

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Denair Charter Academy
CDS Code:	50-71068-5030267
LEA Contact Information:	Name: Linda Covello Position: Chief Business Official Email: lcovello@dusd.k12.ca.us Phone: (209)632-7514
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,569,711
LCFF Supplemental & Concentration Grants	\$385,381
All Other State Funds	\$203,806
All Local Funds	\$6,870
All federal funds	\$0
Total Projected Revenue	\$2,780,387

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,490,431
Total Budgeted Expenditures in the LCAP	\$2,266,617
Total Budgeted Expenditures for High Needs Students in the LCAP	\$906,664
Expenditures not in the LCAP	\$223,814

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$286,636
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$269,709

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$521,283
2020-21 Difference in Budgeted and Actual Expenditures	\$-16,927

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP include transfers of indirect costs and facility usage fees to the General Fund for DCA's share of operating costs.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	All services were provided as proposed in the LCP. However, certain expenses were less expensive than originally planned.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Denair Charter Academy

CDS Code: 50-71068-5030267

School Year: 2021-22

LEA contact information:

Linda Covello

Chief Business Official

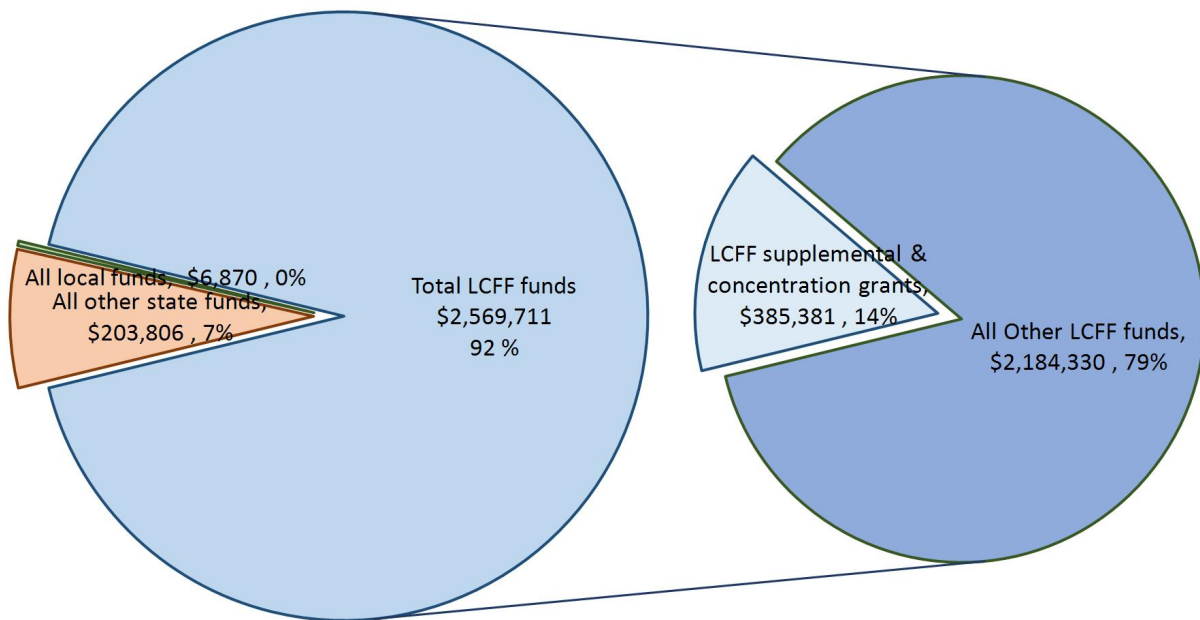
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(209)632-7514

