additional instructional assistants and additional time for all existing instructional assistants as reflected in prompt 3 of the Increased and Improved Action section of this plan. We have reduced by two instructional assistants for the upcoming year due a decrease in enrollment, as well as the elimination of additional COVID-19 funding.

Action 9 – Intervention Lab / RTI Support: Due to the retirement of our veteran teacher who had the knowledge to and expertise to run an effective intervention lab / RTI support system, the district will be removing this action from the LCAP. The district will revisit this action at a later time.

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

Goal

Goal #	Description
2	Broad Goal: Will maintain a positive and effective school culture by improving academic engagement, providing access to educational opportunities and materials, expand opportunities for parent involvement, provide supports in student engagement, and provide student health and safety supports resulting in positive onsite student outcomes as partners in education.

An explanation of why the LEA has developed this goal.

Based on the analysis of the School Accountability Report Card, State Reflection Tool, Library Evaluation Tool, Academic Master Schedule, Parent Participation Rates, as well as Attendance Data of the district, there is an identified need to maintain a positive and effective school culture, which contributes to increases in student engagement and parent involvement. This broad goal was developed to ensure that appropriate educational opportunities are available to parents and students, appropriate and effective staffing and materials are implemented which result in higher levels of student attendance. The actions of this goal will contribute to these outcomes by ensuring teachers are appropriately assigned and credentialed, students have sufficient and appropriately aligned materials within the classroom, have access to a broad course of study, and have a variety of high quality reading materials available to all students with a focus on English learners. Parent involvement will tie into these actions in support of an engaging culture and assist in increasing student attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (P1)	2020 School Accountability Report Card (SARC) 0% Misassignments 0% Vacancies	2021 School Accountability Report Card (SARC) 0% Misassignments 0% Vacancies			2023-24: School Accountability Report Card (SARC): Maintain 0% misassignments and 0% vacancies based on (SARC).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupils in the LEA have sufficient access to the standards-aligned instructional materials (P1)	2020 School Accountability Report Card (SARC) 100% Sufficiency of Instructional Materials	2021 School Accountability Report Card (SARC) 100% Sufficiency of Instructional Materials			2023-24: School Accountability Report Card (SARC): Maintain 100% sufficiency of instructional materials based on SARC.
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards (P2)	2020 State Standards Reflection Tool (Including ELD Standards) Rating: 4 Full Implementation	2021 State Standards Reflection Tool (Including ELD Standards) Rating: 4 Full Implementation			2023-24: State Reflection Tool: Maintain a rating of 5, Full Implementation and Sustainability, of standards and access to English learners on the State Reflection Tool, including ELD standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study (P7)	<p>2020</p> <p>Academic Master Calendar</p> <p>100% of students had access to a broad course of study with blended and extended course design incorporating history, science, art, esports, enhanced PE, and competitive sports.</p>	<p>2021</p> <p>Academic Master Calendar</p> <p>100% of students had access to a broad course of study with blended and extended course design incorporating history, science, art, enhanced PE, and competitive sports. Esports was not implemented due to Covid-19.</p>			<p>2023-24:</p> <p>Academic Master Schedule:</p> <p>100% of students will have access to a broad course of study as demonstrated through the school academic master schedule.</p>
Annual District Library Evaluation Tool (P1)	<p>2020</p> <p>District Library Evaluation Tool</p> <p>District is meeting the “Evident” rating on 63% of identified items</p>	<p>2021</p> <p>District Library Evaluation Tool</p> <p>District is meeting the “Evident” rating on 66% of identified items</p>			<p>2023-24:</p> <p>Library Evaluation Tool:</p> <p>The district will increase its meeting “Evident” rate by 2% each year using the District Library Evaluation Tool.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (P5)	2020 P2 Average Attendance Rate: 96.68%	2021 P2 Average Attendance Rate: 94.03%			2023-24: P2 Attendance Report: The district will maintain an attendance rate above 96% or improve by .05% each year until 96% is reached and maintained based on the P2 report.
Chronic Absenteeism (P5)	2020 Ca Dashboard Rate: 6.32%	2021 CALPADS EOY3 Rate: 4.93%			2023-24: California School Dashboard: The district will reduce the Chronic Absenteeism Rate by .5% each year based on the Dashboard.
Parent Participation in School Site Committees (P3)	2020 Attendance Records PAC: Participation Rate at 93%. ELAC: Participation Rate at 100%	2021 Attendance Records PAC: Participation Rate at 63%. ELAC: Participation Rate at 76%			2023-24: Maintain the PAC attendance rate at or above 95% until 100% participation rate is reached. Maintain the ELAC attendance rate at or above 95% until 100% participation rate is reached.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Core Materials	As demonstrated by a review and analysis of the metrics above including the School Accountability Report Card, as well as teacher and parent input, indicate that there is a continued need to maintain access to standards-aligned curriculum/instructional materials for all students, including English learners, low-income and foster youth in order to achieve academic success. All students benefit significantly from high quality standards-aligned core curriculum/instructional materials specifically designed to best meet the learning needs of all students, including English learners, low-income and foster youth. To meet this need, the district will continue providing replacement materials of all district adopted standards-aligned instructional materials. Additionally, the district will begin research into current social studies adoptions for grades TK-8 th . The district will continue using base funding in providing core curriculum replacement materials for all students, including English learners, low-income and foster youth, as well as a set aside for the adoption of a updated social studies program. Providing standards aligned curricular materials will help close the achievement gap in ELA and mathematics. The district will monitor growth in ensuring all students have sufficient access to standards aligned instructional materials as well as having access to a broad course of study taught by teachers that are appropriately assigned and fully credentialed in the subject area they are teaching as identified under the metrics of goal 2.	\$14,500	No

