

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alvina Elementary Charter School District

CDS Code: 10619946005730

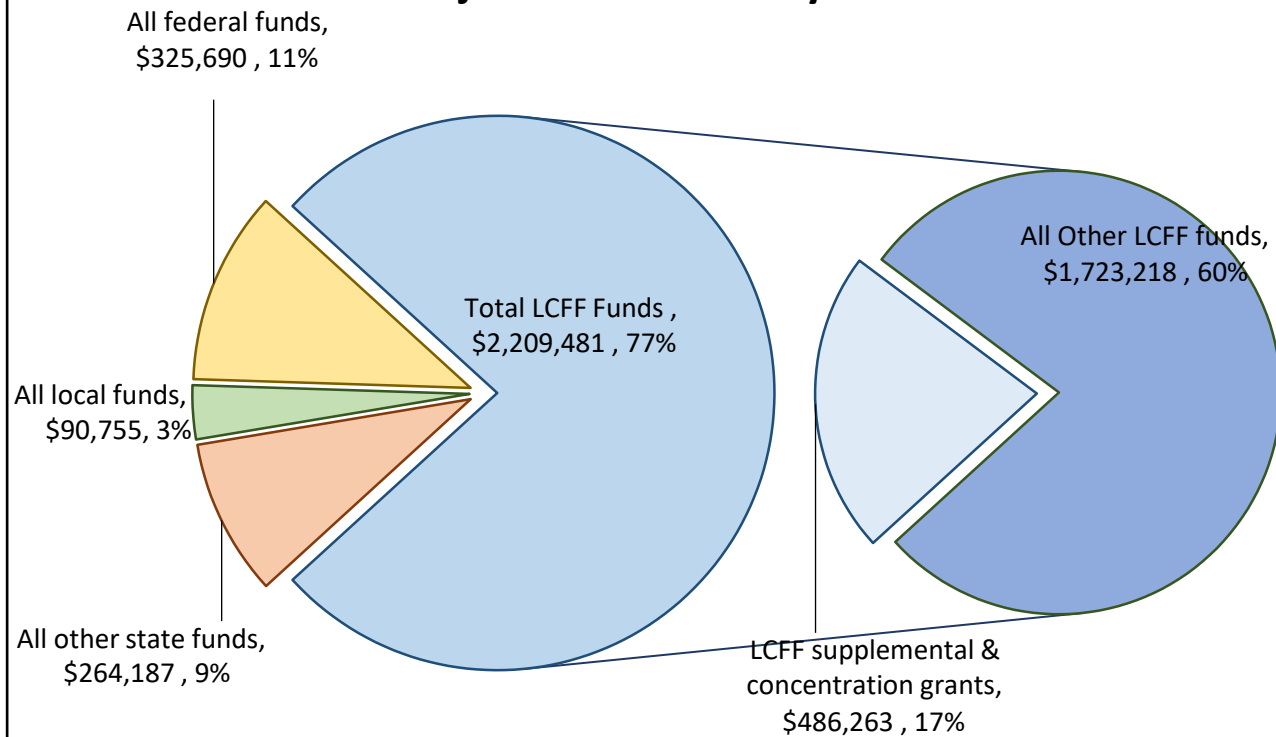
School Year: 2021 – 22

LEA contact information: Mike E. Iribarren, (559) 864-9411, miribarren@alvinaesd.org

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

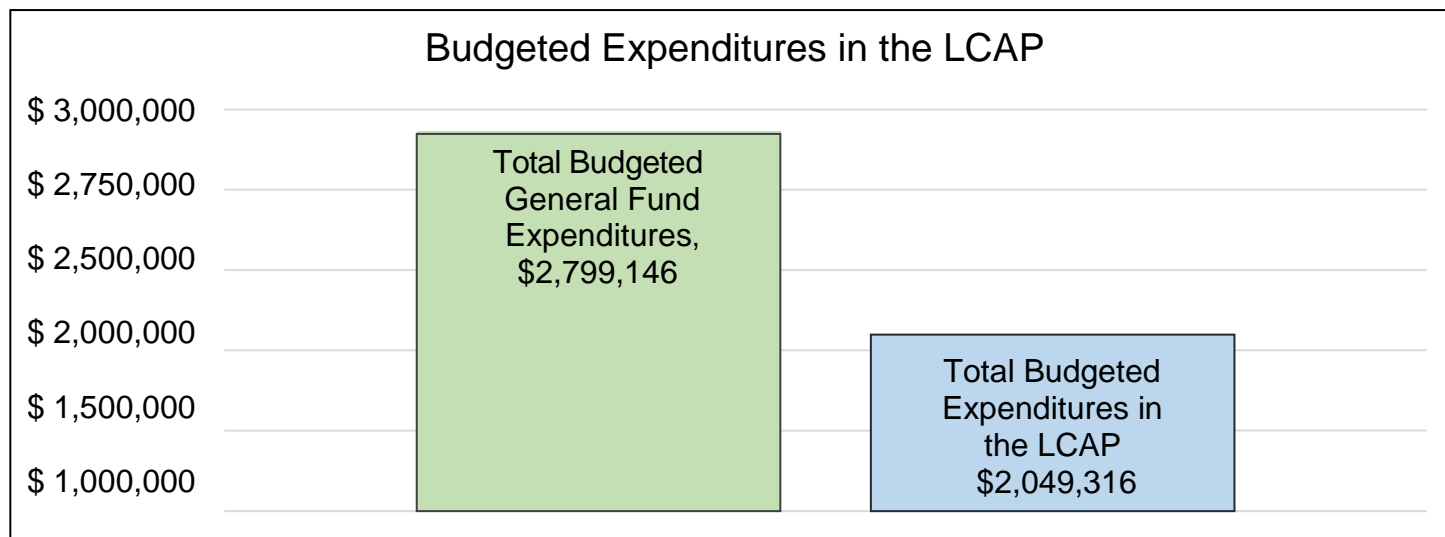


This chart shows the total general purpose revenue Alvina Elementary Charter School District expects to receive in the coming year from all sources.

The total revenue projected for Alvina Elementary Charter School District is \$2,890,113.00, of which \$2,209,481.00 is Local Control Funding Formula (LCFF), \$264,187.00 is other state funds, \$90,755.00 is local funds, and \$325,690.00 is federal funds. Of the \$2,209,481.00 in LCFF Funds, \$486,263.00 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 Alvina Elementary Charter School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

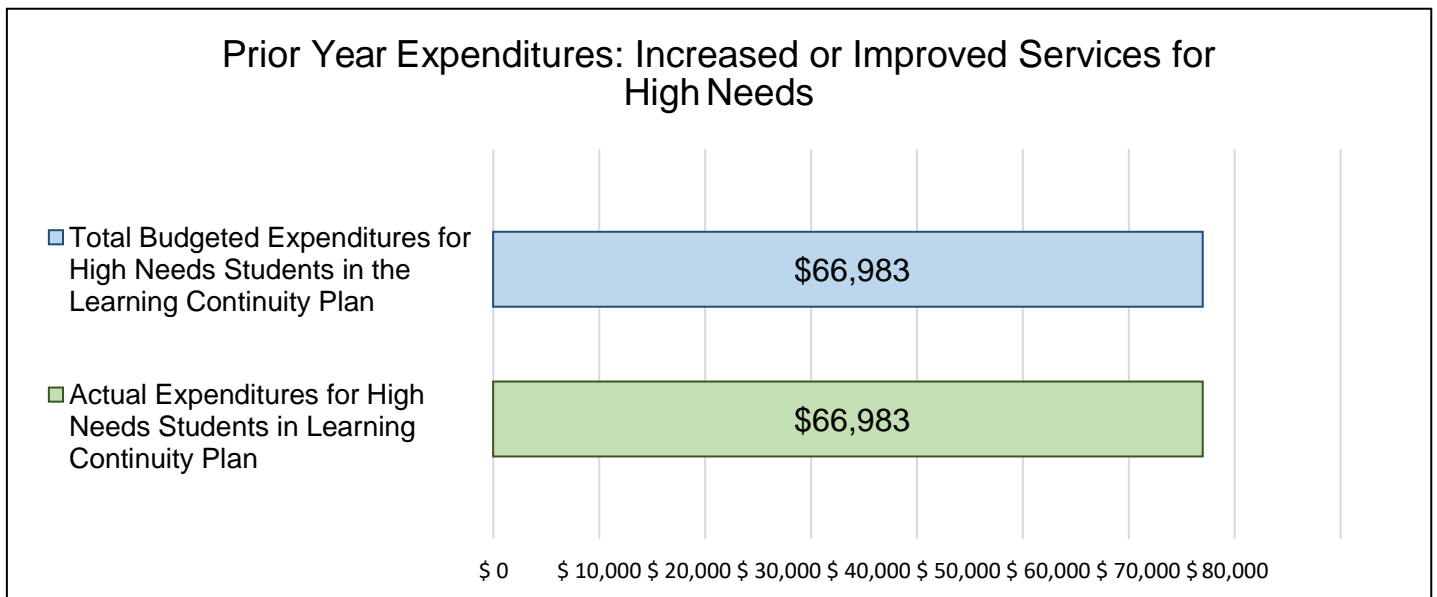
Alvina Elementary Charter School District plans to spend \$2,799,146.00 for the 2021 – 22 school year. Of that amount, \$2,049,316.00 is tied to actions/services in the LCAP and \$749,830.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the 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. This includes expenditures already accounted for in the Expanded Learning Opportunities Plan.

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

In 2021 – 22, Alvina Elementary Charter School District is projecting it will receive \$486,263.00 based on the enrollment of foster youth, English learner, and low-income students. Alvina Elementary Charter School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alvina Elementary Charter School District plans to spend \$680,369.00 towards meeting this requirement, as described in the LCAP.

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



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

In 2020 – 21, Alvina Elementary Charter School District's Learning Continuity Plan budgeted \$66,983.00 for planned actions to increase or improve services for high needs students. Alvina Elementary Charter School District actually spent \$66,983.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

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

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

Goal 1

Ensure that all students achieve academic 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 focus on closing the achievement gap for all students, including all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 1: Basic Services, 2: Implementation of State Standards, 4: Pupil Achievement, 5: Pupil Engagement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials.'</p> <p>Baseline: 2016-2017 School board adoption of "Sufficiency of Instructional Materials" resolution.</p> <p>2019-20: 100% sufficient instructional materials.</p>	<p>100% of instructional materials were provided as identified and approved by board resolution.</p>

Metric/Indicator:

Rate to which students, including all subgroups, will increase its proficiency levels on ELA and Mathematic state assessments.

Baseline:

2015 performance baseline for the CAASPP in ELA & Math:

ELA – School Wide: 35% at or above standard

Math – School Wide: 20% at or above standard

ELA – Hispanic: 35% at or above standard

Math – Hispanic: 20% at or above standard

ELA – SED: 28% at or above standard

Math – SED: 13% at or above standard

ELA – EL: 16% at or above standard

Math – EL: 0% at or above standard

2019-20:

The district will increase its proficiency levels by 1% on ELA and Mathematic state assessments for all student and all subgroups. (CAASPP)

The district’s year to year performance for the CAASPP (2019) percent at standard and above in ELA & Math is as follows:

Subject/Group	2016-17	2017-18	2018-19	Change Rate
ELA / SW	45.37%	43.22%	47.73%	+ 4.51%
Math / SW	43.52%	34.74%	40.15%	+ 5.41%
ELA / His.	43.34%	39.42%	44.74%	+ 5.32%
Math / His.	41.11%	31.73%	35.97%	+ 4.24%
ELA / SED	38.37%	32.96%	38.23%	+ 5.27%
Math / SED	33.72%	24.91%	29.41%	+ 4.5%
ELA / EL	16%	15.15%	17.14%	+ 1.99%
Math / EL	12%	12.12%	11.43%	- 0.69%

The district will provide additional data below from the California Dashboard in order to develop a clear picture of current academic progress.

California Dashboard Results (2018-19):

ELA:

- “All Students” performing at (Yellow) 6.7 points below standard.
 - Hispanic students performing at (Yellow) 13.5 points below level standard.
 - Socio-Economically Disadvantaged students performing at (Yellow) 29.8 points below standard.
 - English Language Learners performing at (Yellow) 50.3 points below level standard.

Math:

- “All Students” performing at (Green) 20.9 points below standard.
 - Hispanic students performing at (Yellow) 29.8 points below standard.