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



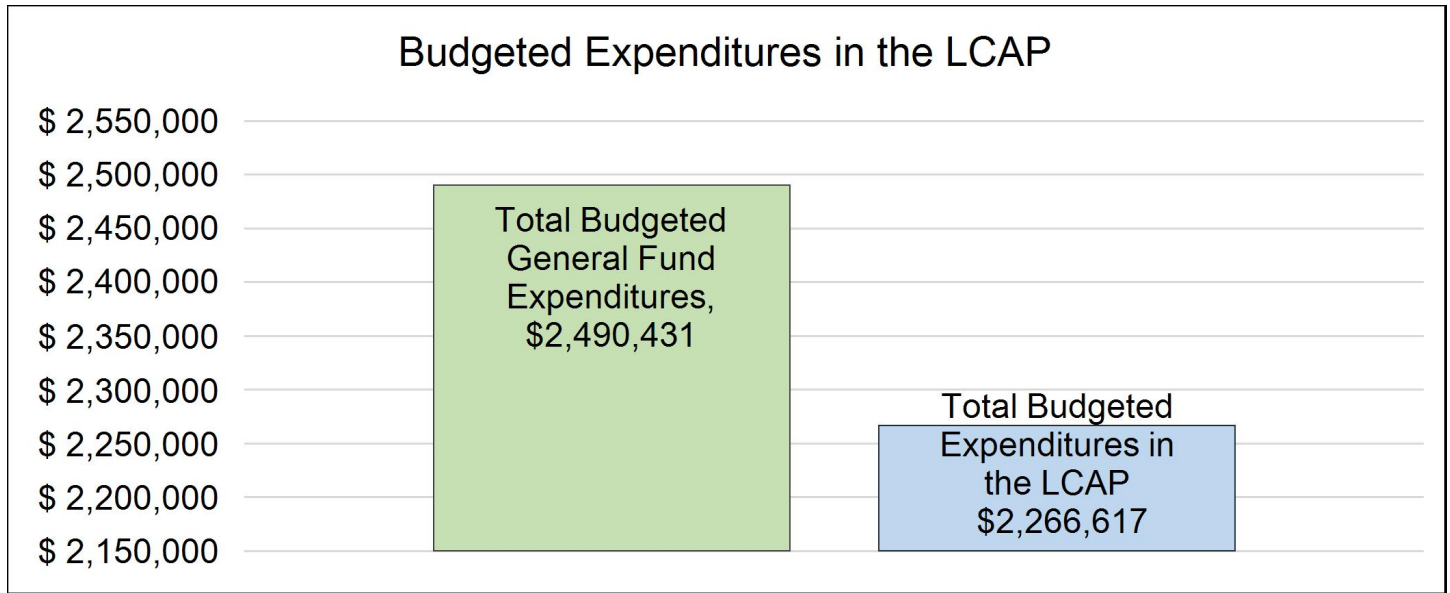
This chart shows the total general purpose revenue Denair Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Denair Charter Academy is \$2,780,387, of which \$2,569,711 is Local Control Funding Formula (LCFF), \$203,806 is other state funds, \$6,870 is local funds, and \$0 is federal

funds. Of the \$2,569,711 in LCFF Funds, \$385,381 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 Denair Charter Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Denair Charter Academy plans to spend \$2,490,431 for the 2021-22 school year. Of that amount, \$2,266,617 is tied to actions/services in the LCAP and \$223,814 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

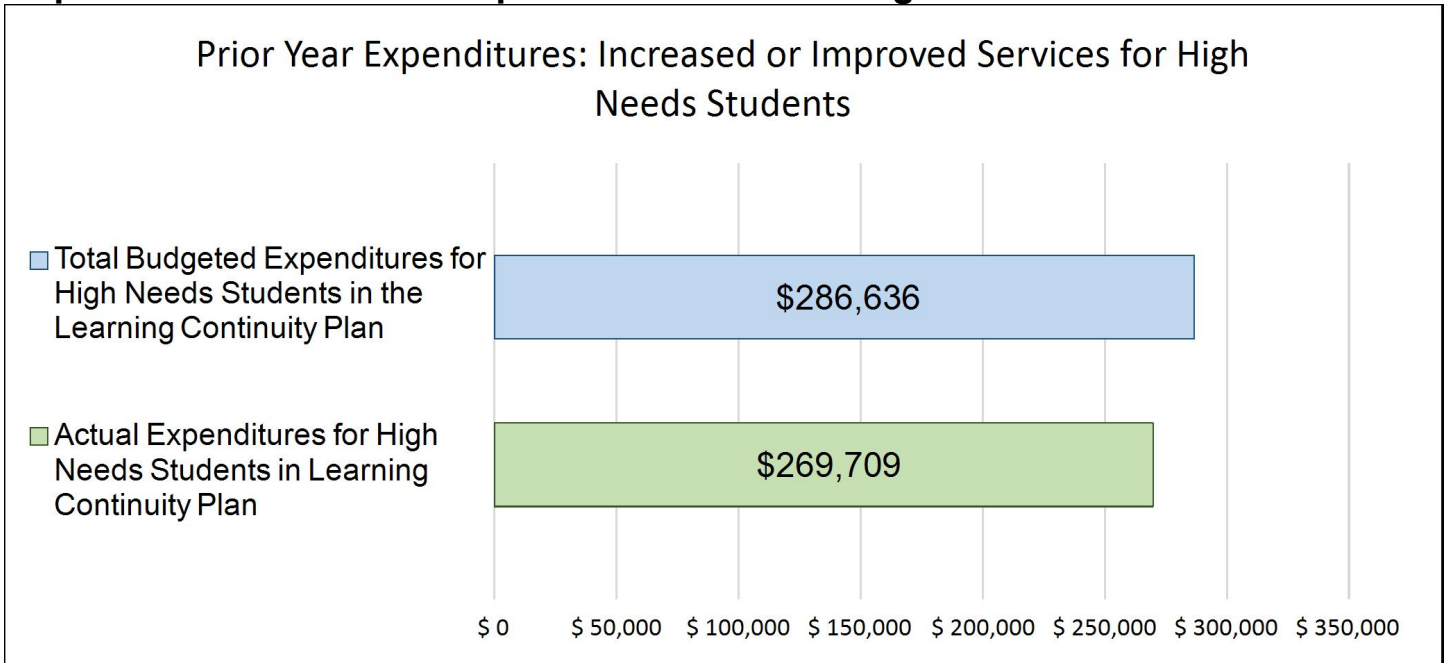
Expenditures not included in the LCAP include transfers of indirect costs and facility usage fees to the General Fund for DCA's share of operating costs.