Action #	Title	Description	Total Funds	Contributing
2	Access to Technology	As demonstrated by a review and analysis of the metrics above, local survey data, as well as teacher and parent input, indicate that the district continues to make significant progress in maintaining and upgrading the overall technological infrastructure of the school district. Although progress has been made, it has been indicated that specifically identified hardware and maintenance needs to be continued on an on-going basis to keep up with the demand of high performing technology within the 21 st century classroom. In order for all students, including English learners, low-income and foster youth to be successful academically, the technological infrastructure of the district in order to meet the needs of the 21 st century classroom, must perform at capacity at all times. To meet the needs of the district, the district will use base funding to maintain and upgrade the technological infrastructure by purchasing the necessary hardware and software to maintain optimum performance. Providing this additional support will help close the achievement gap in English language arts and mathematics by ensuring teachers have the tools in hand to support the instructional program. The district will monitor growth in ensuring all students have sufficient access to standards aligned instructional materials as well as having access to a broad course of study as identified under the metrics of goal 2.	\$30,000	No

Action #	Title	Description	Total Funds	Contributing
3	Library Services	<p>As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate English learners are some of the lowest performing students on English language arts state and local assessments as compared to all students. English learners would benefit from receiving high quality reading and interactive materials while providing continued engagement supports in order to address the existing achievement gap. The identified students would benefit significantly when they have increased access to high interest readers combined with an opportunity to interact with media center staff. To meet these needs, the district will continue expanding the library and funding the purchasing of high interest English learner targeted readers in both English and Spanish. This action will support English learners by making reading much more engaging and accessible by providing readers in appropriate languages and supported by media center staff who will focus on areas such as summarizing a story, re-reading a difficult passage, and talking about characters. The additional opportunities are designed to meet the needs most associated with English learners. However, because we expect that all students struggling in English Language Arts will benefit, this action is provided on an LEA-wide basis. As a result, of implementing these actions, the district anticipates growth as identified by the District Library Evaluation Tool as measured by the identified metrics of goal 2 for all English learners.</p>	\$5,000	Yes

Action #	Title	Description	Total Funds	Contributing
4	Parent Engagement Opportunities	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate parents of all students, including English learners and low-income value parental involvement opportunities in support of students on campus. Based on local needs assessments, demonstrate that parent involvement increases student attendance rates, academic learning, and overall self-efficacy. In order to increase parent involvement of all families, including families of English learners and low-income students, the district will provide base funding for increased parent involvement opportunities. The district will expand on campus community events including funding for staffing and supplies for these scheduled events. These events will include, but are not limited to, Back to School Night, Parent/Teacher Conferences, Event Nights, Performances, Parent Advisory Meetings, English Learner Advisory Meetings, and awards assemblies. These parent opportunities are designed to meet the needs of all students, with a specific focus on our English learners and low-income students. This action will result in increased opportunities for communication between the district and its families resulting in overall improvements in attendance, academics, and self-efficacy. The district anticipates increased levels of growth by the Parent Engagement Opportunities Rate as measured by the identified metrics of goal 2.	\$2,500	No