Expected	Actual																																
	<ul style="list-style-type: none"> ○ Socio-Economically Disadvantaged students performing at (Yellow) 40.9 points below standard. ○ English Language Learners performing at (Yellow) 65.5 points below standard. <p>District maintained student performance meetings to discuss student growth with teachers. The district also used the CAASPP Interim Indicators and ESGI to measure student growth. After an analysis, the district will continue to use ESGI and the Interim Indicators as well as other identified skill based benchmarks.</p>																																
<p>Metric/Indicator: EL reclassification as measured by prior year number of re-designated students.</p> <p>Baseline: 2016-17 Reclassification of English Learners Rate of 2% (1 student).</p> <p>2019-20: Reclassification of English Learners will increase by 1%.</p>	<p>The district's year to year reclassification rate is as follows:</p> <table border="1" data-bbox="1073 605 1976 773"> <thead> <tr> <th>Subject/Group</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>Change Rate</th> </tr> </thead> <tbody> <tr> <td>EL Reclass.</td> <td>18%</td> <td>15.8%</td> <td>8.9%</td> <td>-2.2%</td> </tr> </tbody> </table> <p>9 (15.8%) English Language Learners were reclassified in 2018-19 and 5 (8.9%) in 2019-20 based on upon district reclassification criteria, which is recorded on file.</p>	Subject/Group	2017-18	2018-19	2019-20	Change Rate	EL Reclass.	18%	15.8%	8.9%	-2.2%																						
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<p>Metric/Indicator: EL annual growth as measured by CELDT/ELPAC annual growth data.</p> <p>Baseline: 2014-15 Annual growth for English Language Learners was 64.7%.</p> <p>2019-20: Maintain or increase previous year's performance.</p>	<p>The district's 2016-17 CELDT rate is as follows:</p> <table border="1" data-bbox="1123 943 1948 1037"> <thead> <tr> <th>Year</th> <th>Adv.</th> <th>E. Adv.</th> <th>Inter.</th> <th>E. Inter.</th> <th>Beg.</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>2%</td> <td>32%</td> <td>39%</td> <td>25%</td> <td>2%</td> </tr> </tbody> </table> <p>The district's 2017-2020 ELPAC rate is as follows establishing the new baseline:</p> <table border="1" data-bbox="1123 1122 1948 1313"> <thead> <tr> <th>Year</th> <th>Level 4</th> <th>Level 3</th> <th>Level 2</th> <th>Level 1</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>30.56%</td> <td>34.57%</td> <td>20.20%</td> <td>14.67%</td> </tr> <tr> <td>Year</td> <td>Level 4</td> <td>Level 3</td> <td>Level 2</td> <td>Level 1</td> </tr> <tr> <td>2018-19</td> <td>16.40%</td> <td>37.77%</td> <td>30.12%</td> <td>15.71%</td> </tr> </tbody> </table>	Year	Adv.	E. Adv.	Inter.	E. Inter.	Beg.	2016-17	2%	32%	39%	25%	2%	Year	Level 4	Level 3	Level 2	Level 1	2017-18	30.56%	34.57%	20.20%	14.67%	Year	Level 4	Level 3	Level 2	Level 1	2018-19	16.40%	37.77%	30.12%	15.71%
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Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. Employ fully credentialed teaching staff and paraprofessionals to ensure students have access to high quality instruction.</p>	<p>\$675,895 Base Certificated Salaries & Benefits \$120,022 Title I Classified Salaries & Benefits</p>	<p>\$640,905 Base Certificated Salaries & Benefits \$88,483 Title I Classified Salaries & Benefits</p>
<p>2. The unduplicated students typically struggle the most with achieving annual growth in academic areas. In order to support the academic achievement of unduplicated students, the district will eliminate combination classes (including TK-K) by providing appropriately credentialed teachers to teach each grade level. Also, the district will provide struggling students with high quality research based reading interventions. These actions are principally directed toward the unduplicated student population and, in our experience, effective in addressing the need to increase annual academic achievement for these most at-risk students. We expect to see the status and change results of CAASPP assessments show annual growth such that it is closing the achievement gap that currently exists between unduplicated students and the all student group.</p>	<p>\$175,851 Supplemental/ Concentration Certificated Salaries & Benefits \$229,763 Supplemental/ Concentration Classified Salaries & Benefits \$5,000 Supplemental/ Concentration Materials & Supplies</p>	<p>\$178,760 Supplemental/ Concentration Certificated Salaries & Benefits \$267,389 Supplemental/ Concentration Classified Salaries & Benefits \$5,000 Supplemental/ Concentration Materials & Supplies</p>

<p>3. As demonstrated by the district data, the unduplicated students have shown to struggle the most in achieving annual growth in ELA and Mathematics. In order to support the academic growth of unduplicated students, the district will be providing teachers researched-based professional development through publishers, Fresno County Office of Education, Tulare County Office of Education and Fresno Pacific University as specific opportunities become available that target the needs of the district. We expect to see the status and change results of the CAASPP assessments show annual growth such that it is closing the achievement gap that currently exists between unduplicated students and the all student group.</p>	<p>\$5000 Supplemental/ Concentration Consulting Services / PD</p>	<p>\$1181 Supplemental/ Concentration Consulting Services / PD</p>
<p>4. As demonstrated by the district data, students with special needs and those who struggle within classrooms need additional tiered support in achieving annual growth in ELA and Mathematics. In order to support the academic growth of these identified students, the district will be providing a Resource Specialist Program teacher in order to support students with special needs and additional students who may need intervention supports outside the classroom.</p>	<p>\$73,714 Base Certificated Salaries & Benefits Special Education</p>	<p>\$76,118 Base Certificated Salaries & Benefits Special Education</p>

Goal Analysis

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

Using available state and local data and input from parents, students, teachers and other stakeholders, in the above Actions/Services section, the majority of funds were spent as originally budgeted. The Alvina Elementary Charter School District identified the unspent funds such as for professional development were not used as budgeted as a result of the Covid pandemic. These identified funds were used in different areas to support students and instructional staff with items such as in-house professional development opportunities, technology devices, program upgrades, as well as additional instructional materials needed to support distance learning opportunities.

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District offered a variety of services to improve the level of academic support provided to students during in-person instruction as well as during distance learning due to the Covid-19 pandemic. All actions and services were fully implemented to the best of the district's ability while following healthy and safety protocols. The district was able to offer:

1.1-1.2 Properly credentialed teachers at all grade levels and full instructional day paraprofessionals. Having extended staffing allowed for a variety of instructional opportunities and supports within the classroom, including small group and/or one-on-one support for struggling students. Teachers were also able to provide students with before school and after school tutoring sessions.

1.3 The district provided all instructional staff with distance learning professional development led by the Fresno County Office of Education. To continue supporting our teachers, continued in-house professional development was provided. This assisted teachers who lacked proficiency in distance learning technology programs.

1.4 The district maintained employment for our five day a week Resource Specialist Program (RSP) teacher. Our teacher provided support to our students with special needs from the beginning of distance learning through summer instruction to ensure our students with special needs did not fall behind instructionally. Our RSP teacher also was a key staff member in ensuring students who were struggling emotionally received the support they needed through the school psychologist or the All4Youth program.

The greatest implementation challenges faced by the district for Goal 1 included the continual changes to the instructional program as we transitioned from distance learning to hybrid learning, to finally in-person learning. The variety of schedule adjustments, as well as, the variety of health and safety protocols we had to implement made it very difficult for the district to establish consistency. Filling in staffing needs with substitute teachers and aides also became a challenge for the district. Safety protocols created leaves of absence that would last ten to fourteen days. Individuals who were available to sub did not have the skills needed to implement our distance learning and/or hybrid program. The district had to be creative in filling these staffing needs.

Goal 2

All students will receive rigorous research-based instruction aligned to the Common Core State Standards delivered by appropriately credentialed personnel. All English Learners will receive English Language Development (ELD) aligned to the new ELA/ELD framework and be given full access to the common core ELA/ELD standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1: Basic Services, 2: Implementation of State Standards, 4: Pupil Achievement, 8: Other Pupil Outcomes

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials.</p> <p>Baseline: 2016-2017 100% Properly Credentialed with no misassignments or vacancies.</p> <p>2019-20: 100% Properly Credentialed with no misassignments or vacancies.</p>	<p>100% of certificated staff members are properly credentialed.</p> <p>100% of instructional assistants are properly credentialed.</p>
<p>Metric/Indicator: State Standards (including ELD standards) implemented as measured by State Reflection Tool.</p> <p>Baseline: 2017-2018 Baseline will be established Fall 2017</p> <p>2019-20: The district will maintain a four or demonstrate improvement on the State Reflection Tool in ELA, ELD and Mathematics.</p>	<p>The district rates a four on the State Reflection Tool under ELA, ELD and Mathematics. This measurement will continue to be the district's baseline. The District additionally adopted Amplify "Read" program, but paused the current research of a new History/Social Studies curriculum due to the Covid-19 pandemic.</p>

Expected	Actual
<p>Metric/Indicator: Access to a Broad Course of Study as measured by a review of teacher lesson plans.</p> <p>Baseline: 2016-17 100% of students had Access to a Broad course of study.</p> <p>2019-20: 100% student access to Broad Course of Study.</p>	<p>100% of students had access to a Broad Course of Study.</p>

Metric/Indicator:

Other Pupil Outcomes as measured by the CA Physical Fitness Assessment.

Baseline:**2015-16****Grade 5**

Aerobic Capacity	17.4
Body Composition	0.0
Abdominal Strength	82.6
Trunk Exten Strength	100
Upper Body Strength	78.3
Flexibility	52.2

2015-16**Grade 7**

Aerobic Activity	37.5
Body Composition	25.0
Abdominal Strength	87.5
Trunk Exten Strength	93.8
Upper Body Strength	81.2
Flexibility	68.8

2018-19:**Grade 5**

Aerobic Capacity	increase
Body Composition	increase
Abdominal Strength	maintain
Trunk Extension Strength	maintain
Upper Body Strength	increase
Flexibility	increase

Grade 7

Aerobic Activity	increase
Body Composition	increase

2018-19**Grade 5**

Aerobic Capacity	25.0
Body Composition	41.7
Abdominal Strength	95.8
Trunk Extension Strength	100
Upper Body Strength	54.2
Flexibility	58.3

2018-19**Grade 7**

Aerobic Activity	55.6
Body Composition	88.9
Abdominal Strength	83.3
Trunk Extension Strength	100
Upper Body Strength	66.7
Flexibility	77.8

Expected	Actual
Abdominal Strength maintain	
Trunk Extension Strength maintain	
Upper Body Strength maintain	
Flexibility increase	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Professional development will continue to be provided in order for the effective implementation of current complex curriculum.	\$10,000 Base Travel & Conference	\$2,355 Base Travel & Conference
2. As demonstrated by the district data and survey results, the unduplicated students have shown to struggle the most in achieving annual growth in ELA and Mathematics. In order to support the academic growth of unduplicated students, high quality professional development and supplemental instructional materials will be identified and purchased. The district will also contract professional support from the AIMS/Fresno Pacific University Partnership. This partnership will be expanded from our TK-2 nd grade teachers participating to our TK-5 th grade teachers participating. Teachers will be provided one to one coaching in developing effective instructional engagement and assessment strategies. As a result, we expect to see growth within district interviews, benchmarks and CAASPP results.	\$35,000 Supplemental/ Concentration Professional Consulting Services / Fresno Pacific Partnership \$2,000 Supplemental/ Concentration Materials & Supplies	\$18,000 Supplemental/ Concentration Professional Consulting Services / Fresno Pacific Partnership \$1,750 Supplemental/ Concentration Materials & Supplies

Goal Analysis

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

Using available state and local data and input from parents, students, teachers and other stakeholders, in the above Actions/Services section, professional development funds identified for trainings such AIMS and Amplify, were not spent as identified due to health and safety protocols that were implemented countywide which limited professional development opportunities on site. The Alvina

Elementary Charter School District still managed to provide adjusted professional development opportunities for instructional staff as planned, but at a lower cost as they were provided through Zoom and not on-site. Remaining funds were not spent by the district.

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District offered a variety of services to improve the level of academic support provided to students by aligning targeted professional development, which supported instructional strategies within the classroom. Although professional development was provided, it did have to be adjusted to meet health and safety guidelines and protocols, which posed a huge challenge for the district. The inability to have an in-person touch to professional development made it difficult to get the full impact. Although we struggled with this challenge, the district was able to provide the following:

2.1 The district was able to provide professional development from curricular publishers to our instructional staff in order to support adjustments made to curriculum making instruction more accessible through distance learning. Many of these opportunities were without charge.

2.2 The district maintained our partnership with the AIMS center at Fresno Pacific University. Professional development was adjusted to more of a supportive role in order to assist teachers as a partner in brainstorming and lesson development. The role of the partnership will return to a more tradition role for the upcoming school year.

Goal 3

All students will be exposed to 21st century skills (the set of abilities that students need to develop to succeed in the information age) and be exposed to a broad course of study, which will prepare students for future academic success.