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

In 2021-22, Denair Charter Academy is projecting it will receive \$385,381 based on the enrollment of foster youth, English learner, and low-income students. Denair Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Denair Charter Academy plans to spend \$906,664 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Denair Charter Academy 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 Denair Charter Academy 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, Denair Charter Academy's Learning Continuity Plan budgeted \$286,636 for planned actions to increase or improve services for high needs students. Denair Charter Academy actually spent \$269,709 for actions to increase or improve services for high needs students in 2020-21.

All services were provided as proposed in the LCP. However, certain expenses were less expensive than originally planned.



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

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

LEA Name	Contact Name and Title	Email and Phone
Denair Charter Academy	Linda Covello Chief Business Official	lcovello@dusd.k12.ca.us (209)632-7514

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

Provide all stakeholders the necessary resources to successfully implement and continually improve state standards in a personalized and safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>A. Data on:</p> <ol style="list-style-type: none"> 1. Percentage of staff highly qualified in their positions 2. Number of staff retained each school year 3. Rate of staff receiving professional development relevant to their positions <p>B. Data on:</p> <ol style="list-style-type: none"> 1. California Assessment of Student Performance and Progress (CAASPP – statewide assessments) 2. A-G Course Completion 3. District audit and inventory of instructional materials 4. Number of students being reclassified based on ELPAC, Renaissance Place benchmarks, and/or administrator and parent coordination 5. California Science Test (CAST) 6. Fitness Exam 7. Student Participation in World Language <p>C. Data on:</p> <ol style="list-style-type: none"> 1. School Safety Inspection Checklist and Facility Inspection Tool 2. Master Facilities Plan 	<p>A1. Maintained highly qualified staff in their positions. A2. Retained at least 3% more staff when compared to 2018-2019 school year. Total staff retention: 86%. A3. Key criteria/standards/procedures to tailor employee training developed for new teachers.</p> <p>B1. CAASPP not administered during the 19-20 school year. B2. A-G courses offered to all students. 7% of the total student population enrolled in A-G courses. B3. 100% of students have access to curriculum that is aligned with state standards. B4. 10% of English Learners were reclassified in 2019-20 B5. CAST not administered during the 19-20 school year. B6. Fitness exam not administered during the 19-20 school year. B7. Increased by 9% when comparing the number of students enrolled in World Language to total enrollment.</p> <p>C1. Maintained rate of safe, clean sustainable and attractive classrooms; FIT rating = Exemplary C2. Facilities Master Plan not completed during 2019-20 school year: in progress 2020-21 C3. Refreshed district vans and utility carts</p>

Expected	Actual
<p>3. Master Equipment Plan</p> <p>D. Participation in Wellness Committee</p> <p>19-20</p> <p>A. 1. Maintain/Increase number of staff highly qualified in their positions 2. Retain at least 3% more staff when compared to 2018-2019 3. Develop key criteria/standards/procedures to tailor employee training</p> <p>B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 5% in Level 1 scores in each subject area 2. Increase by 5% in students completing A-G courses 3. 100% of students will have access to curriculum that is aligned with state standards 4. Increase by 5% in students being reclassified 5. Set benchmark for CAST 6. Maintain/Increase the percentage of students passing each component in the fitness exam 7. Increase by 5% when comparing the number of students enrolled in World Language to total enrollment</p> <p>C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms 2. Address at least one need identified in the facilities plan 3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment</p> <p>D. Maintain/Increase participation in the wellness committee</p>	<p>D1. District Wellness Committee met twice, with representatives from all stakeholder groups</p>