Action #	Title	Description	Total Funds	Contributing
5	Health Services	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate all students, including English learners, low-income and foster youth, struggle with attendance as a result of health and/or social emotional struggles as a result of the lack of access to health professionals for numerous reasons. Based on local needs assessments, demonstrates that families are unable to seek outside assistance as a result of work schedules and/or lack of transportation. To meet these needs, the district will use base funding to provide the necessary supports through the FCOE nursing services, FCOE psychological services and support materials for the FCOE All4Youth services. These services will provide students with health wellness check-ups such as vision checks, as well as supports for social emotional and mental health well-being. These supports are designed to meet the needs of all students, including English learners, low-income and foster youth. This action will result in increased support for students struggling with their health and/or mental well-being resulting in overall improvements in attendance and academic success. The district anticipates increased levels of growth by the Attendance Rate and Chronic Absenteeism Rate as measured by the identified metrics of goal 2.	\$40,948	No

Action #	Title	Description	Total Funds	Contributing
6	Home Outreach Services	<p>As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate English learners, low-income and foster youth students are some of the lowest performing students on English language arts and mathematics state and local assessments as compared to all students. Academic performance is heavily impacted by attendance rates and socio-economic factors beyond the control of the students. Based on the district needs assessment, it was identified the impact the district's Home Outreach Team has had on assisting families during the Covid-19 pandemic. To meet these needs, the district will retain and maintain the Home Outreach Team in order to support English learners, low-income and foster youth students. This action will support English learners, low-income and foster youth students by providing identified students with access to critical supports, services and supplies such as medical/health/dental services, mental health support, resources to financial assistance, technology support, and academic materials and supplies. The additional opportunities are designed to meet the needs most associated with English learners, low-income and foster youth students. However, because we expect that all students struggling in English language arts and mathematics will benefit, this action is provided on an LEA-wide basis. As a result, of implementing these actions, the district anticipates growth of English learners, low-income and foster youth as identified by the Attendance Rate and Chronic Absenteeism Rate as measured by the identified metrics of goal 2.</p>	\$28,000	Yes

Goal Analysis for [2021-2022]

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

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

Goal 2 was implemented by the Alvina Elementary Charter School District to maintain a positive and effective school culture by improving academic engagement, providing access to educational opportunities and materials, expand opportunities for parent involvement, provide supports in student engagement, and provide student health and safety supports resulting in positive onsite student outcomes as partners in education.

Actions 1 – Instructional Core Materials: Action 1 was fully implemented as planned. The district supported goal 2 by providing students with high quality standards aligned curriculum and support materials. The district ensured through ordering that one hundred percent of all students had full access to the identified materials.

Action 2 – Access to Technology: Action 2 was partially implemented as identified within the plan. The district supported goal 2 by providing students/teacher with technological tools within the classrooms in order to increase the effectiveness of instruction. This included purchases such as chromebooks and SMART Boards. Specific hardware that would cause a temporary shutdown where put on hold for future implementation.

Action 3 – Library Services: Action 3 was fully implemented as planned. The district supported goal 2 by providing students access to an expanded library, including high quality engaging reading materials. In addition, the school librarian continues to work with the Fresno County Office of Education to annually review the school library and replace outdated materials through an evaluation process. Professional development is also provided by FCOE.

Action 4 – Parent Engagement Opportunities: Action 4 was fully implemented as planned. The district supported goal 2 by providing various parent engagement opportunities on-site, as allowed by health/safety protocols. Examples of these opportunities include, Back to School Conference Week, Parent/Teacher Conferences, Spring Concert, Spring Carnival, Walk-A-Thon, Parent Advisory Committee and the English Language Learner Committee. Translators were provided as needed for specific opportunities.

Action 5 – Health Services: Action 5 was fully implemented as planned. The district supported goal 2 by retaining and maintaining our contracts with the Fresno County Office of Education for nursing services, psychological services and mental health services through the All4Youth programs.