State and/or Local Priorities addressed by this goal:

State Priorities: 7: Course Access, 8: Other Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Technological infrastructure and hardware maintenance records.</p> <p>Baseline: 2016-2017 100% of work orders completed within a two day period.</p> <p>2019-20: 100% of work order will be completed with a two day period.</p>	<p>Completion rates for technology work orders extended to an average of four days due to the increase of service demanded after March 13, 2020. The shift to distance learning as a result of the pandemic placed significant strain on our technology service provider. 62% of work order were completed in a two day period.</p>
<p>Metric/Indicator: Learning targets identified in lesson plans and posted during walkthroughs.</p> <p>Baseline: 2016-2017 80% of teachers identified lesson targets within lesson plans and classrooms as observed by walkthrough form.</p> <p>2019-20: 95% of teachers will identify lesson targets within lesson plans and classrooms as observed by walkthrough form.</p>	<p>100% of teachers identified lesson targets within weekly submitted lesson plans and 100% identified lesson targets within the classroom on a consistent basis based on walkthrough forms. After March 13, 2020, this action was no longer required during distance learning.</p>

Expected	Actual
<p>Metric/Indicator: Degree of participation in technological professional development.</p> <p>Baseline: 2016-2017 100% of teachers participated in technological professional development.</p> <p>2019-20: 100% of teachers will participate in technological professional development.</p>	<p>100% of teachers participated in technological professional development. Technological professional development became an essential necessity during the Covid pandemic. The district also hired a technology lead teacher in order to provide immediate assistance to classroom teachers and instructional assistants.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. Providing 21st century skills require technology to be purchased, maintained, repaired and/or replaced. SMART Boards will be purchased for grades 6, 7, 3. Chromebooks will be maintained for grades K-8th. iPads will be maintained for grades K-2nd. The infrastructure of the district will continuously be maintained.</p>	<p>\$23,000 Base Consulting Services</p>	<p>\$22,368 Base Consulting Services</p>
<p>2. Instructional technology professional development will be provided.</p>	<p>\$1,500 Base Consulting Services / PD</p>	<p>\$1,500 Base Consulting Services / PD</p>
<p>3. Supplemental materials will be provided in all academic areas Amplify Science Curriculum will be maintained. Social Studies curriculum will be researched for adoption.</p>	<p>\$5,000 Base Materials & Supplies Publishers \$8,000 Base Materials & Supplies</p>	<p>\$4,000 Base Materials & Supplies Publishers \$6,500 Base Materials & Supplies</p>
<p>4. In order to provide a broad course of study, the district will hire a part-time music teacher. The district will begin with instrumental music and look at expanding to vocal music.</p>	<p>\$17,000 Base Certificated Salaries & Benefits \$5,000 Base Materials & Supplies Music</p>	<p>\$5,346 Base Certificated Salaries & Benefits \$2,602 Base Materials & Supplies Music</p>
<p>5. As demonstrated by the district data, the unduplicated students have shown to struggle the most in achieving annual growth in ELA. In order to support the academic growth of unduplicated students, high quality reading materials will be identified and purchased. Older reading books that have lower rates of being checked out will be removed and replaced. The district will work with Fresno County Support Services in identifying methods to expand our current school library by increasing reading material, technology resources availability and the use as a makerspace. As a result, we expect to see growth within reading assessment benchmarks.</p>	<p>\$3,000 Supplemental/ Concentration Materials & Supplies Library</p>	<p>\$3,500 Supplemental/ Concentration Materials & Supplies Library</p>

Goal Analysis

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

Using available state and local data and input from parents, students, teachers and other stakeholders, in the above Actions/Services section, the majority of funds were spent as originally budgeted for the services identified. The identified funds not spent were due to the resignation of the music teacher due to personal reasons. The Alvina Elementary Charter School District did not redirect these funds as it was the hope of the district to refill the position.

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District offered a variety of services to support 21st century skills as well as a broad course of study. The district was able to provide instructional staff and students the necessary programs and devices to support instruction during distance learning, hybrid learning and in-person instruction. The district was able to offer:

3.1-3.2 The district was able to purchase/provide chromebooks and hot spots to all students in order to maintain connectivity during distance learning. The infrastructure was also upgrade in order to provide the necessary backbone to maintain connectivity. This included a new radio tower, wiring and internet filter to ensure the district maintained the demand for higher bandwidth. The district also provided staff with the appropriate distance learning programs such as Zoom, Acellus, Google Suite, Screencastify, among others. Staff was also provided the necessary supports and professional development through South County Support Services, the Fresno County Office of Education and our on-campus technology lead teacher.

3.3 The district also maintained a well-established partnership with our curricular provider ensuring our instructional staff had the necessary materials needed to provide effective instruction. Our curricular partners also provided adjusted materials, new strategies, and technology supports in order to meet the demand of distance learning.

3.4 Unfortunately due to personal reasons, the district's music teacher resigned his position. The district is looking to refill the position in the future.

3.5 The district continues to expand its library on a yearly basis as identified as a need through our yearly LCAP survey. Although we maintain an "Evident" rating on our evaluation tool, the district understands the importance of expanding our library selection, as well as keeping a well-maintained reading selection to capture the interests of our student population, especially our English Learner sub-group.

The greatest implementation challenge faced by the district for Goal 3 is internet connectivity issues as a result of our rural location. 71% of our families had to depend on district provided hot spots, which were unreliable due to the outdated community infrastructure in place. The district has upgraded the complete technological infrastructure of the school, but this did not make a huge impact as the struggle was identified outside of the school campus itself. We hope issues faced by rural school districts brings to light the needs and challenges of these school districts and its students.

Goal 4

Maintain and improve the engagement of parents, families, and community stakeholders as partners in the education of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3: Parent Involvement, 5: Pupil Engagement, 6: School Climate

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Rate of parent participation in workshops.</p> <p>Baseline: Currently >5% of parents are participating in LCFF and Common Core Workshops.</p> <p>2019-20: Increase parent participation by 5%.</p>	<p>Parent LCFF/Common Core Workshops were made available during Back to School Night during the beginning of the 2019-20 school year. 15.6% of parents attended the district provided common core workshop and 15.6% of parents attended the district provided LCFF workshop.</p>
<p>Metric/Indicator: Rate of parent participation in committee participation. (PAC, ELAC)</p> <p>Baseline: 2016-2017 PAC participation rate at 60%. ELAC participation rate at 90%.</p> <p>2019-20: Increase PAC participation rate 5%. Maintain or increase ELAC participation rate 1%.</p>	<p>Parent/Teacher participation rate on the PAC/SSC increased to approximately a 93% attendance rate during the 2019-20 school year compared to 80% from the prior year.</p> <p>Parent participation on the ELAC maintained at a 100% attendance rate.</p>

Expected	Actual
<p>Metric/Indicator: Rate of parent participation in school activities. (Back to School Night, Open House)</p> <p>Baseline: 2016-2017 Back to School Night participation rate at 72%. Open House participation rate at 80%.</p> <p>2019-20: Maintain or increase the Back to School Night participation rate by 1%. Maintain or increase the Open House participation rate by 1%.</p>	<p>Parent participation during Back to School Night decreased to an approximate 72% attendance rate for 19-20, which is a 7% decrease from the 18-19 school year. Open House was cancelled due to the Covid pandemic.</p>
<p>Metric/Indicator: Rate of Hispanic parent participation in committees and Parent/Teacher Conferences.</p> <p>Baseline: 2016-2017 Parent/Teacher conferences participation rate of Hispanic Parents at 96%.</p> <p>2019-20: Maintain or increase the Parent/Teacher conferences participation rate of 1%.</p>	<p>The Hispanic parent participation rate during Parent/Teacher conferences was maintained at approximately 98% for the 2019-20 school year increasing by 1% for the first trimester. Second trimester conferences were cancelled due to the Covid pandemic.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. The district will continue to provide parents a variety of participation opportunities.	\$2,500 Base Materials & Supplies	\$2,500 Base Materials & Supplies
2. District data has demonstrated that the parents of unduplicated students have had lower participation rates than those of all students. In order to address this need and support the families, the district will continue to reach out to the parents of our unduplicated students and highly encourage their involvement in the various avenues of school participation by providing services such as translating and interpreting. It is our expectation that by providing these opportunities, along with translators, the parent participation rates for unduplicated students will increase as well as academic achievement as measured by CAASPP.	\$2,500 Supplemental/ Concentration Classified Salaries & Benefits	\$2,750 Supplemental/ Concentration Classified Salaries & Benefits
3. The district will continue different forms of communication with parents in order to allow them to participate in the decision making process of the district.	See Goal 5.1 Expenditures Base Certificated Salaries & Benefits	See Goal 5.1 Expenditures Base Certificated Salaries & Benefits

Goal Analysis

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

Using available state and local data and input from parents, students, teachers and other stakeholders, in the above Actions/Services section, the majority of funds were spent as originally budgeted for the services identified.

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District offered a variety of engagement opportunities for parents, families, and community stakeholders as allowed by healthy and safety guidelines and protocols. The district, based on recorded data, was achieving a high percentage of parent participation

during district activities such as Back to School Night, Open House, Parent/Teacher Conferences, among other activities. In addition, the district was seeing a strengthening partnership with the ELAC and PAC committees on campus.

The district was able to offer:

4.1 On-going opportunities such as the ELAC and PAC committees, which are seeing high level of attendance from its enrolled members. These opportunities have allowed the district to identify critical input from parents as we developed reopening plans that assisted progress through the Covid pandemic, as well as, assisted in the development of the Local Control and Accountability Plan.

4.2-4.3 The district is able to provide support and translation services for members of our Hispanic and Mixteco community members. The district has established a well-developed relationship with our identified community members in order to provide them with a safe and supportive environment in which they feel comfortable participating in. This district is beginning to see higher rates of participation in important events such as Parent/Teacher Conferences.

The greatest implementation challenge faced by the district for Goal 4 has been the impact of the Covid pandemic. It was noticed that many of our families during the height of the pandemic became distant as a result of the continual changing information of the health risks associated with Covid-19. The district realized that it was imperative that continual communication be sent to all our families as they look towards us for accurate information. The trust built within the community assisted us as a whole in order to make it through the 2020-21 school year.

Goal 5

Identified parents and students will be provided with early corrective interventions when needed for attendance difficulties.

State and/or Local Priorities addressed by this goal:

State Priorities: 5: Pupil Engagement, 7: Course Access, 8: Other Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Attendance Rate</p> <p>Baseline: 2016-17 Attendance Rate at 96.20%</p> <p>2019-20: The district will maintain an attendance rate above 96%.</p>	<p>The attendance rate from 17-18 to 18-19 increased slightly from 95.18% to 95.82%.</p> <p>The district did not have an accurate attendance rate for the 2019-20 school year due to adjustments made as a result of the Covid pandemic.</p>
<p>Metric/Indicator: Chronic Absenteeism Rate</p> <p>Baseline: 2016-17 Chronic Absenteeism Rate at 4%</p> <p>2019-20: The district will reduce the Chronic Absenteeism Rate by .5%.</p>	<p>The district Chronic Absenteeism increased slightly from a 6.3% to 6.8% (Orange) based on the California School Dashboard Fall 2019 report.</p>

Expected	Actual
<p>Metric/Indicator: Middle School Dropout Rate</p> <p>Baseline: 2016-2017 Middle School Dropout Rate at 0%.</p> <p>2018-19: The district will maintain the dropout rate at 0%.</p>	<p>The district maintained a 0% percent middle school dropout rate among all students, including all subgroups.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. The district will provide in-house and home outreach intervention services.</p>	<p>\$473,295 Base Certificated/Classified Salaries & Benefits \$2,500 Base Materials & Services</p>	<p>\$418,649 Base Certificated/Classified Salaries & Benefits \$2,500 Base Materials & Services</p>
<p>2. The unduplicated students are in greatest need of additional support in order to achieve academic success. In order to assist unduplicated students in growing academically, the district will provide home outreach support with the assistance of the school nurse and school psychologist for unduplicated students to overcome attendance hardships in order to support their academic growth. This action is directed at the unduplicated population and, in our experience, by providing these students the necessary tools needed for academic success, achievement will increase. As a result of these services, we expect to see increased attendance rates.</p>	<p>\$16,285 Supplemental / Concentration District County Contracts (Nurse / 1/3 Psych Partial)</p>	<p>\$16,285 Supplemental / Concentration District County Contracts (Nurse / 1/3 Psych Partial)</p>

Goal Analysis

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

Using available state and local data and input from parents, students, teachers and other stakeholders, in the above Actions/Services section, the majority of funds were spent as originally budgeted. Unspent funds such as for Administrative Support Services were not used as budgeted as a result of schedule adjustments due to the Covid pandemic. The Alvina Elementary Charter School District used the identified funds in different areas to support students and families by redirecting resources to provide materials and supplies needed for students to be successful during distance learning. These materials and supplies were distributed during home visits made by the district home outreach staff.

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District offered a variety of services to improve the level of support towards pupil engagement. The administrative team played a key role in identifying and reengaging students who were disengaged during distance learning. It was discovered that many families had difficulties in providing the structure, support and resources needed in order to find student success with distance learning. This left many students to their own means, which became very overwhelming for them. To support students and families, the district was able to provide the following:

5.1 - 5.2 The district administrative developed a variety of home outreach teams to support parents and students during distance learning. Teams created were focused within the following areas: 1) Technology Support, 2) Meal Services, 3) Health and Safety, 4) Social-Emotional Assistance and an 5) Academic Support Team.

Teachers also offered before and after school tutoring through Zoom and/or on-site support while following the health and safety guidance of the health department. Transportation for struggling students was offered to parents who were faced with difficult hardships.