Expected	Actual
<p>Baseline</p> <p>A. 1. 100% of staff are highly qualified in their positions 2. 83% of staff retained from 2015-2016 3. 90% of staff receiving professional development as of 5/18/17</p> <p>B. 1. Baseline ELA: 20% with Level 3+ scores and 33% with Level 1 scores; Baseline Math: 4% with Level 3+ scores and 80% with Level 1 scores 2. No A-G Coursework at this time, but plan to increase access through virtual classes offered 3. 100% Sufficient Textbooks and Instructional Materials 4. 9 students reclassified 5. CST baseline: 35% scoring proficient/advanced 6. Baseline: Aerobic Capacity: 30.0% in Healthy Fit Zone (HFZ), Body Composition: 35.0% in HFZ, Abdominal Strength: 60.0% in HFZ, Truck Extension Strength: 100% in HFZ, Upper Body Strength: 40.0% in HFZ, Flexibility: 35.0% in HFZ 7. World Language: 5.3% participation</p> <p>C. 1. Baseline: 98% 2. Begin Developing master facilities plan 3. 11.9% additional equipment was replaced in 2016-2017</p> <p>D. Develop a wellness committee and track participation</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide increased compensation through salary restoration to attract and retain highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position</p>	<p>Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base \$820,478</p>	<p>Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base \$881,020</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional Development and Office Supplies Lottery \$5,000 Office Supplies, Membership Fees, Property/Liability Insurance, Contracts, Postage LCFF Base \$45,500 Office Supplies and Professional Development Lottery \$7,000 Professional Development Classified PDBG \$603	Professional Development and Office Supplies Lottery \$5,337 Office Supplies, Membership Fees, Property/Liability Insurance, Contracts, Postage LCFF Base \$33,281 Professional Development Classified PDBG \$19 Professional Development Low Performing BG \$686 Maintenance Indirect Charges Maintenance \$335
Provide increased compensation through salary restoration to attract and retain highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position	Supplemental Teachers, Substitutes, Benefit Plans LCFF Supplemental \$397,772	Supplemental Teachers, Substitutes, Benefit Plans LCFF Supplemental \$412,372 Professional Development LCFF Supplemental \$2,089
Provide increased compensation through salary restoration to attract and retain highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position (Special Education expenditures included with Goal 2)	Special Education Teachers, Substitutes, Benefit Plans (Special Education expenditures included with Goal 2) Special Education \$0	Special Education Indirect Charges Special Education \$8,999
Students will have full access to ELA, Math, ELD, Science, Social Science, Physical Education, World Language, and Visual and Performing Arts instructional materials aligned with state standards for each subject.	Instructional Materials Lottery Prop 20 \$10,000 Supplies/Technology LCFF Supplemental \$6,000 Materials and Instructional Programs Lottery \$7,000	Instructional Materials Lottery Prop 20 \$10,198 Supplies/Technology LCFF Supplemental \$6,052 Materials and Instructional Programs Lottery \$4,893 Additional Instructional Materials Low Performing BG \$4,241

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement	Facility maintenance and repairs Maintenance \$123,717 Ongoing Utilities LCFF Base \$25,000 Purchase of chromebooks for all students to provide students with the resources to develop technological skills necessary for success in 21st-century education and careers One-time Unrestricted \$100,000 Equipment Maintenance Lottery \$8,000 Supplemental Equipment LCFF Supplemental \$2,500	Facility maintenance and repairs Maintenance \$8,179 Ongoing Utilities LCFF Base \$23,632 Purchase of chromebooks for all students to provide students with the resources to develop technological skills necessary for success in 21st-century education and careers One-time Unrestricted \$18,142 Equipment Maintenance Lottery \$14,107 Supplemental Equipment LCFF Supplemental \$0
Continually improve the wellness policy	Meeting Supplies Lottery \$500	Meeting Supplies Lottery \$0

Goal Analysis

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

While DCA did purchase equipment, it was all purchased out of their Lottery account, rather than paying for it out of both Lottery and LCFF Supplemental. Additionally, while the Wellness Committee was formed and meetings took place, no meeting supplies were needed.

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

This goal was specifically written to focus on operational and instructional stabilization and re-building community trust after a period of significant change and turmoil in the district. In the period of this LCAP, DCA increased staff retention from 83% to 92%. By stabilizing leadership and staff, we were able to increase the interventions offered, increase the number of elective and CTE courses offered, and examine and pilot updated instructional materials. The district budget continues to be stable but fragile, so it has been a challenge to increase salaries, which will likely have some effect on our ability to recruit and retain high-quality staff. Also, our Wellness Committee got off to a slow start and then was interrupted by the COVID-19 closures.