Action 6 – Home Outreach Services: Action 6 was fully implemented as planned. The district supported goal 2 by retaining and maintaining the districts Home Outreach Services staff and materials. The Home Outreach Team was able to provide various supports to district families such as health/medical resources, immigration support resources, vision resources, financial assistance resources, supportive home visits, foster youth outreach, and providing academic materials/supplies.

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

Overall, the district fell within reasonable estimates of expenditures for the actions under goal 2. Areas that were identified of having significant material differences include:

Action 2 – Access to Technology: This action was partially implemented as identified within the plan. The district was not able to fully implement this action due to additional wiring that would have been required to install upgrade access points. This would have caused the technological system to be down for a period of time. The district will be following up with this commitment with South County Support Services in order to develop an action plan on how to best address the technological needs of the district including the remaining wiring that needs to be completed. This organization will assist the district in also accurately identifying the increased cost of this project.

Action 6 – Home Outreach Services: The district came in under budget based on savings as a result of additional federal and state funding for Covid-19 relief used for learning loss mitigation and other educational needs.

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

The actions outlined in Goal 2 supported the progress in developing a positive and effective school culture by improving academic engagement, expanding opportunities for parent involvement, supporting student engagement, and providing student health and safety supports.

Action 1: Instructional Materials: For this action, our expectation was to maintain 100% sufficiency of instructional materials for all students as identified on the SARC, maintain 0% misassignments and 0% vacancies among appropriately assigned and fully credential teachers as identified on the SARC, increase to a rating of 5 on the State Standards Reflection Tool and ensure a broad course of study as identified on the master calendar. The instructional materials action was implemented as planned and all identified metrics were met, except the rating on the State Standards Reflection Tool, which was maintained at a 4 as the district continues to research a new social studies adoption. Action 1 supported the overall implementation of goal 2 through the purchasing of standards-aligned curriculum/instructional materials.

Action 2: Access to Technology: The access to technology action was implemented as planned. Action 2 supported the overall implementation of goal 2 through the maintenance of the technological infrastructure and provided instructional tools such as chromebooks and SMART Boards, which supported student access to high quality instructional materials, engaging instructional strategies and supported a broad course of study.

Action 3: Library Services: For this action, our expectation was to increase our reading selection rates based on the District Library Evaluation Tool by at least 2%. Year 1 outcome data revealed an increase of 3% on the District Library Evaluation Tool. The district implemented the action as planned and supported goal 2 by providing students with high quality ready materials, which support the improvement of academic and student engagement.

Action 4: Parent Engagement Opportunities: For this action, our expectation was to maintain/increase our parent participation rate with the PAC and ELAC committees. Year 1 outcome data revealed a decrease in PAC participation from 93% to 63% and a decrease in ELAC participation from 100% to 76%. It was identified through input from teachers, aides, and parents that the identified decreases in participation was a result of the pandemic as it disrupted consistent attendance due to illness and/or illness prevention.

Action 5: Health Services: For this action, our expectation was to increase our attendance rate and decrease our chronic absenteeism rate. Year 1 outcome data revealed a decrease in the attendance rate from 96.68% to 94.03% and a decrease in the chronic absenteeism rate from 6.32% to 4.93%. This action was fully implemented and supported goal 2 by focusing on student engagement. It was identified through input from teachers, aides, and parents that the identified decrease in the attendance rate was a result of the pandemic as it disrupted consistent attendance due to illness and/or illness prevention.

Action 6: Home Outreach Services: For this action, our expectation was to increase our attendance rate and decrease our chronic absenteeism rate. Year 1 outcome data revealed a decrease in the attendance rate from 96.68% to 94.03% and a decrease in the chronic

absenteeism rate from 6.32% to 4.93%. This action was fully implemented and supported goal 2 by focusing on student engagement. It was identified through input from teachers, aides, and parents that the identified decrease in the attendance rate was a result of the pandemic as it disrupted consistent attendance due to illness and/or illness prevention.

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

There are no changes to goal 2, its metrics, desired outcomes or actions for the up-coming school year.

The district did make an adjustment to the total funds allocated for Action 1: Instructional Materials and Action 2 Access to Technology. These adjustments were made based on district needs assessments. Funding allocation were based of required needs.

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

Goal

Goal #	Description
3	Maintenance Goal: Maintain a positive, safe, clean and healthy environment including enhanced school operation services, transportation services, meal services, and well maintained facilities including yard and maintenance services.