Although finding success in providing students and families with support, as mentioned before, the greatest challenge faced by the district is the inconsistent internet connection through the use of hot spots. The rural infrastructure was not updated enough to handle the large load created by the switch over to distance learning by our local districts. It was identified that the majority of traffic was handled by one local tower, which was insufficient.

Goal 6

All students will have equal access to a safe, clean, and healthy environment in which to achieve social, emotional, and academic success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1: Basic Services, 4: Pupil Achievement, 5: Pupil Achievement, 6: School Climate

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Facilities Maintained as measured by annual FITs or SARC review.</p> <p>Baseline: 2015-2016 Site FITs and SARC review scored “good” or higher.</p> <p>2019-20: Site FITs and SARC review scored “good” or higher.</p>	<p>The district continues to maintain a “good” identification on the SARC and as measured by the Facilities Inspection Tool.</p>
<p>Metric/Indicator: Suspension Rate</p> <p>Baseline: 2016-2017 5% Suspension Rate</p> <p>2018-19: Discontinued & revised below</p>	<p>Metric/indicator was discontinued and revised in 2018-19.</p>

Expected	Actual																									
<p>Metric/Indicator: Suspension Rate</p> <p>Baseline 2018-19: Note: Baseline data above discovered to be inaccurate and was revised in 2017-18 to align with the Dashboard at 3.2% for the 2016-17 year.</p> <p>2019-20: The district will maintain or reduce the suspension rate at or below 3.0% for all students and all subgroups.</p>	<p>Suspension Rates Based on the Dashboard:</p> <table border="1" data-bbox="1087 277 1959 657"> <thead> <tr> <th>Year</th> <th>Schoolwide</th> <th>Hispanic</th> <th>S.E.D.</th> <th>EL</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>3.2% Orange</td> <td>3.2% Orange</td> <td>4.0% Orange</td> <td>6.8% Red</td> </tr> <tr> <td>2017-2018</td> <td>0.5% Blue</td> <td>0.6% Blue</td> <td>0.6% Blue</td> <td>0.0% Blue</td> </tr> <tr> <td>2018-2019</td> <td>0.5% Blue</td> <td>0.0% Blue</td> <td>0.0% Blue</td> <td>0.0% Blue</td> </tr> <tr> <td>Change</td> <td>Maintained</td> <td>-0.6%</td> <td>-0.6%</td> <td>Maintained</td> </tr> </tbody> </table>	Year	Schoolwide	Hispanic	S.E.D.	EL	2016-2017	3.2% Orange	3.2% Orange	4.0% Orange	6.8% Red	2017-2018	0.5% Blue	0.6% Blue	0.6% Blue	0.0% Blue	2018-2019	0.5% Blue	0.0% Blue	0.0% Blue	0.0% Blue	Change	Maintained	-0.6%	-0.6%	Maintained
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2018-2019	0.5% Blue	0.0% Blue	0.0% Blue	0.0% Blue																						
Change	Maintained	-0.6%	-0.6%	Maintained																						
<p>Metric/Indicator: Expulsion Rate</p> <p>Baseline: 2016-2017 0% Expulsion Rate</p> <p>2019-20: The district will maintain the expulsion rate at 0% for all students and all subgroups.</p>	<p>The district maintained the expulsion rate at 0% for all students and all subgroups.</p>																									
<p>Metric/Indicator: School Climate Survey: % student responses for “high levels of school connectedness”. % student responses for feeling “very safe at school”.</p> <p>Baseline: 2017-18 Baseline will be established Fall 2017.</p> <p>2019-20: Discontinued & revised below</p>	<p>Discontinued & revised.</p>																									

Metric/Indicator:

School Climate Survey:

% student responses for “high levels of school connectedness”

% student responses for feeling “very safe at school”

Baseline 2018-19:

Target for School Connectedness:

Increase 2% or maintain above 95%

Baseline Data Established in 2017-18:

School Connectedness: 86%

Target for Sense of Safety:

Increase 2% or maintain above 95%

Baseline Data Established in 2017-18:

Sense of Safety: 94%

2019-20:

Baseline Data Established in 2017-18:

School Connectedness: 86%

Baseline Data Established in 2017-18: Sense of Safety: 94%

School Climate Survey (district developed) was given to 5th and 8th grade students. Responses to focused questions on school connectedness and school safety were calculated. Baseline was established in reviewing results.

District School Climate Survey

Percentage of students by grade level answering targeted questions as agree, focused on school connectedness and school safety.

Question	School Connectedness		School Safety	
	2018	2019	2018	2019
5 th Grade	89%	91%	97%	95%
8 th Grade	93%	100%	100%	100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Home to school transportation will be provided to all in-district students.	\$81,110 Base Transportation	\$82,967 Base Transportation
2. With the current facility being sixty-three years old, effective maintenance is crucial in keeping the campus in good repair. The safety of the students is the number one priority. As part of the aging infrastructure, the district will look at updating and expanding its current security camera system.	\$332,000 Base Contribution to Maintenance \$8,000 Base Maintenance Camera System	\$346,000 Base Contribution to Maintenance \$6,400 Base Maintenance Camera System
3. The district will focus on character development through the use of the Character Counts program (All Students). The district will continue contracting psychological services with FCOE (Schoolwide).	\$20,570 Base District County Contract (Psych 2/3 Partial) \$1,000 Base Consulting Services	\$19,211 Base District County Contract (Psych 2/3 Partial) \$1,000 Base Consulting Services
4. District will ensure all students have access to new and updated materials insuring academic success within the classroom.	\$27,000 Base Materials & Supplies	\$23,742 Base Materials & Supplies
5. The unduplicated students have some of the lowest attendance rates and are in greatest need of additional support in order to achieve academic success. In order to assist unduplicated students in growing academically, the district will create the student pantry in order to provide unduplicated students with vital necessities in order to support their academic growth. This action is principally directed at the unduplicated population and, in our experience, by providing these students the necessary tools needed for academic success, they will increase achievement. We expect to see increased attendance rates and also the status and change results of the CAASPP assessments will show annual growth such that it is closing the achievement gap that currently exists between unduplicated students and the all student group.	\$1,500 Supplemental / Concentration Materials & Supplies	\$1,500 Supplemental / Concentration Materials & Supplies

Goal Analysis

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

Using available state and local data and input from parents, students, teachers and other stakeholders, in the above Actions/Services section, the majority of funds were spent as originally budgeted.

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District offered a variety of services in order to maintain a safe, clean and healthy environment in which students and staff could achieve social, emotional, and academic success. As a result of the Covid pandemic, health and safety on the school campus became a number one priority. Reaching a successful level of health and safety would create an environment of trust, which would foster staff and student success. The district was able to offer:

6.1 The district continued to provide home to school transportation for students in need of on-campus intensive support during distance learning. In addition, instructional materials, library services, technology support devices and meal services were also delivered on a daily basis through the use of our school bus. This became a vital service due to hardships faced by many of our district families. Once a return to full in-person instruction was implemented, bus services returned to a traditional home to school transportation service while maintaining all health and safety protocols.

6.2 A major focus was placed in implementing health and safety protocols across campus in order to ensure the safety of all students and staff members. The district implemented the following protocols 1) appropriate signage and physical distancing markers, 2) screenings, 3) thermometers, 4) hand sanitizing stations, 5) hand washing stations, 6) disinfecting supplies and schedules, 7) masks/shields and masking protocols, 8) air disinfection systems, 9) air filtration improvements, 10) facility foggers, 11) cafeteria table cleaning supplies, and 12) classroom safety kits. These items working together within the district Covid-19 Safety Plan ensured a safe working environment for all staff member and students. To this date, the district did not have one on campus Covid-19 transmission.

6.3 Social-Emotional support became vital as a result of the Covid pandemic. The district, with the special education team, trained instructional staff on signs to look for during instruction to identify students in distress. Teachers and instructional assistants were able to quickly refer students who developed signs of distress to our special education team for evaluation. Students received support through the school psychologist or the All4Youth team.

6.5 The student pantry saw its highest use since its development. With families not working due to the Covid pandemic, resources were distributed to families who were in need. Some of the items, which were in high demand, included: 1) clothing, 2) hygiene products, 3) instructional supplies such as pencils, paper and crayons, and 4) technology supplies.

No challenges were identified within the implementation of goal 6.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Alvina Elementary Charter School District will purchase medical safety equipment/PPE to support the safe return to school, including safe interactions between students and staff members on campus and in the classrooms. This includes thermometers, masks, face shields, gloves, gowns, etc. Purchases will be on-going as needs develop.	\$31,447	\$29,500	No
The Alvina Elementary Charter School District will purchase the COVID-19 online screening program LINQ and clock-in program Remote Time Clock to support the safety protocols on campus.	\$4,949	\$4,949	No
The Alvina Elementary Charter School District will purchase safety equipment to ensure the highest levels of cleanliness on campus. This includes foggers, hand sanitizer and stands, disinfectant wipes, disinfectant/cleaning solutions, fiber clothes, hand washing stations, classroom disinfection kits, etc.	\$59,976	\$51,300	No
The Alvina Elementary Charter School District will purchase new classroom furniture and protection materials to ensure appropriate safety and social distancing. This includes new classroom desks and plexiglass dividers.	\$13,172	\$14,200	No

The Alvina Elementary Charter School District created a new Technology Support Teacher position in order to provide in-house professional development and one-on-one assistance to staff in need	\$2,500	\$2,500	No
The Alvina Elementary Charter School District, to best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will be providing an at-risk instructional support aide. This support will be provided through Zoom in order to provide additional academic support to students during distance learning adding additional live interaction with instructional staff. First priority of services will be based on local metrics and a tiered system of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language development. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	\$21,672	\$21,672	Yes
The Alvina Elementary Charter School District has hired a temporary custodial assistant to support the current custodial team in ensuring the upmost cleanliness on campus.	\$8,145	\$8,145	No

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

In the above actions section, the majority of funds were spent as originally budgeted. The district was able to spend less on PPE than what was anticipated as a result of state distribution of materials. Custodial supply expenditures are less than anticipated due to the district also using general fund dollars to purchase cleaning supplies. We expended more funds on protection materials due to buying air disinfection systems that would help purify and sanitize air circulation in each classroom creating a safer campus.

Analysis of In-Person Instructional Offerings

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District spent the majority of the first two trimesters of the school year in a distance learning instructional model. A transition to a

hybrid learning model occurred in March 2021, and a full return to in-person instruction occurred in May 2021. Knowing the district was going to start in a full distance learning model at the discretion of the state governor, the district began to prepare during the summer so ensure a smooth transition. As a result, the district began to prepare the campus for in-person learning early in the year. The district's reopening team was able to accomplish this through the establishment of safety protocols, purchasing of PPE, development and implementation of sanitizing techniques and schedules, as well as completing any facility modifications necessary to ensure a safe and healthy working and learning environment. The majority of staff worked from campus to provide ongoing virtual learning instruction and support for the students of the district.

An area of challenge the district encountered early on was the attempt to acquire and distribute PPE and hand sanitizer to staff, as it was not readily available in the early stages of the pandemic response. In the early months, the district utilized the stock of PPE/hand sanitizer provided by state and local governments. Eventually, the district was able to establish a steady source for acquiring needed PPE and other health and safety items/equipment. As students returned to campus for in-person learning for the final six weeks of the school year, the district had the needed equipment, training, and protocols in place to ensure a safe and healthy learning environment.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Alvina Elementary Charter School District, in providing equal access for all, purchased connectivity hotspots through T-Mobile, Verizon and Cricket. A hotspot and data plan were purchased ensuring all families have access to the internet in order to connect with teachers.	\$63,100	\$62,800	No
The Alvina Elementary Charter School District purchased new laptops for instructional assistants in order to have upgraded performance during distance learning. Better performance reduces connectivity issues and lag when assisting teachers and students.	\$4,200	\$4,200	No
The Alvina Elementary Charter School District purchased Zoom Pro accounts, Screencastify accounts and Acellus Learning Accelerator licenses to deliver instruction, provide opportunities for students to collaborate promoting peer connectedness and develop social emotional well-being.	\$15,665	\$15,665	No
The Alvina Elementary Charter School District will purchase 200 new laptop chromebook style devices for students as we realizing the struggle with the age of current chromebook devices.	\$47,160	\$47,160	No
The Alvina Elementary Charter School District will purchase 9 OWL cameras to support distance learners during the hybrid model of instruction.	\$10,800	\$10,800	No

The Alvina Elementary Charter School District provided technology professional development through the Fresno County Office of Education Distance Learning Academy, as well as, in-house professional development for all instructional staff in the use of district adopted technology tools such as Zoom, Google Suites, Screencastify and Acellus.	\$21,147	\$21,147	No
The Alvina Elementary Charter School District purchased the standard based grading system TeacherEase as a resource to increase accuracy in measuring student progress during distance learning and hybrid learning.	\$2,249	\$2,249	No
The Alvina Elementary Charter School District to best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will be developing a home visitation outreach team. This support will be provided in-person in order to provide technical assistance, academic support, and support for students' health and well-being during distance learning. The outreach team, along with the teachers, will monitor students' attendance, participation and engagement. When struggles are identified, the team will make home visitations to support district families. This action will increase student daily attendance and engagement during distance learning instruction and provide the necessary supplies needed by students such as hotspots, devices, supplies and/or meals.	\$2,500	\$2,500	Yes
The Alvina Elementary Charter School District will purchase supplemental ELA and mathematics curricular support materials such as reading guided readers and math manipulative home kits.	\$14,389	\$12,800	No

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

In the above actions section, the majority of funds were spent as originally budgeted. The district was able to implement all the identified actions listed above as they were a critical component to a successful distance learning program. Access to the internet, devices, professional development, and support materials aligned seamlessly in order to provide an effective instructional program for our students.