Goal 2

All students have the right to a safe and healthy environment to achieve social, emotional, and academic success and will engage their individual learning styles to acquire 21st Century Skills as they pursue higher education or Career Technical Pathways.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>A. Data on:</p> <ol style="list-style-type: none"> 1. Participation in Intervention 2. Percentage of students being tracked after reclassification 3. Ratio of bilingual staff and EL learners <p>B. Data on:</p> <ol style="list-style-type: none"> 1. Suspensions 2. Expulsions 3. Chronic Absenteeism 4. Participation in Clubs 5. Participation in Athletics 6. California Healthy Kids Survey 7. Participation in Child Nutrition Program <p>C. 1. Increase by 5% in students earning a CTE certificate</p> <p>19-20</p> <p>A.</p> <ol style="list-style-type: none"> 1. Maintain/Increase number of students participating in Intervention Services based on NWEA scores 	<p>A1. 27% increase in the number of students participating in Intervention Services based on NWEA scores.</p> <p>A2. 100% maintained</p> <p>A3. Ratio of bilingual staff to EL students maintained.</p> <p>B1. Decreased suspension rates by 0.3%</p> <p>B2. Zero Expulsions maintained</p> <p>B3. Maintained chronic absenteeism rates</p> <p>B4. 3% increase in club participation; 0% increase in participation in annual student council training workshop Grades 4-8</p> <p>B5. Students are provided with the opportunity to participate in athletics</p> <p>B6. Healthy Kids Survey not completed during the 19-20 school year</p> <p>B7. All students participate in the child nutrition program.</p> <p>C. 0% of students earned a CTE certificate during the 19-20 school year.</p>

Expected	Actual
<p>2. Maintain/Increase number of students being tracked after reclassification</p> <p>3. Maintain ratio of bilingual staff to ELD students</p> <p>B. Data on:</p> <ol style="list-style-type: none"> 1. Maintain/decrease suspension rates 2. Zero expulsions 3. Maintain/decrease chronic absenteeism rates 4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8 5. Provide opportunity for students to participate in Athletics. 6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe 7. 5% increase in participation in Child Nutrition Program <p>C. Increase by 5% in students earning a CTE certificate</p> <p>Baseline</p> <p>A.</p> <ol style="list-style-type: none"> 1. Intervention participation: 15% 2. 100% of students being tracked after reclassification 3. Increased ratio to 4:1 ELD students to bilingual staff <p>B.</p> <ol style="list-style-type: none"> 1. 15-16 Suspensions: 2% (7 students) 2. 15-16: 0 expulsions 3. 20.9% a 0.04% decrease from pervious year 15-16 4. Participation in Clubs: 14% 5. Participation in Athletics: 0% 6. CHKS: 74% response rate; 58% students feel connected and 84% feel safe 7. Child Nutrition Program participation: 51% <p>C. Certificates to be offered through Woodshop and Culinary classes; baseline to be determined in 17-18</p>	

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase intervention support for Low Income students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified	Summer Intervention Program LCFF Supplemental \$36,048 Summer Intervention Program LCFF Base \$9,613 Supplemental Support and Assessments, Counseling Services, and Benefit Plans LCFF Supplemental \$159,762 Additional Intervention Supports Low Performing BG \$10,282	Summer Intervention Program LCFF Supplemental \$11,487 Summer Intervention Program LCFF Base \$3,295 Supplemental Support and Assessments, Counseling Services, and Benefit Plans LCFF Supplemental \$154,942 Additional Intervention Supports Low Performing BG \$0
Improve services that promote physical, emotional and mental health while instilling a sense of self-confidence, integrity, positive decision-making, community pride, and responsible citizenry	Campus Supervisor/Security LCFF Base \$25,514 Special Education Services Special Education \$284,802 TUPE Grant for Tobacco Use Prevention Donations \$2,100 Nursing Services LCFF Base \$6,500 Counseling Services and Benefit Plans LCFF Supplemental \$35,906 ELD Coordinator LCFF Supplemental \$19,363	Campus Supervisor/Security LCFF Base \$31,266 Special Education Services Special Education \$310,637 TUPE Grant for Tobacco Use Prevention Donations \$2,100 Nursing Services LCFF Base \$0 Counseling Services and Benefit Plans LCFF Supplemental \$36,992 ELD Coordinator LCFF Supplemental \$19,400 Mental Health Meeting Supplies LCFF Supplemental \$120 Nurse Supplies Lottery \$41