An explanation of why the LEA has developed this goal.

Based on the analysis of parent, student and staff survey results, an analysis of the Middle School Dropout Rate, Suspension Rate, Expulsion Rate, as well as a review of the District Facilities Inspection Tool and the School Accountability Report Card identify the importance of maintaining a safe, clean and healthy school environment in order to support the educational program of the school district. The importance of continual maintenance of the sixty-eight year old school building as age affects safety year by year was identified as well. In addition, it was also identified that with such a high free and reduced lunch rate, that in-district transportation is vital to ensure students having access to the educational program. The actions of this goal will contribute to these outcomes by providing a well-developed and implemented maintenance program and in-district transportation so students may have access to the educational program in a safe, clean and healthy environment. The district will also provide incentives to increase engagement while providing the appropriate supplies to ensure Covid-19 safety on campus. These actions will assist in a safe, clean, healthy and positive environment while serving the needs of staff and families generating improved student experiences and results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are in good repair as measured by the Facility Inspection Tool Report (FIT) and reported on the School Accountability Report Card (P1)	2020 FIT Report / SARC 100% of facilities met an overall score of “Good” as evaluated by the FIT tool and reported on the SARC	2021 FIT Report / SARC 100% of facilities met an overall score of “Good” as evaluated by the FIT tool and reported on the SARC			2023-24: Facilities Inspection Tool & School Accountability Report Card (SARC): The district will maintain a facilities FIT report and SARC review score of “good” or higher.
School Climate Survey: School Connectedness (P6)	2020 School Climate Survey Connectedness 5 th graders 91% 8 th graders 100% Staff 100% Parents 96%	2021 School Climate Survey Connectedness 5 th graders 94% 8 th graders 96% Staff 100% Parents 97%			2023-24: School Climate Survey - Connectedness: The district will increase the results rate of the school connectedness data percentage by 2% until the rate is maintained at 95% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey: School Safety (P6)	2020 School Climate Survey Safety 5 th graders 95% 8 th graders 100% Staff 100% Parents 97%	2021 School Climate Survey Safety 5 th graders 100% 8 th graders 96% Staff 100% Parents 97%			2023-24: School Climate Survey - Safety: The district will increase the results rate of the school safety data percentage by 2% until the rate is maintained at 95% or higher.
Middle School Dropout Rate (P5)	2020 CALPADS Drop-Out Rate: 0.0%	2021 CALPADS Drop-Out Rate: 0.0%			2023-24: CALPADS: The district will maintain the middle school dropout rate at 0%.
Suspension Rate (P6)	2020 Ca Dashboard Suspension Rate: 0.5%	2021 DataQuest Suspension Rate: 0.5% Refer to data above per suspended 2021 Ca Dashboard			2023-24: Ca Dashboard: The district will maintain the suspension rate at 0% or reduce it by 0.5% each year until 0% is maintained.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate (P6)	2020 DataQuest Expulsion Rate: 0.0%	2021 DataQuest Expulsion Rate: 0.0%			2023-24: DataQuest: The district will maintain the expulsion rate at 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Facilities and Grounds	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate that safe and well-maintained school facilities are critical to overall student achievement for all students. Based on local needs assessments, the district must continue to place high importance on keeping the campus in good repair based upon the age of the facility and the struggle of the timeframe for receiving modernization funding from the state. Safety of all students and staff members has always been a number one priority for the district. To meet these needs, the district will use base funding to retain and maintain is school facilities and maintenance program. These services will provide the resources need to ensure the school facilities are maintained to the highest standards, as well as identify and repair and heath/safety hazards that may be identified during yearly inspections. The district anticipates to see continued growth based on the Facility Tool Report and the School Accountability Report Card based on the identified metrics under goal 3.	\$350,000	No
2	Transportation	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate that increasing the attendance rate and decreasing the chronic absenteeism rate are critical to overall student achievement for all students, including English learners and low-income students. Based on local needs assessments, the district must continue to place high importance on providing in-district families bus transportation to and from school each day. To meet these needs, the district will use base funding to retain and maintain the school transportation program through the Southwest Transportation Agency. These services will provide transportation resources for families who currently struggle in providing the necessary transportation to and from school for their student as a result of a lack of vehicle, work schedules, and/or rising transportation costs that are affecting families. The district anticipates to see continued growth based on the identified metrics under goal 3.	\$79,550	No