Analysis of the Distance Learning Program

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the following areas were identified.

Continuity of Instruction:

The district instructional staff was able to offer grade-level appropriate instruction to students aligned to the state standards using the district's board adopted instructional materials. Acellus was included as a supplemental instruction resource in order to provide supplemental support and electives for students. All students were issued chromebooks and internet hot spots for those in need of internet access. It is estimated approximately 71% of our student population relied on an internet hot spot. Students had access to all instructional materials through on-line access, material pick-up days, and/or bus drop off. Student schedules were aligned to make it easy for parents to follow. Students were able to participate in synchronous instruction with their teacher and attend instruction interventions during classroom asynchronous instruction. Students received a full instructional program and were able to remain with the same teacher during the year whether an in-person or distance learning instructional model was selected. Families who struggled with technology were provided with support by the district support team.

Struggles that existed over the course of the year with such a heavy demand on technology include screen time fatigue, material and supply resources, having a quiet space to study, and internet connectivity issues. The learning of new platforms and programs such as Zoom was very difficult for student and parents to adjust to, but improved with time and practice.

Access to Devices and Connectivity:

During the district's distance learning model, staff and students had a greater need for additional and more advanced technology equipment to support instruction and learning than currently found within the classroom. Teachers were provided with additional computer monitors, and enhanced OWL cameras in order to support and bolster their online instruction. As expected, challenges presented themselves early on in the implementation of distance learning instruction. Although professional development was provided, teachers were learning to instruct from an entirely new digital platform. The district was utilizing technology in new ways that required extensive troubleshooting and support. The early weeks of distance learning proved difficult, but as teachers familiarized themselves with the format and developed new instructional strategies, and as district technology staff assisted in the troubleshooting of technology issues, we began to see more successes. Eventually, the virtual platform steadily progressed, and the technology related issues decreased.

Struggles were expected to be seen with internet connectivity. The district attempted to minimize the struggle by purchasing hot spots from three different vendors in order to attempt to match the best hot spot with specific locations within the district. Although this assisted with signal strength, the local internet tower was overwhelmed causing a lag with all hot spots.

Pupil Participation and Progress:

It was the expectation of the Alvina Elementary Charter School District that students were to attend and participate daily within classroom virtual instruction. Attendance was taken twice daily during synchronous instruction blocks. Teachers tracked student daily participation and weekly engagement during synchronous and asynchronous learning as required by CDE. Teachers assessed the progress of their students using diagnostic assessments, curriculum assessments, and an analysis of student work and participation. Teachers also provided office hours daily before and after school to meet with students and provide the necessary support for student success. Regular communication with families also gave teachers valuable input as to how students were accessing and progressing through curriculum. Throughout distance learning, the district had strong support from families in assisting with engagement and learning.

Challenges included students who were disengaged regularly, those logging off before the instructional day was over and not completing assignments and/or diagnostic assessments. Making contact with families in which this normally occurred was difficult. Home visits often had to be made.

Distance Learning Professional Development:

The Alvina Elementary Charter School District focused as its number one priority the need to provide professional development in supporting teachers as they transitioned to a distance learning format. Our newly assigned technology lead teacher surveyed our staff to determine needs and listened to their feedback over the course of the year. We utilized our lead technology teacher to provide training opportunities in distance learning topics such as Google Classroom, Zoom, Screencastify, Acellus, and creating effective virtual learning environments. The district also utilized other areas of support such as the Fresno County Office of Education, South County Support Services, and curricular publishers who specifically adjusted their curriculum for distance learning.

The challenge experienced by the district included the sudden stop to previous areas of focus and to shift trainings to new priorities, which addressed new distance learning topics, the limited time for trainings in a distance model, and a virtual model for professional development.

Staff Roles and Responsibilities:

The Alvina Elementary Charter School District is a small rural school district with limited staff members. Many certificated and classified staff members successfully executed multiple staff roles and responsibilities as indicated in our continuity plan. Support staff assumed flexible job roles related to home outreach support which included technology support, health and safety support, meal service, academic support, and a focus on health and emotional well-being. This outreach assisted teachers in increasing the participation of

disengaged students. The greatest challenge in this area was ensuring continual parent contact. For various reasons, communication with parents was much more difficult with our disengaged students.

Support for Pupils with Unique Needs:

The Alvina Elementary Charter School District provided all students with unique needs the necessary technology to participate successfully in the distance learning environment. Staff scheduled in-person support meetings for any student who required further support services following all health and safety guidelines. Challenges consisted of providing a handful of families frequent on-going technology support.

Students with exceptional needs who had an Individualized Education Plan (IEP) were provided an emergency plan outlining supports and services during distance learning. Supplemental virtual supports were provided to students and parents to assist with asynchronous work. All students were provided the necessary technology and support from the RSP teacher. Students who needed additional support were provided with one on one or small group instruction with the teacher or RSP teacher.

Virtual IEP meetings were held successfully. District saw an increase in parent participation at IEP meetings due to the flexibility of the virtual meetings. Parents could attend during their day if they were at work without taking the day off to participate in person. A few minor challenges with virtual IEPs were the difficulty in getting signatures back from parents due to technology issues. The district was able to offer alternative methods for parents to sign that did not involve technology.

The Homeless and Foster Youth liaison and designated staff reached out to families on a regularly scheduled basis. The primary focus of the scheduled meetings was to make sure families had access to supports and resources and were staying connected to their teacher. Supports were provided in the area of technology. Students and families were also provided with additional clothing and meal services. Challenges in this area focused primarily on connecting with students and families. Phone numbers would change frequently, which made connecting with families difficult.

The school site EL Coordinator provided support to teachers, which in turn supported our English learner students. Teachers and instructional assistants monitored student progress, provided targeted instruction in both breakout rooms during synchronous learning time and offered additional support sessions during asynchronous time. These sessions focused on development and growth of language.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Alvina Elementary Charter School District will continue its Extended Learning Program through the Fresno County Office of Education. This opportunity will provide students with additional interventions and homework assistance.	\$127,600	\$127,600	No
The Alvina Elementary Charter School District, to best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will implementing the reading intervention PCI. This support will be provided through Zoom (during distance learning) and through small group or one-on-one sessions (in-person) to provide additional support to students during distance learning and the hybrid model. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	\$5,000	\$5,000	Yes

<p>The Alvina Elementary Charter School District, to best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will be increasing and adjusting the hours of instructional assistants in grades K-8 in order to support students' academics and social emotional well-being. This support will be provided through Zoom to provide additional support and interventions to students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$37,811	\$37,811	Yes
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In the above actions section, the majority of funds were spent as originally budgeted. The district provided the Extended Learning Program to support the social emotional well-being of our students. Students enrolled in the ELP, demonstrated higher level of engagement and success. The district also implemented the PCI system through the SPED program to provide support to struggling students. Instructional assistant schedules were adjusted in order or to be available for support through the complete instructional day. Teachers and instructional assistants were able to work together to provide one on one meetings with struggling students.

Analysis of Pupil Learning Loss

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District fully implemented the Extended Learning Program through the 2020-2021 school year. Students were able to receive support and assistance with their academics, as well as engage in fun and meaningful activities that supported the mental well-being of students. By teacher observation, students who participated continually in ELP, showed higher levels of attendance, engagement, and participation within the classroom. The challenge that the district faced was, as similar with the instructional school day, was inconsistent internet access.

The district also implemented the PCI Reading Program through the SPED team. Early assessment results demonstrated that students who participated regularly did show gains. The challenge faced with implementing this program was the lack of professional development and the time required to fully implement the intervention. With shortened days, it was difficult to find the balance between classroom instruction and supportive intervention.

Instructional assistants played such a critical role in the classroom, not only supporting the teacher, but by being available for small group and/or one on one student meetings. The district adjusted the instructional assistants' schedules in order to allow for the assistants to be present during the entire instructional day, providing support when necessary. Students who had difficulty with classroom engagement, were provided the one on one support needed to limit learning loss in the classroom. No challenges were present in implementing this support.

Analysis of Mental Health and Social and Emotional Well-Being

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District's special education team, along with assistance from the Fresno County Office of Education school psychologist and All4Youth program worked hand in hand in order to support the mental health and social/emotional well-being of the students of our district. The SPED staff provided successful supports to students, families and staff in the following areas:

- Training to instructional staff on "red flags" to look out for when students may be in distress.
- "Red flag" reports were monitored for student searches referencing suicide, death, depression and loneliness.
- Provided risk assessments for identified students.
 - Data indicated an increase in threat assessments. However, students were more comfortable reaching out to their teachers to ask for help compared to when they were in-person.
- Referrals made to the All4Youth program when necessary.
- A calming area was created for struggling students.
- Transition activities were developed to assist struggling/anxious students when returning to in-person instruction.
- SPED team and the school psychologists offered daily office hours to support students, parents and staff.
- Mental health services were provided via tele-health virtually.

Overall, the District data indicates mental health and social and emotional supports were delivered successfully. Some of the challenges faced in this area revolved around the increase number of referrals and threat assessments. Although staff was able to provide the necessary supports for these students, it brought to light the need for additional staff support.

Analysis of Pupil and Family Engagement and Outreach

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District's attendance team, used data from daily attendance, participation, and engagement forms to track student overall attendance and participation. The district monitored students who were disengaged more than one day per week. Data indicated the district maintained a high level of attendance throughout distance learning. Each classroom reported an approximately 95% participation and engagement rate. For students/families who required intervention, the district implemented the home outreach team in order to provide the necessary supports or services needed to assist families in making improvements. 90% of students/families who required intervention were supported through classroom interventions implemented by the teacher. Teachers maintained a high level of school-to-home communication, as well as student-teacher connections. In addition, teachers were flexible with assignment deadlines and worked closely with students who were struggling with asynchronous assignments.

Challenges faced in the area of pupil and family engagement was the lack of parent involvement due to their economic situation, lack of understanding of attendance requirements during distance learning, and the lack of understanding in the use of technology and/or connectivity and how to best support their student. The continual changing of phone numbers also made it difficult to maintain communication with families

Analysis of School Nutrition

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District, in conjunction with the Caruthers Unified School District provided meal service from the beginning of our school closure on March 13, 2020. Initially meals were provided by drive through only on a daily basis. Meals were also made available throughout the summer on a daily basis as well. At the commencement of the 2020-21 school year, the district shifted its meal service plan in an attempt to reach more of its families. Out of district families maintained meal service using a drive through system. In-district families received their meals on a daily basis by bus delivery. During this time all appropriate health and safety protocols were followed ensuring the safety of all staff, students, and parents. This increased meal deliveries by 37%. No challenges were faced with meal distributions.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continuity of Learning	The Alvina Elementary Charter School District will provide staff monthly COVID-19 surveillance testing (10% of staff) as required by state and local officials.	\$10,000	\$2,500	No
Pupil and Family Engagement and Outreach	The Alvina Elementary Charter School District will develop a plan for incentives and engagement activities such as spirit days and online rallies in order to increase participation and provide for student social and emotional well-being.	\$5,000	\$5,000	No

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

In the above actions section, the majority of funds were spent as originally budgeted. A savings was seen within the district's contract with Valencia labs for Covid-19 testing. In the original implementation of our district's testing program, each test was to run at \$150 per test. Due to piggybacking with the Fresno County Office of Education and other local districts, there was a cost reduction down to \$23 per test. Eventually due to federal funds that supported testing, testing was free for the district.

The district also continued their contract with Fun Works to support online and in-person student rallies.

Overall Analysis

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District informed the development of goals and actions in the 2021-24 LCAP in the following ways:

Health & Safety Considerations:

The district must continue to consider and analyze all health and safety protocols in relation to staff, students and community interactions. In prior years the main focus of our campus has been to focus primarily on keeping a safe and open school environment that welcomes active participation by parents and the community. While this desire has not changed, the pandemic has challenged us to be more introspective when it comes to how the district can have an open learning environment while providing health and safety protocols that need to be implemented. The district has learned to create protocols that focus on keeping a comprehensive learning environment intact, while ensuring the health and well-being of all our stakeholders. The district has been challenged to look more critically at our daily custodial and maintenance operations to ensure that cleaning, sanitizing, proper ventilation and overall campus safety are priorities. The district has had to reassess our priorities when it comes to the daily operations of our school campuses in order to ensure that we continue to provide a comprehensive and effective education for our students while addressing and mitigating any health and safety concerns that may be present in our community.