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continually improve the process for students to become college and career ready including A-G Courses via virtual academies and CTE pathway plans.	Counseling Services and Benefit Plans LCFF Supplemental \$82,691 Online A-G and CTE courses to allow students to be college and career ready LCFF Supplemental \$10,000 Online A-G and CTE courses to allow students to be college and career ready Lottery \$3,000	Counseling Services and Benefit Plans LCFF Supplemental \$87,603 Online A-G and CTE courses to allow students to be college and career ready LCFF Supplemental \$11,813 Online A-G and CTE courses to allow students to be college and career ready Lottery \$2,642 Student Incentives Donations \$297 Additional online courses through Edmentum Low Performing BG \$5,310

Goal Analysis

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

The amount of summer intervention DCA was able to offer was limited due to COVID (shelter-in-place). Available funds will be used for the same purpose the following summer.

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

Over the course of this LCAP, DCA was able to implement an assessment system (NWEA) to identify students not yet performing at standard, create additional intervention services, and increase the number of students participating in them. DCA has continued to explore and add CTE pathways/courses and has an active service agreement with DHS to allow DCA students to participate in activities, clubs, sports and speciality courses at the comprehensive high school. Due to the COVID-19 pandemic, most in-person activities and clubs were suspended at the end of the 2020 school year, so DCA end-of-the-year traditions such as graduation and awards night were held virtually. This allowed DCA community pride to show through while keeping everyone safe and healthy.

Goal 3

Expand opportunities to increase parental involvement, collaboration, and community partnerships while motivating all students to have the desire to attend Denair Charter Academy consistently.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>A. Data on:</p> <ol style="list-style-type: none"> 1. Student Average Daily Attendance 2. Parent Volunteers 3. Participation in school events <p>B. Data on:</p> <ol style="list-style-type: none"> 1. New grants received 2. New partnerships established <p>C. Data on:</p> <ol style="list-style-type: none"> 1. Drop out rates 2. Graduation rates 3. Participation in transition activities <p>19-20</p> <p>A. Data on:</p> <ol style="list-style-type: none"> 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98% 2. Maintain/increase in parent/family volunteers 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to 	<p>A1. 3.74% decrease in overall ADA. A2. Maintained parent/family volunteers A3. Increased participation in Stakeholder Advisory Committee meetings quarterly, Increased participation of district-wide Stakeholder Committee from 15 participants to 21.</p> <p>B1. LPSBG received. B2. Increased participation in CCGI, Community Business Partnership Program; increased partnerships with Legacy Health Endowment</p> <p>C1. Decreased drop outs by 9.84% C2. Maintained 75% Graduation Rate C3. Maintained participation in transition activities.</p>

Expected	Actual
<p>parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events</p> <p>B. Data on:</p> <ol style="list-style-type: none"> 1. 2% increase in government grants; 2% increase in private grants/donations 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program <p>C. Data on:</p> <ol style="list-style-type: none"> 1. 1% decrease in drop outs 2. Maintain/ increase Graduation Rates 3. 95% participation in transition activities <p>Baseline</p> <p>A.</p> <ol style="list-style-type: none"> 1. Attendance: 102.84% 2. Parent Volunteers: 1 3. Adult Participation in school events: 23 <p>B.</p> <ol style="list-style-type: none"> 1. Limited grants received 2. Limited partnerships established <p>C.</p> <ol style="list-style-type: none"> 1. 17 drop outs; 7.3% 2. Graduation Rate: 83% 3. Participation Transition Activities: 14% (47 students) 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continually improve, promote and maintain an informative and involved school environment for all DCA students, families, community members and staff.	Parent Communication/Outreach LCFF Base \$12,000 Student Incentives/Field Trips Lottery \$4,500 Student Incentives for PBIS (ACES) Program and additional school-wide events/programs LCFF Supplemental \$1,000	Parent Communication/Outreach LCFF Base \$5,597 Student Incentives/Field Trips Lottery \$3,943 Student Incentives for PBIS (ACES) Program and additional school-wide events/programs LCFF Supplemental \$1,228 Student Incentives Donations \$5,026
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	MTSS - ROX program Donations \$2,000	MTSS - ROX program Donations \$0
Continually improve smooth transitions between grade levels, school sites, and programs/services including implementation of Senior Portfolios to ensure students are equipped with resources and tools for post high school pursuits.	Graduation materials/services LCFF Base \$2,000	Graduation materials/services LCFF Base \$1,790

Goal Analysis

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

The MTSS - ROX program was implemented, but no additional resources out of the donations fund were needed.