Action #	Title	Description	Total Funds	Contributing
3	School Culture and Social Behavior	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate that student connectedness and safety play a significant role in overall student achievement for all students, including English learners and low-income students. It has been identified that students who feel safe at school and have a strong feeling of connectedness to their environment tend to achieve higher rates of overall student success. Based on local needs assessments, the district continues to maintain a high percentage of students who feel safe at school, as well as feel connected to the school. Both areas are maintained above 95%. To meet these needs, the district will use base funding to maintain administrative and sped team professional development in school behavior/discipline practices, implementing the Character Counts behavior management program, program incentives and rewards, assemblies and rally activities to support a positive school culture. These services will support improved student academic performance and school engagement, while minimizing the suspension/expulsion and middle school dropout rates, the district will sustain a welcoming and supportive school environment. The district anticipates to see continued growth based on the identified metrics under goal 3.	\$5,000	No

Action #	Title	Description	Total Funds	Contributing
4	Site Health and Safety Planning	As demonstrated by a review and analysis of the metrics above, as well as teacher and parent input, indicate the need to maintain safety protocols in place for the possibility of future Covid-19 surges. It was identified through the districts needs assessments, including district committee meetings, that the academic achievement of all students, especially English learners and low-income students, has been impacted by the Covid-19 pandemic in one form or another. It was identified that although interventions and supports are in place, students who are out due to quarantine guidelines feel the impact when they are out of school and miss instruction. To meet these needs, the district will use base funding to maintain the necessary supplies and materials needed to maintain a safe and healthy school environment. These services will include, but are not limited to, a continued Covid-19 Rapid and PCR testing system for all students and staff members, the appropriate school-wide cleaning and disinfection program, and classroom Covid-19 protection kits. The district expects to see results by the implementation of these supports and services as demonstrated by the metrics identified in goal 3.	\$4,000	No

Goal Analysis for [2021-2022]

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

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

Goal 3 was implemented by the Alvina Elementary Charter School District to maintain a positive, safe, clean and healthy environment including enhanced school operation services, transportation services, meal services, and well maintained facilities including yard and maintenance services.

Actions 1 – School Facilities and Grounds: Action 1 was fully implemented as planned. The district supported goal 3 by retaining and maintaining the necessary staffing, services and supports to ensure the maintenance and repair of the school facilities and grounds. With the support of federal and state Covid-19 relief funding, the district was able to increase custodial services during the 2021-22 school year. This supported the additional cleaning and disinfecting needed to maintain a safe and healthy campus.

Action 2 – Transportation: Action 2 was fully implemented as planned. The district supported goal 3 by retaining and maintaining transportation services provided by the Southwest Transportation Agency for all in-district students.

Action 3 – School Culture and Social Behavior: Action 3 was fully implemented as planned. The district supported goal 3 by providing the necessary professional development and resources to maintain a positive school culture. This was achieved by providing in-house professional development focused on strategies in working with students with behavioral issues and special needs. In addition, behavioral support by the administrative and SPED team assisted classroom teachers in working with students with difficult behaviors. The maintaining of the character counts program along with incentives added to the overall positivity of the school campus.

Action 4 – Site Health and Safety Planning: Action 4 was fully implemented as planned. The district supported goal 3 by providing the necessary materials and supports to maintain a safe and healthy campus. This included the purchasing of Covid-19 testing safety supplies, masks, hand sanitizer, disinfectant, classroom protection kits, etc. With surges continuing into our future, the district must maintain an effective Covid-19 defense plan to ensure campus safety.

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

Overall, the district fell within reasonable estimates of expenditures for the actions under goal 3. Areas that were identified of having significant material differences include:

Action 1 – School Facilities and Grounds: This action was fully implemented as identified within the plan. The district was able to increase the total allocation of funds due additional federal and state funding for Covid-19 relief used for learning loss mitigation and other educational needs.

Action 4 – Site Health and Safety: This action was fully implemented as identified within the plan. The district was able to identify savings to the total allocation of funds due to releases of PPE and Covid-19 testing materials provided by the state health department.

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

The actions outlined in Goal 3 support the progress in developing a positive, safe, clean and healthy environment including enhanced school operation services, transportation services, meal services, and well-maintained facilities including yard and maintenance services.