Monitoring & Supporting Mental Health:

Through the pandemic, the district's staff has monitored and supported students with mental health concerns. The district found students' sense of safety and connectedness grew during distance learning. Students appeared to reach out more often to teachers and school staff regarding mental health concerns and asking for help. We also learned there was a need for additional supports in addressing the mental health needs of our students. Professional development in the area of identifying mental health needs will be on-going to district staff. The mental health training will give staff a general overview on how to identify and support students who are in need of mental health assistance.

Engaging Pupils and Families:

Distance learning reinforced the exceptionally good job the district has done in reaching out to students and families in addressing behavior and attendance. In alignment with our LCAP priorities, our administrative support team worked personally with families who became disengaged during this difficult year of the pandemic. Targeted interventions focused on reinforcing the importance of attendance and providing intensive individualized supports in order to reconnect the families with the school. On-going supports for these specific families will continue into the 2021-22 school year to ensure they stay connected to the school.

Learning Loss:

Although the district has done well with its distance learning program, the district understands there is no replacement for in-person instruction. Due to experienced learning loss, the district will be realigning their tiered system of RTI support. This will also be supported by the development of ELA and Math intervention labs outside the classroom. Benchmark assessments will also be reanalyzed in order to progress monitor student performance in the upcoming school year. The i-Ready Diagnostic tools are currently being researched.

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

The Alvina Elementary Charter School District will continue to assess and address learning loss in the 2021-24 LCAP in the following ways:

The district will assess pupil learning through district benchmarks as well as the use of the i-Ready Diagnostic tool that will be administered three times annually. This will be first used during the 2021-22 school year, so it will be new to students, teachers, and parents. The administration of the i-Ready Diagnostic tool will be three times per year and results will be monitored by the classroom teacher and site administration, while also communicating results to students and their parents.

The resulting data will be central to our identifying students' abilities, instructional gaps, and their growth rates. The district will continue to conduct teacher collaboration meetings (PLC) specifically focused on student outcomes and next steps, and these meetings will continue into the future school years. These meetings particularly focus on the outcomes and needs of our pupils with unique needs while looking at information from all students.

With the data from both the i-Ready Diagnostic tool and teacher collaboration meetings, will drive many of our LCAP action steps. This includes, but is not limited to, the students targeted for support in our ELA and Math remediation programs. Additionally, it informs our needs for future professional development for teachers and instructional assistants, not only as a stand-alone topic, but also as a component of all our professional staff development offerings.

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

Any substantive differences were addressed in the previous plan areas. There were not additional substantive differences of the actions or services identified.

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

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

Using available state and local data and input from parents, students, teachers and other stakeholders, the Alvina Elementary Charter School District will use the annual analysis and reflection of the student outcomes to drive the LCAP planning and development process. This year both the 2019-20 LCAP analysis and the 2020-21 Learning Continuity and Attendance Plan will drive LCAP development for the 2021-22, 2022-23 and 2023-24 school years.

In analyzing and reflecting upon student outcomes in the 2019-20 LCAP, data demonstrates that students were making steady academic growth. Although we had a drop in academic performance in the 2017-18 school year, we did see an increase in the 2018-19 CAASPP data. The district also plans to use data from the i-Ready Diagnostic tool to monitor continued growth. This steady growth in ELA and Math demonstrates that our instructional programs are effective and will continue to be implemented in the LCAP for 2021-22 through 2023-24. The districts attendance rate and chronic absenteeism rate remained steady. The districts suspension rate remained in the blue level and the expulsion rate remains at 0%. This data demonstrates that we are making growth in engaging students. We will continue on the path we were on prior to the school shutdown in March 2020 with enhancements from what we have learned during the 2020-21 school year under the distance-learning model. As we continue to hire new teachers, we continue to need to train teachers in content areas, such as ELA and math in order to build their understanding of the academic content standards.

In the district's analysis and reflection of the 2020-21 Learning Continuity and Attendance Plan, the district has seen the value of students having a chromebook and internet hot spot (access) at home as well as supporting software during distance learning. Relying upon devices and supporting software has changed how our teachers educate our students. We plan to allow students to check out devices in grades 6 - 8 to use at home. Internet access will be provided to those most in need. This is dependent upon the return of devices from students in the 2020-21 school year. This year has also allowed us to refine our goals to more closely align to the priorities of the California Schools Dashboard. In doing so, the district has reduced the number of LCAP goals from six to three with a focus on academic performance, academic engagement, and conditions and climate. The analysis and feedback from our stakeholders indicates the need for increased social emotional support services. In the LCAP, we are offering Mental Health/Social Emotional Learning Training for our teachers, administration, office staff and instructional assistants. We will also be placing a new focus on supports for our homeless and foster youth specifically. The home outreach team will monitor the progress and needs of our homeless and foster youth students throughout the school year.

The district will continue on the path we were on prior to the Covid pandemic as a result of our analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan with adjustments provided from the lessons we have learned from distance learning. We expect to see our students continue to show growth as they did prior to the school shutdown. We also want to provide consistency

for our students to meet their social emotional needs. Although we are continuing on the path we were on, that does not mean everything will return to “normal”. We have added many additional services in response to the 2019-20 and 2020-21 school year, which are included in the district’s Expanded Learning Opportunities Grant. The activities within the Expanded Learning Opportunities Grant have been layered on top of the actions and services within the LCAP in order to provide an additional layer of support to our district’s students.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

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

Plan Summary 2021-2022

General Information

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

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 stakeholder's 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 185 students enrolled and a school wide average of 19.6 students per classroom. Of those students, 104 (56%) are from within the Alvina Elementary Charter School boundaries, while 81 (44%) 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: 85.9% Hispanic or Latino, 12.4% White and 1.6% 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:

- Promote Academic Student Success.**
- Recognize the Value of Each Child.**
- Inspire a Partnership with the Home.**
- Develop Student Learning to its Fullest Potential.**
- Enable 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 many obstacles as a result of the Covid pandemic. Administration, certificated, and classified staff established collaborative leadership teams to study, develop, implement and troubleshoot reopening and safety plans as the instructional program transitioned over to distance learning, as well as the return to in-person learning. According to staff and parent surveys, results showed that 97% of parents supported the district plans for in-person learning and the safety measures put into place. 97% of students returned to campus, while the remaining 3% remained on distance learning. 100% of students reported they felt safe on campus and enjoyed returning to school.

A top priority and success was also the ability of the district to provide all students with chromebooks and internet hotspots. Depending on signal strength and location, families had the opportunity to select hotspots from one of three providers. This provided the opportunity for students to access the best signal possible in our rural area. Our technology team supported families by receiving and answering questions regarding technology issues, as well as, made numerous home visits to troubleshoot issues within the home. The support team also assisted parents in establishing appropriate workstations within the home in order to support our students in being much more organized and prepared.

Based on 2019 data, in reference to the dashboard, the district increased in ELA progress (yellow / 6.7 points below standard) for all students, (yellow / 6.7 points below standard). There was a slight decrease in Mathematics (orange / -16.6 / 40.5 points from level 3) for all students and EL students in yellow. English Learner progress for all students maintained at 43.9% scoring at level 4. The district averaged 44.5% of students reaching standard in ELA and an increase of 5.41% of students reaching standard in Mathematics at 40.15%.

Instructional professional development played a critical role in the overall success of student learning before and during the Covid pandemic. Instructional professional development was provided to certificated staff members in order to continue the building of the foundational structure of our curricular program. The support of AIMS through FPU during the 2018-19 school year provided the boost needed to move our mathematics program to the next level by creating an environment in which teachers began to see the development of mathematics skills much differently. During the pandemic, professional development in the use of technology and supportive technology programs were provided to all certificated and classified instructional staff members. An onsite technology lead teacher was also hired in order to have immediate technology support when needed. Additional support was provided by the Fresno County Office of Education.

The district also continues to maintain an overall low suspension rate within the blue level. Professional development has continued to support alternative methods in student discipline. With the support of All 4 Youth, school psychologist, and onsite SPED team, the district has worked to provide students with alternative supports to meet their needs.

The district will also continue to implement the home visitation team in order to provide support to families who have struggles with attendance/chronic absenteeism. According to 2019 data, the district maintained an attendance rate of 95.82%. With the support of the school psychologist, the district will continue to place a strong focus in this year, while still being sensitive to the struggles with Covid.

The district has also made great strides in upgrading technology equipment. Newly upgraded equipment such as chromebooks, hotspots, laptops, owl cameras, and SMART Boards have supported distance learning and made it possible for all students to have adequate connectivity to their teacher in the classroom during distance and hybrid learning. Ongoing purchases, professional development, and maintenance will be an ongoing focus for the district.

The maintenance of the facilities has become a major focus during the Covid pandemic. Health and safety protocols are a major focus and the appropriate adjustments have been made in order to meet the guidance of local and state health officials. 100% of staff members reported within reopening surveys that they feel the health and safety protocols, along with the facilities adjustments, ensure they feel safe. The district mitigation efforts, which include HVAC filters, air disinfection systems, plexiglass shields, masks/shields, thermometers, gloves, regular cleaning, added hand washing stations, Zoom meetings, remote teaching, appropriate signage, and adjustments to food services created an environment that ensured the health of staff and students came first.

The following plan will build upon our prior successes by continuing the actions that have contributed to general success, while adapting the goals, actions, and services to address the needs identified. The district will also incorporate new or revised actions from the Learning Continuity Plan implemented in 2020-21, and any additional actions identified through stakeholder input and/or a review of the data that will address students' academic and social-emotional needs as a result of the COVID-19 pandemic.

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.

After an analysis of district performance based on the state and local indicators included within the LCFF Evaluation Rubrics, the school community has seen growth in many areas that have been identified in district meetings and district survey results. Yet, the following areas have been identified as the greatest areas of need:

- Yellow indicator in ELA, which is an improvement, but district has identified English learners as a subgroup who struggled in comparison to other subgroups.
- Green indicator in Mathematics, which is also an improvement, but the district has identified the low-income and English learners as subgroups who struggled in comparison to other subgroups.
- The district also has identified a drop in the English learner reclassification rate.
- Annual growth within the ELPAC has also demonstrated a drop in Level 4 performance.
- Professional development within adopted curriculum will continue to be a priority in order to ensure high quality instruction within the classroom and how to best identify and support learning loss.
- The district has also identified the need for increased mental health support as the percentage of risk assessments has increased over the last year.
- On-going professional development is needed to support instructional staff in identifying students with social emotional struggles.
- The district will continue to expand the school library in order to provide high quality reading materials to our students, especially our EL students.
- The “Student Pantry” has provided support towards socio-economically disadvantaged students, especially during the pandemic, by providing the necessary essentials needed to ensure the well-being of students, which ultimately leads to student success.

- To meet academic needs of special education students as they face learning loss, the district will maintain a fulltime RSP teacher to provide academic support five days a week.
- The district has an identified orange indicator under Chronic Absenteeism at 6.8%. Severe Chronic Absenteeism will continue to be a priority and support services will be provided by district staff through the Home Outreach Team identified within the LCAP.

LCAP Highlights

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

The district has progressed through one of the most difficult years in educational history. It was through sheer commitment and dedication by the Alvina team, that we were able to educate our students through the toughest of conditions. Although we saw many highlights from prior year success, we understand that we have a new reality that awaits us in the 2021-22 school year. Although we saw increases in both overall English language arts and mathematics scores on the 2018-19 CAASPP assessments, we anticipate to see minor levels of learning loss as a result of distance learning. The district has maintained in parent engagement, continued in technological advancement within curriculum, and maintained an outstanding school climate, including identifying students who were considered at risk either academically or social emotionally. Because of the successes we have seen as a district due to the continued focus on currently implemented actions/services within the LCAP and LCP, the district stakeholders feel an obligation to maintain a focus on our prior three year plan, while identifying the needs and supports our students will need as a result of the pandemic. District stakeholders currently fell that newly established goals must continually focus around the mental well-being of our district students.

In order to continue the progress we made, while addressing our newly formed needs as a result of the pandemic, the district will maintain a strong focus on our methods of data collecting and continue implementing services based on the needs of our students. First, the district must maintain a strong focus on our adopted ELA and Mathematics curriculum that has challenged our students by increasing the rigor of instruction within the classrooms. Newly purchased intervention components such as Amplify Read, will assist teachers in supporting struggling students within the classroom. The district also values the need for continued high quality professional development from our publishers to ensure all tools are being used at the highest levels. The district will also continue with our adopted science curriculum to keep our focus on a broad course of study. We acknowledge the need to strengthen our science program by our review of the CAASPP assessment scores in 5th and 8th grade. After a year of a different style of partnership, the district looks to continue to reestablish our original working relationship with AIMS/FPU. Our focus will continue to be on how best to reach our students, especially our English learners, low-income and foster youth to ensure continued academic growth.

Also, the district must maintain a focus on expanding and effectively implementing the use of technology within the classroom in an effective and efficient manner. If anything, the pandemic has taught us how instruction can be improved through the appropriate use of technology. Through support from our newly established technology lead teacher, the Fresno County Office of Education and the Tulare County Office of Education, the district will continue to provide teachers with high quality professional development in incorporating technology within curricular practices.