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

With the exception of the end of the 2019-20 school year (due to COVID-19 campus closures), DCA had a lot of success implementing the actions and services for this goal. Having a stable principal throughout the three-year LCAP cycle allowed the principal and staff to focus on developing relationships with families, providing outreach and support services to students who needed them, and developing a school culture in which students want to actively participate in the home-school or independent study program. Many students who gravitate to DCA's program struggled in comprehensive school settings and continue to struggle when they start the program. However, DCA staff continuously provide both support and accountability for their students and their families to improve

participation (and therefore attendance). DCA underwent a WASC review during this LCAP cycle and were awarded a 6 -year accreditation.

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
PPE, face shields, thermometers, physical barriers, plexi-glass shields, hand-sanitizer, sanitizing wipes, hand-washing stations.	\$11,700	\$6,882	No
Minimizing the number of staff members in one classroom to ensure all safety guidelines are met. Minimizing the number of students allowed to enroll in on-site classes/offering additional on-site classes if needed. Flexible learning environments.	\$0	\$0	Yes

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.

No substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Analysis of In-Person Instructional Offerings

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

As a home school and independent study charter, DCA's instructional program had very little changes in the 2020-21 school year. The school began using a 1:1 student to device ratio in the 2019-20 school year, which allowed teachers and students to easily modify their weekly meetings to an online format. Students came to campus to do work drop off and pick up as needed, with all CDPH safety precautions in place. Challenges arose when staff were required to quarantine or work from home, or when students were not able to come to campus to exchange work. Also, on-site courses were limited so students who needed extra support had to access that support virtually rather than in-person.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students will be provided with chromebooks and hotspots to ensure they are able to access curriculum and lesson plans.	\$53,000	\$47,027	Yes
Reach out to our homeless and foster youth families and provide resources through Hughson Family Resource Center and surrounding agencies. Provide information to homeless and foster youth regarding free school meals and meals distributed at the county level.	\$19,412	\$19,434	Yes
Embed ELD support within virtual lesson plans for our EL student population.	\$14,482	\$15,880	Yes

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.

No substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

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.

As a home school and independent study charter, DCA's instructional program had very little changes in the 2020-21 school year. The school began using a 1:1 student to device ratio in the 2019-20 school year, which allowed teachers and students to easily modify their weekly meetings to an online format. Challenges arose when technology did not work as it should, but the school office and district tech department handled parent and student tech issues quickly throughout the year. On-site courses were limited so students who needed extra support had to access that support virtually rather than in-person, which was a struggle for some students/families. Students with disabilities still received all services as outlined on their IEPs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students will have the opportunity to complete the virtual reading and mathematics NWEA-MAP Assessments remotely.	\$2,957	\$2,957	No
K-2nd grade virtual benchmark assessments.	\$592	\$0	No
Daily student support provided by our intervention teacher.	\$82,594	\$76,594	Yes
Virtual synchronous and asynchronous instruction provided to our students with exceptional needs.	\$117,124	\$110,764	Yes

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

There was no additional cost related to virtual benchmark assessments for K-2 grade levels.

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.

DUSD began the 2020-21 school year in distance learning (DL) and the majority of students remained on DL until March 2021. While teachers maintained standards-based instruction, accurate assessment of progress was more difficult in a DL format. This was compounded by the emerging mental health needs of many students as we progressed through the pandemic. When we saw students who were having significant struggles, we brought them back to campus in learning pods for additional support and this allowed us to intervene early before students fell too far behind.

When students returned to full-time in-person instruction in April 2021, the district committed to assessing student performance levels through both NWEA and the shortened version of the SBAC. The results of the assessments will be thoroughly analyzed during summer break to assist with developing instruction and intervention for Fall 2021. In addition, the district is offering summer enrichment programs and credit recovery programs to help students both academically and mentally as we prepare for the 2021-22 school year.

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.

Emerging mental health and social emotional well-being of students and families during the 2020-21 school year was perhaps the most challenging dilemma the district faced. While we had one full-time on-site mental health clinician (funded through a community partnership), the vast majority of our staff have very limited training to support the mental health issues we saw students dealing with (increased anxiety, depression, poor hygiene, isolation, substance abuse, etc). Administrators, teachers, counselors and the clinician all conducted home visits when a family could not be contacted via phone or email, when a student showed signs of distress, or when a student failed to attend class regularly. This was very successful, but also very time consuming as often multiple attempts were required before a connection was made. We were able to partner with a local health foundation and pilot a tele-health and tele-behavioral health platform at no cost for all students in the district. We had a difficult time getting families to access these services while we were on distance learning, but once we returned to in-person we were able to better explain the services and how to access them, which led to an increase in use. We will continue this platform in the 2021-22 school year. We have also hired a temporary (3-years) full-time, on-site mental health clinician with COVID-relief funds beginning Summer 2021.