Action 1: School Facilities and Grounds: For this action, our expectation was to maintain a facilities FIT report and SARC review score of “good” or higher. Year 1 outcome data revealed the district was able to maintain an overall rating of “good”. Action 1 was fully implemented and supported goal 3 by providing students access to a positive, safe, clean and healthy environment by the funding of well-developed maintenance and grounds program.

Action 2: Transportation: As stated in the first prompt, the action was implemented as planned. Action 2 supported the overall implementation of goal 3 by providing transportation to all in-district students, which supported a safe and clean method of transportation to school increasing access to the educational program.

Action 3: School Culture and Social Behavior: For this action, our expectation was to increase school connectedness and safety based on the School Climate Survey, maintain the middle school dropout rate and expulsion rate at 0%, and decrease the suspension rate. Year 1 outcome data revealed the district, on the School Climate Survey under school connectedness increased from 91% to 94% for fifth grade, decreased from 100% to 96% for eighth grade, maintained at 100% for staff, and increased from 96% to 97% for parents. Under school safety, the district increased from 95 to 100% for fifth grade, decreased from 100% to 96% for eighth grade, maintained at 100% for staff and maintained at 97% for parents. The district was able to maintain the Middle School Dropout Rate and Expulsion Rate at 0%. The Suspension Rate was also maintained at 0.5%. Input from teachers, aides and parents support the current rates of performance by the district, which land all at 90% or higher. The action was fully implemented and support goal 3 by providing for a positive and safe school environment allowing for greater access to the educational program of the district.

Action 4: Site Health and Safety Planning: As stated in the first prompt, the action was implemented as planned. Action 4 supported the overall implementation of goal 3 by providing the necessary supplies and materials needed to maintain a safe and healthy school environment allowing for greater access to the educational program of the district. This included, but not limited to, a continued Covid-19 Rapid and PCR testing system for all students and staff members, the appropriate school-wide cleaning and disinfection program, and classroom Covid-19 protection kits.

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

There are no changes to goal 3, its metrics, desired outcomes or actions for the up-coming school year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2022-2023]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$509,644	\$58,525

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.49%	0.00%	\$0.00%	31.49%

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

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through

its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing “wide” actions in this plan are:

- 1.2: Classified instructional assistants to support English learners, low-income, and foster youth
- 1.4: Services to Improve English Learner Literacy & Mathematics
- 1.8: English Language Development / Curriculum Coordinator
- 2.3: Library Services
- 2.6: Home Outreach Services

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

The Alvina Elementary Charter School District has demonstrated it has met the 31.49% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 31.49% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action’s description meets/exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one. The district does not have any limited actions and all contributing actions were listed in the prior prompt.

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

Alvina Elementary Charter School is a single school district with student groups greater than 55%. The methodology we used in determining the greatest needs for additional staffing was based on engagement opportunities with our educational partners. Based on input and feedback received, the staffing positions that will be increased include additional hours to existing paraprofessionals, including the hiring of two additional paraprofessional as well. With the district facing the impacts of learning loss, as well as various Covid-19 surges, the additional support provided by paraprofessionals to teachers and unduplicated students is vital. The support provided within the classroom includes intensive small group instruction, one-on-one intervention, and social emotional support. This is reflected in Goal 1, Actions 2.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1/15
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1/18

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,802,112	\$ -	\$ -	\$ -	1,802,112	\$ 1,216,154	\$ 585,958