Lastly, among other priorities, school health and safety will remain a top priority. The district will ensure students have a clean and safe school environment in which they are supported on a daily basis. Additional hand washing and sanitizing stations will be placed around the school campus. From maintained school facilities, disinfection, to student social and emotional support, the district will be providing the services and supports necessary in order to create an atmosphere where students can grow academically, socially and emotionally.

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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 the school community 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 2021-22 LCAP. Educating the school stakeholders 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 2020-2021 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 2021. 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, Classified, 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 21st, April 16th, 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 district stakeholders. It was identified by the team that a focus needs to be emphasized in the area of social emotional support, which is identified within the LCAP.

A School Connectedness and Safety Survey was distributed to students in grades 5th and 8th in March of 2021. 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 15th and May 6th.

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 17th, April 28th, 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 27th, March 18th, April 27th, and May 26th. 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. The LCAP public hearing was held at the regularly scheduled board meeting on May 27th. After this meeting the LCAP was posted and a public comment window (3 weeks) was opened until the June 17th board meeting. The LCAP received final approval from the Alvina Board of Trustees at the regularly scheduled board meeting on June 17, 2020. 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 stakeholder groups.

Feedback for the development of the 2021-2024 LCAP was collected over several months. Stakeholder engagement and input were 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:

- The need to provide students with mental health and social-emotional supports.
- Stakeholders were appreciative of all safety protocols implemented across the campus in order to support the health and safety of students.
- Concern for the progress of English learners and how to “catch them up” was discussed by stakeholders
- Concern for reliable connectivity and the frustration that results in student performance.
- Stakeholders expressed gratitude for the continual communication, as well as the variety of methods used for communication. Stakeholders will like to continue to see communication remain at this level.
- Stakeholders expressed gratitude for the home outreach team, which assisted families with academics, internet access, technology troubleshooting, social emotional support, meal services, along with other supports.
- Concern for learning loss that will impact students with special needs.
- Staff expressed interest in researching and implementing additional interventions and supports for struggling students.

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

The stakeholder 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 the new plan. Stakeholder survey data and recommendations were analyzed by the Alvina Elementary Charter School District. Additionally, data from the California Dashboard was reviewed and analyzed to determine areas of greatest need. Administration, after reviewing and analyzing this information, developed a list of recommendations and considerations for the new 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 stakeholder feedback, the following actions and services have been included in the plan.

- Increased support for mathematics instruction, professional development, and intervention was included in response to feedback from certificated and classified staff.
- Increased support for English language arts, professional development, and intervention, including English learners was included in response to feedback from certificated and classified staff, as well as the SELPA/SPED staff.
- Increased student and staff technology to support instructional programs was included in response to feedback from parent stakeholders (PAC/ELAC) and certificated staff.
- Increased support and services for mental health was included in response to feedback from all stakeholder groups.
- Improved communication of programs and services to families was included in response to feedback from parent stakeholders (PAC/ELAC).
- Continued expansion of Library Services was included in response to feedback from parent stakeholders (ELAC).
- Increased support for our families through the student pantry was included in response to feedback from certificated and parent Stakeholders (ELAC).

Goals and Actions

Goal

Goal #	Description
1	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.

Goal 1 has been developed to maintain a focus on the academic performance and progress of all students, including English language learners, low-income, and foster youth. Due to the Covid-19 pandemic, 2020 state and local indicators on the California School Dashboard were suspended by state law. The California School Dashboard measures how students perform in meeting grade-level standards in English language arts and mathematics on the California Assessment of Student Performance and Progress. This assessment is taken in grades third through eighth within our district. Data on the 2019 Dashboard indicates that the AECSD is performing at the yellow level in ELA, 6.7 points from standard. The district is performing at the green level in mathematics, 20.9 points below standard. Overall, AECSED demonstrated improvement in both areas, although it has been identified that English learners need to increase academic achievement in both areas in comparison to the progress of other subgroups. Also, as a result of the Covid-19 pandemic which affected the instructional program of the school district, the district expects the need to address learning loss in the upcoming 2021-22 school year. All metrics and actions have been specifically identified to target academic performance of all students.

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)	<p>2019 ELA:</p> <p>All Students: 47.73% at or above standard</p> <p>Hispanic: 44.74% at or above standard</p> <p>Low Income: 38.23% at or above standard</p> <p>EL's: 17.14% at or above standard</p> <p>2020 ELA: Benchmarks were not available for the 2020-21 school year.</p>				<p>2023-24:</p> <p>DataQuest:</p> <p>All Students: 51.0% at or above standard</p> <p>Hispanic: 48.0% at or above standard</p> <p>Low Income: 42.0% at or above standard</p> <p>EL's: 21% at or above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress: Mathematics (P4)	<p>2019 Math:</p> <p>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>2023-24:</p> <p>DataQuest:</p> <p>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>

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 Students Redesignated to Fluent English Proficient (RFEP) 16.4% Redesignated				2023-24: DataQuest: Maintain and/or Exceed the Reclassification of English Learners Rate by 1% Each Year. Target: 19.4%
English Learner Annual Growth: ELPAC Summative Assessment (P4)	2020 Summative ELPAC Performance Level 44.9% making Progress towards English language proficiency.				2023-24: DataQuest: Maintain and/or exceed progress towards English language proficiency by 1%. Target: 47%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Instructional Staff	As demonstrated by a review of the California School Dashboard and the local data indicate the need to increase academic achievement with a specific focus on English learners, low-income, and foster youth. All students would benefit significantly from the district recruiting and retaining qualified credentialed teachers, appropriately assigned within the scope of their credential. It has been shown that students perform at higher levels with highly qualified teachers in the classroom, including those who have developed years of experience while being provided professional development in improving their craft. The district will use base funding in ensuring all classroom assignments are appropriately filled by qualified teachers. The district anticipates growth in academic achievement within the metrics identified under goal 1.	\$590,702	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 of the California School Dashboard and the local data indicate the need to increase academic achievement with a specific focus on English learners, low-income, and foster youth. The unduplicated students are in greatest need of additional support in order to achieve academic success. The identified students would benefit significantly from the district recruiting and retaining qualified instructional assistants to support our unduplicated students within the classroom. Instructional assistants provide small group and/or one-on-one assistance to struggling unduplicated students within the classroom, including English learners, low-income, and foster youth. The district will fund additional qualified instructional assistants whose focus will be to support unduplicated students in the classroom. Instructional assistants work directly with students to facilitate and enhance teachers' instruction so that students can benefit from additional explanations, examples, models, and other similar supports that make content more accessible to unduplicated students. By providing qualified instructional assistants to unduplicated students, the district anticipates growth in academic achievement in English Learner Reclassification Rates, EL Growth, ELA and Math standardized or local assessments.	\$468,570	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Development	As demonstrated by a review of the California School Dashboard and local data, unduplicated students have shown to struggle the most in achieving annual growth in ELA and Mathematics. In order to support the academic growth of unduplicated 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 of professional development may include, but not limited to ELA, Math, Science, Social Studies, Kagan Structures, Instructional Strategies, and Assessment Strategies. We expect 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.	\$2,500	No

Action #	Title	Description	Total Funds	Contributing
4	Services to Improve English Learner Literacy and Mathematics	<p>As demonstrated by a review of the California School Dashboard and DataQuest information, English learners are currently the lowest performing subgroup in mathematics. English learners would benefit from high quality instruction in order to achieve academic success. The identified students would benefit significantly when teachers are provided professional development opportunities focused on researched based engagement strategies that enhance performance. To meet the needs of English learners the AECSD will fund high quality professional development and supplemental instructional materials. This will include funds to contract professional development support from the AIMS/Fresno Pacific University Partnership, which provides research based engagement strategies. This support will provide teachers one-on-one teacher coaching in developing effective instructional engagement strategies in supporting our English learners. This includes instructional planning, instructional delivery, and identifying targeted assessment strategies. This partnership will be expanded from K-5 to K-8 as data has shown positive trends in assessment scores two out of the last three years in grades 3-5 within standardized and local assessments. By providing teachers with high quality research based professional development to support our English learners, the district anticipates growth in academic achievement within mathematics standardized or local assessments.</p>	\$35,000	Yes

Action #	Title	Description	Total Funds	Contributing
5	Extended Learning	Based on stakeholder input on the district's LCAP survey and supported by the ELAC committee, there is a need to increase the academic achievement of English learners, low-income, foster youth, and students with exceptional needs due to learning loss as a result of the Covid pandemic. All students, including unduplicated student subgroups who have disabilities would benefit significantly from additional supports beyond base services. Research studies support the idea that offering students additional time for individualized intervention has a positive effect on student achievement. The AECSD will use base funding, including other federal funds, to provide after school tutorials in an effort to provide identified students with targeted individualized instruction and academic support to meet their needs. Students will be progress monitored and achievement will be tracked. The district anticipates growth in academic achievement with continued support of this action. Results will be seen based on the Dashboard as identified by the metrics of goal 1.	\$54,000	No

Action #	Title	Description	Total Funds	Contributing
6	Students with Exceptional Needs	As demonstrated by a review of the California School Dashboard and local data indicate there is a need to increase the academic achievement of English learners, low-income, foster youth, and students with disabilities. Unduplicated students who have exceptional needs would benefit greatly from additional supports and specialized programs beyond base services to better meet their learning needs. Research supports the idea that offering students additional time for individualized intervention has a positive effect on student achievement. The AECSD will use base funding for providing a Resource Specialist Program teacher, including a RSP instructional assistant 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 Math and ELA for unduplicated students with disabilities by providing them additional time for targeted, individualized instruction and additional curriculum resources to meet their needs. The district anticipates a growth in academic achievement with the continued support of this action based on the identified metrics of goal 1.	\$118,182	No

Action #	Title	Description	Total Funds	Contributing
7	Data and Assessment	As demonstrated by a review of academic achievement data on the Dashboard and DataQuest, there is a need to increase the academic achievement of all students, including English learners, low-income, and foster youth. In order to increase academic achievement for students and close the achievement gap between English learners, low-income, and foster youth, the district will research, purchase, and implement a data and assessment program that will support acceleration and help identify learning loss and gaps. This program will also assist the district in progress monitor all students and provide the district with additional data points to track achievement. The District will purchase the i-Ready assessment program. Once data collection begins, the District will make decisions based on evidence collected. The district anticipates a growth in academic achievement with the continued support of this action based on the identified metrics of goal 1.	\$7,000	No

Action #	Title	Description	Total Funds	Contributing
8	English Language Development / Curriculum Coordinator	As demonstrated by a review of the Dashboard and DataQuest information, English learners are currently the lowest performing subgroup in ELA and mathematics and there is a need to increase the academic achievement of English learners. The identified students would benefit significantly by the district implementing an English Language Development / Curriculum Coordinator position to support English Learners. The coordinator will develop, design and adjust curriculum resources and tools that assist teachers in supporting student mastery of content specific standards. The district will fund an English Language Development / Curriculum Coordinator position in order to support EL students. 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. This position will also support planning and research among the district's PLC teams as students are progress monitored. By providing an English Language Development / Curriculum Coordinator position to support English learners by assisting teachers with the development, designing and adjustment of curriculum, the district anticipates growth in academic achievement in English Learner Reclassification Rates, EL Growth, ELA and Math standardized or local assessments.	\$91,799	Yes

Action #	Title	Description	Total Funds	Contributing
9	Intervention Lab / RTI Support	<p>As demonstrated by a review of the Dashboard, DataQuest, and local data, it has been identified that there is a need to increase the academic achievement of unduplicated students within ELA and mathematics. Unduplicated students, including English learners, low-income, and foster youth, as well as students who have exceptional needs would benefit greatly from an individualized intervention and support program beyond base services to better meet their learning needs and increase academic achievement. Research supports the idea that offering students additional time in an individualized pullout intervention program ran by a qualified instructor has a positive effect on student achievement. The district will use funds to develop an intervention program for unduplicated students, including staffing and purchasing intervention program materials and supplies. Providing this additional support will help close the achievement gap in ELA and mathematics for unduplicated students by providing them targeted individualized intervention support in order to meet their needs. This includes intensive short-term progress, supplementary lessons that are targeted towards student needs, daily support, low-teacher to student ratio, and monitored progress within a tiered RTI model system. The district anticipates growth in academic achievement in English Learner Reclassification Rates, EL Growth, ELA and Math standardized or local assessments.</p>	\$45,000	Yes

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
2	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.

Goal 2 has been developed to focus on the need to ensure the district maintains an engaging environment that is conducive to learning and encourages higher rates of student participation. The Alvina Elementary Charter School District's attendance rate based on the California School Dashboard slightly increased from 95.18% to 95.82% during the 2018-19 school year. Although there was a slight increase, the district places concern with the increase in the chronic absenteeism rate from 6.3% to 6.8%, which is at the orange level. In pursuit of developing an engaging environment which is conducive to learning the district must place an emphasis in retaining and recruiting highly effective personnel with no misassignments. Additionally, the district must continue to provide the necessary supports needed to ensure the health and safety of each student by ensuring their daily needs are met based on results identified through the stakeholder LCAP survey.