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Certificated Instructional Staff	All	\$ 599,071	\$ -	\$ -	\$ -	\$ 599,071
1	2	Classified Instructional Assistants	English Learners, Low-Income, Foster Youth	\$ 354,736	\$ -	\$ -	\$ -	\$ 354,736
1	3	Professional Development	All	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
1	4	Services to Improve English Learner Literacy and Mathematics	English Learners	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
1	5	Extended Learning	All	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
1	6	Students with Exceptional Needs	All	\$ 92,439	\$ -	\$ -	\$ -	\$ 92,439
1	7	Data and Assessment	All	\$ 11,960	\$ -	\$ -	\$ -	\$ 11,960
1	8	English Language Development / Curriculum Coordinator	English Learners	\$ 81,908	\$ -	\$ -	\$ -	\$ 81,908
2	1	Instructional Core Materials	All	\$ 14,500	\$ -	\$ -	\$ -	\$ 14,500
2	2	Access to Technology	All	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
2	3	Library Services	English Learners	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
2	4	Parent Engagement Opportunities	All	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
2	5	Health Services	All	\$ 40,948	\$ -	\$ -	\$ -	\$ 40,948
2	6	Home Outreach Services	English Learners, Low-Income, Foster Youth	\$ 28,000	\$ -	\$ -	\$ -	\$ 28,000
3	1	School Facilities and Grounds	All	\$ 350,000	\$ -	\$ -	\$ -	\$ 350,000
3	2	Transportation	All	\$ 79,550	\$ -	\$ -	\$ -	\$ 79,550
3	3	School Culture and Social Behavior	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	4	Site Health and Safety Planning	All	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000

2021-2022 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,618,250	\$ 509,644	31.49%	0.00%	31.49%	\$ 509,644	0.00%	31.49%	Total:	\$ 509,644
								LEA-wide Total:	\$ 509,644
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Classified Instructional Assistants	Yes	LEA-wide	All	Alvina Elementary Charter School District	\$ 354,736	0.00%
1	4	Services to Improve English Learner Literacy and Mathematics	Yes	LEA-wide	English Learners	Alvina Elementary Charter School District	\$ 40,000	0.00%
1	8	English Language Development / Curriculum Coordinator	Yes	LEA-wide	English Learners	Alvina Elementary Charter School District	\$ 81,908	0.00%
2	3	Library Services	Yes	LEA-wide	English Learners	Alvina Elementary Charter School District	\$ 5,000	0.00%
2	6	Home Outreach Services	Yes	LEA-wide	All	Alvina Elementary Charter School District	\$ 28,000	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,049,316.00	\$ 1,951,558.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Certificated Instructional Staff	No	\$ 590,702	\$ 613,248
1	2	Classified Instructional Assistants	Yes	\$ 468,570	\$ 357,536
1	3	Professional Development	No	\$ 2,500	\$ 14,163
1	4	Services to Improve English Learner Literacy and Mathematics	Yes	\$ 35,000	\$ 31,200
1	5	Extended Learning	No	\$ 54,000	\$ 64,286
1	6	Students with Exceptional Needs	No	\$ 118,182	\$ 90,626
1	7	Data and Assessment	No	\$ 7,000	\$ 11,960
1	8	English Language Development / Curriculum Coordinator	Yes	\$ 91,799	\$ 78,894
1	9	Intervention Lab / RTI Support	Yes	\$ 45,000	\$ -
2	1	Instructional Core Materials	No	\$ 27,827	\$ 27,641
2	2	Access to Technology	No	\$ 87,427	\$ 59,013
2	3	Library Services	Yes	\$ 3,000	\$ 3,500
2	4	Parent Engagement Opportunities	No	\$ 2,500	\$ 2,500
2	5	Health Services	No	\$ 37,250	\$ 40,948
2	6	Home Outreach Services	Yes	\$ 37,000	\$ 28,000
3	1	School Facilities and Grounds	No	\$ 345,583	\$ 436,467
3	2	Transportation	No	\$ 82,976	\$ 82,976
3	3	School Culture and Social Behavior	No	\$ 5,000	\$ 5,000
3	4	Site Health and Safety Planning	No	\$ 8,000	\$ 3,600

2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 444,991	\$ 488,702	\$ 499,130	\$ (10,428)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Classified Instructional Assistants	Yes	\$ 276,903	\$ 357,536.00	0.00%	0.00%
1	4	Services to Improve English Learner Literacy and Mathematics	Yes	\$ 35,000	\$ 31,200.00	0.00%	0.00%
1	8	English Language Development / Curriculum Coordinator	Yes	\$ 91,799	\$ 78,894.00	0.00%	0.00%
1	9	Intervention Lab / RTI Support	Yes	\$ 45,000	\$ -	0.00%	0.00%
2	3	Library Services	Yes	\$ 3,000	\$ 3,500.00	0.00%	0.00%
2	6	Home Outreach Services	Yes	\$ 37,000	\$ 28,000.00	0.00%	0.00%

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,412,962	\$ 444,991	0.00%	31.49%	\$ 499,130	0.00%	35.33%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).