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				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				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				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>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>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%				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%				2023-24: California School Dashboard: The district will reduce the Chronic Absenteeism Rate by .5% each year based on the Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in School Site Committees (P3)	2020 Attendance Records PAC: Participation Rate at 93%. ELAC: Participation Rate at 100%				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	A review of the School Accountability Report Card, as well as the LCAP survey, demonstrates there is a need to maintain access to standards aligned curriculum for all students, including English learners, low-income, foster youth. All students benefit significantly from high quality standards aligned core curriculum specifically designed to best meet the learning needs of all students, including English learners, low-income, and foster youth students. Research studies support the idea that offering students high quality research-based instructional materials supported by a fully credentialed teacher has a positive effect on student achievement. The AECSD will continue to fund standards aligned core curriculum and ensure that 100% of students have full access to the material. The district will monitor progress of this action by the identified metrics of goal 2.	\$27,827	No

Action #	Title	Description	Total Funds	Contributing
2	Access to Technology	As identified within the district's LCAP survey (82% agreement) and the school site technology survey (73% agreement), the district has identified significant progress has been made in the upgrading of the district's infrastructure. The district has identified the areas such as the upgrading of the radio tower, purchasing of new chromebooks, the start of SMART Board purchases, updated wiring, and the purchasing of OWL cameras as transforming the technological capabilities within the classroom. Improved technology within the classroom does not only advance the capabilities of learning, it also improves student engagement and attendance. Additionally, technological tools and programs assist teachers in meeting the needs of all students, especially increasing access to English learners, low-income and foster youth students. By continued funding by the AECSD, the district will maintain the current technological infrastructure while continuing to upgrade the necessary components such as access points, switches, and servers in order to meet the demand of today's speeds. The district expects to see improved academic achievement among all students, including English learners, low-income, and foster youth, as well as, improved rates of attendance while lowering the chronic absenteeism rate as measured by the identified metrics of goal 2.	\$87,427	No

Action #	Title	Description	Total Funds	Contributing
3	Library Services	<p>As demonstrated by a review of the Dashboard, DataQuest, and local data, English learners are currently the lowest performing subgroup in ELA and there is a need to increase the academic achievement of English learners. In addition, based on the district library evaluation tool, the district is meeting “Evident” on 65% of its reading materials, and to add to this, 48% of surveyed stakeholders identified the need to expand the school library as a priority. The identified students would benefit significantly by the district purchasing high quality reading and interactive materials while providing the necessary engagement supports. Research shows when students have increased access to books combined with an opportunity to interact with adults while reading (such as summarizing a story, re-reading a difficult passage, talking about characters), students show a significant improvement in reading skills such as comprehension (Dr. Kim, 2009). The purchasing of high quality books will help build enthusiasm, while at the same time making personal and community connections. By the district using funds to expand the library, English Learners will have a greater selection of materials, which results in having books students can connect to. The district librarian will also ensure opportunities for student support within engagement opportunities, such as makerspace. The district anticipates growth in academic achievement in English Learner Reclassification Rates, EL Growth, ELA standardized or local assessments. Based on EL Reclassification Rates (2017-2019) and 2019 ELA standardized assessment scores, student outcomes demonstrated positive trends.</p>	\$3000	Yes

Action #	Title	Description	Total Funds	Contributing
4	Parent Engagement Opportunities	As identified within the district's LCAP survey, 57% of stakeholders identify parent engagement opportunities as a priority for the school district. In order to foster parent participation in decision-making opportunities, the AECSD will actively engage parents in the Parent Advisory Committee and the English Learners Advisory Committee. The AECSD will also actively engage parents during parent/teacher conferences by providing the necessary resources for parents to be able to attend scheduled meetings. Research has shown the more active parents can be, the more successful their students are. The foster youth liaison will also continue to assist families by providing services and supports to low-income, foster youth and homeless students. If for any reason the district is not able to provide services, the district will ensure that families are connected with the appropriate resources in order to receive support. The district anticipates increased levels of parent engagement as measured by the identified metrics of goal 2.	\$2,500	No
5	Health Services	Based on a review of attendance and chronic absenteeism data on the Dashboard and DataQuest, there is a need to increase health services for all students, including English learners, low-income, and foster youth. In order to increase the attendance rate while lowering the chronic absenteeism rate for students, the district will provide the necessary health and social-emotional supports necessary to increase student engagement. The AECSD will fund the appropriate supports by providing a FCOE nurse, FCOE school psychologist, and the All4Youth program. The health support program will also assist the district in ensuring students who struggle with health service and/or mental health receive the necessary services needed to ensure increased rates of engagement. The district anticipates a growth in the attendance rate and decrease in the chronic absenteeism with the continued support of this action based on the identified metrics of goal 2.	\$37,250	No

Action #	Title	Description	Total Funds	Contributing
6	Home Outreach Services	<p>As demonstrated by a review of the California School Dashboard and the local data indicate the need to increase academic achievement and attendance with a specific focus on English learners, low-income, and foster youth. Also, as identified within the district's LCAP survey (100% agreement) and by full support as commented within the PAC, ELAC, and school site staff meetings, the district has identified the Home Outreach Team as a necessary support critical to the overall success of our district subgroups, including English learners, low-income, and foster youth. The Home Outreach Team provides struggling students with critical supports, services and supplies, such as medical/dental services, mental health support, financial assistance, technology support/trainings, and academic materials and supplies. As a district with a 77.8% socioeconomically disadvantaged rate, supports provided by the Home Outreach Team are critical for student health, engagement, and academic success. As studies have shown, students who do not have access to their daily needs, often struggle with attendance and finding academic success. By continued funding, the district will maintain the current structure of the Home Outreach Team while continuing to provide the necessary supports and services for our district subgroups, including English learners, low-income, and foster youth. The district anticipates growth in academic achievement, ELA and Math standardized or local assessments, as well as improved attendance rates. Based on 2019 CAASPP ELA and Math standardized assessment results, as well as 2020 attendance rates, student outcomes demonstrated positive trends.</p>	\$37,000	Yes

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
3	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.

Goal 3 has been developed to maintain an on-going commitment to ensuring a safe, clean and healthy school environment while exemplifying quality facilities and grounds. On-going maintenance resulted in the district maintaining the status of “good” on the School Accountability Report Card. Additionally, while promoting a positive and welcoming environment, the 2019 California Dashboard suspension rate remained at the blue level at 0.5%, while the expulsion rate remained at the blue level as well at a 0%. Surveys given to students in 5th and 8th grade measuring school connectedness and safety resulted in very high scores. Within school connectedness, 91% of 5th graders and 100% of eighth graders felt connected and supported by the school district. Within school safety, 95% of 5th graders and 100% of 8th graders felt safe while at school and/or knew how to ask for help if need be. Each of the actions within this goal is part of the continuing effort in engaging students and parents at school by providing a safe, clean, healthy and positive environment while implementing actions that serve 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				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 91% of 5 th graders and 100% of 8 th grades agree to feeling connected to their school				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 95% of 5 th graders and 100% of 8 th grades agree to feeling safe at school				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%				2023-24: CALPADS: The district will maintain the middle school dropout rate at 0%.
Suspension Rate (P6)	2020 Ca Dashboard Suspension Rate: 0.5% (Blue)				2023-24: California School 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%				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 identified within the LCAP survey (78% agreement), safe and well-maintained school facilities are a priority for community stakeholders. The district facilities are currently sixty-seven years old and effective maintenance is crucial to keeping the campus in good repair. Safety of all students and staff members has always been the number 1 priority for the district. As identified through the FIT report and SARC summary, the district currently rates “Good” in all areas of school inspections. The AECSD will continue funding for facilities and grounds maintenance and repair. The district will monitor progress of this action by the identified metrics of goal 3.	\$345,583	No

Action #	Title	Description	Total Funds	Contributing
2	Transportation	In order to increase academic achievement and improve the attendance rate while decreasing the chronic absenteeism rate for all students, including English learners, low-income, and foster youth, the AECSD will provide transportation for in-district students. It was identified within the LCAP survey (57% agreement) that transportation services was a necessity for students of the district. With the implementation of this service, the district expects to see an increase in the attendance rate and a decrease to the chronic absenteeism rate while seeing improvement in academic achievement. The district will monitor progress of this action by the identified metrics of goal 3.	\$82,976	No
3	School Culture and Social Behavior	It has been identified by the PAC and ELAC, as well as school site staff, student connectedness and safety must be a priority in maintaining a positive school culture. Current student data within 5th and 8th grade demonstrate a high percentage of students are feeling connected and safe in the school environment. In 2019, 95% of 5th graders and 100% of 8th graders felt safe at school, while 91% of 5th graders and 100% of 8th graders felt connected. To 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. This will be achieved by providing 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 culture. The district expects to see results by the implementation of these activities as demonstrated by the metrics identified in goal 3.	\$5,000	No

Action #	Title	Description	Total Funds	Contributing
4	Site Health and Safety Planning	As a result of the Covid pandemic, it has been identified through the LCAP survey (96% agreement) that school site health and safety planning will be critical to the overall well-being of students and staff on the school campus. The Covid pandemic has resulted in many health and safety protocols being implemented schoolwide. To increase student academic achievement, the district must ensure students remain healthy while on campus. The AECSD will ensure student health and safety by providing necessities such as extra wash stations, hand sanitizing stations, disinfection kits, classroom Covid protection kits, thermometers, masks, among additional personnel to assist in schoolwide cleaning and disinfection. The district expects to see results by the implementation of these necessities as demonstrated by the metrics identified in goal 3.	\$8000	No

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.90%	\$486,263

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

Required Descriptions

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

Using the calculation tool provided by the state, the Alvina Elementary Charter School District has calculated that it will receive \$486,263 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal and Action Number:

- 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
- 1.9: Intervention Lab / RTI Support
- 2.3: Library Services
- 2.6: Home Outreach Services

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help the Alvina Elementary Charter School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a school-wide or districtwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$486,263 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 28.90%. Our LEA has demonstrated that it has met the 28.90% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,599,040	\$ 86,427	\$ 0	\$ 363,849	\$ 2,049,316	\$ 1,442,103	\$ 607,213

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Certificated Instructional Staff	All	\$ 590,702				\$ 590,702
1	2	Classified Instructional Assistants to Support English Learners, Low-Income, And Foster Youth	English Learners, Low Income & Foster Youth	\$ 276,903			\$ 191,667	\$ 468,570
1	3	Professional Development	All	\$ 2,500				\$ 2,500
1	4	Services to Improve English Learner Literacy & Mathematics	English Learners, Low Income & Foster Youth	\$ 35,000				\$ 35,000
1	5	Extended Learning	All	\$ -			\$ 54,000	\$ 54,000
1	6	Students with Exceptional Needs	All	\$ -			\$ 118,182	\$ 118,182
1	7	Data and Assessment	All	\$ 7,000				\$ 7,000
1	8	English Language Development / Curriculum Coordinator	English Learners	\$ 91,799				\$ 91,799
1	9	Intervention Lab / RTI Support	English Learners, Low Income & Foster Youth	\$ 45,000				\$ 45,000
2	1	Instructional Core Materials	All	\$ 18,827	\$ 9,000			\$ 27,827
2	2	Access to Technology	All	\$ 10,000	\$ 77,427			\$ 87,427
2	3	Library Services	English Learners	\$ 3,000				\$ 3,000
2	4	Parent Engagement Opportunities	All	\$ 2,500				\$ 2,500
2	5	Health Services	All	\$ 37,250				\$ 37,250
2	6	Home Outreach Services	English Learners, Low Income & Foster Youth	\$ 37,000				\$ 37,000
3	1	School Facilities and Grounds	All	\$ 345,583				\$ 345,583
3	2	Transportation	All	\$ 82,976				\$ 82,976
3	3	School Culture and Social Behavior	All	\$ 5,000				\$ 5,000
3	4	Site Health and Safety Planning	All	\$ 8,000				\$ 8,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 488,702	\$ 680,369
LEA-wide Total:	\$ 488,702	\$ 680,369
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Classified Instructional Assistants to Support English Learners, Low-Income, and Foster Youth.	LEA-wide	English Learners, Low-Income, Foster Youth	Alvina Elementary Charter School District	\$ 276,903	\$ 468,570
1	4	Services to Improve English Learner Literacy and Mathematics	LEA-wide	English Learners, Low-Income, Foster Youth	Alvina Elementary Charter School District	\$ 35,000	\$ 35,000
1	8	English Language Development / Curriculum Coordinator	LEA-wide	English Learners	Alvina Elementary Charter School District	\$ 91,799	\$ 91,799
1	9	Intervention Lab / RTI Support	LEA-wide	English Learners, Low-Income, Foster Youth	Alvina Elementary Charter School District	\$ 45,000	\$ 45,000
2	3	Library Services	LEA-wide	English Learners	Alvina Elementary Charter School District	\$ 3,000	\$ 3,000
2	6	Home Outreach Services	LEA-wide	English Learners, Low-Income, Foster Youth	Alvina Elementary Charter School District	\$ 37,000	\$ 37,000

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcf@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all

student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include

sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.