Analysis of Pupil and Family Engagement and Outreach

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

The district employed a tiered reengagement plan for the 2020-21 school year. The vast majority of students participated in both synchronous instruction and completed asynchronous assignments while on distance learning. For those who did not, the teacher was the first point of contact with the student and/or parent. The purpose of this contact was to better understand the student's situation and address barriers to participation. For most families this was the only level of intervention needed, as teachers worked hard to accommodate student and parent needs. If a student did not reengage, members of the school office team intervened. This might be clerical staff, the counselor or administrator depending on the situation. If we were not able to contact parents/students by phone or email, a home visit would be done. Home visits were very successful in getting students back on track, but they were very time consuming for school personnel. The district maintained District Attendance Review Team (DART) and School Attendance Review Board (SARB) processes in place, but less than a dozen families needed that level of intervention. At anytime, if it became clear that a student was not going to be successful in distance learning, they were invited to attend an on-campus learning pod. This allowed them to regain routines and to access support from paraeducators while they attended online classes and completed independent work.

We maintained most family engagement and outreach programs throughout the 2021-22 school year by shifting to an online platform. Board meetings, district committees and school clubs continued to meet. The district hosted multiple community information and input sessions throughout the summer, fall and winter of 2020, well into the spring of 2021. Our weekly Coffee Hours and Parent University classes continued all year, most with increased participation. Our Spanish-speaking families were more active participants than ever before, while it was more challenging to engage our English-speaking families despite multiple venues of outreach. Special Education

staff stayed well connected to our students with disabilities and their families through the IEP process and our Homeless/Foster Liaison continued outreach to families, offering resources within and outside of the district.

Analysis of School Nutrition

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

The district served an average of 5,500 meals per week district-wide, including charters, (approximately 800 more than in previous years), including breakfast, lunch, snack, and supper. All meals were nutritious, tasty, and free to all students all year long, including weekends. Challenges included staffing, delivery of meals, and logistics of using one central kitchen versus utilizing all three site kitchens. The Food Services team did an amazing job of meeting the nutritional needs of our students while navigating constantly changing guidance.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Management Team meetings throughout the Spring and Summer 2020 to develop multiple plans for reopening schools and prepare for the implementation of distance learning.	\$2,500	\$1,557	No
N/A	Employee and Parent Communication was distributed in Spanish and English throughout the summer, including mailers to verify contact information and participate in a Technology Registration process.	\$24	\$10	Yes

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.

No substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

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.

The implementation of both distance learning and in-person learning in 2020-21 have informed our goals and actions for the 2021-24 LCAP in three specific ways:

1. Although DCA had begun implementing a 1:1 technology program prior to 2020-21, we learned many lessons during the 2020-21 school year. We definitely learned how necessary it is for students to have access to technology and be able to use it effectively. Developing this foundation for students is part of our Broad Goal in the 2021-24 LCAP.
2. We must attend to the mental health needs of the system's adults (staff and parents) and children. So many families experienced trauma during the COVID-19 pandemic, including death, illness, substance abuse, unemployment and/or financial stress, etc. that affected students' ability to engage with school and learn. Our 2021-24 LCAP includes both professional development/support for staff and the development/adoption of programs to assist parents and students.
3. A Multi-tiered System of Support is necessary to meet the academic, attendance and behavior/mental health needs of all students. Many of our students in underserved groups need additional resources and support, including access to technology/internet, tutoring

and support to become literate across content areas and self-directed learners, and opportunities to gain life skills through a variety of extra-curricular and co-curricular activities. All of these ideas have been incorporated into the 2021-24 LCAP.

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

In addition to formative assessments, DCA made a strategic decision to test all students in grades 3-11 in the Spring of 2021 using both NWEA MAP and the shortened version of CAASPP. While this took instructional time this spring, we believe it gives us the most accurate normed data by which we can make instructional decisions for the 2021-22 school year (and beyond). As a district, we have made a conscious decision to reframe "learning loss" to "learning interruption" which better recognizes that the 2020-21 school year interrupted traditional teaching and learning schedules, but we can address gaps in knowledge and accelerate learning by seizing the return to in-person school as an opportunity to do things differently than we did them pre-pandemic.

Our Focus Goal for the 2021-24 LCAP is ensuring that all students can demonstrate literacy through "copious amounts of meaningful reading, writing, and speaking in all subjects" (Schmoker, 2018). This includes the development of district-wide (TK-5 and 6-12) curriculum and assessment maps, in which teachers will vertically articulate standards-based instruction and assessment to guide our academic work for the next three years. It also includes professional development specific to literacy instruction and the provision of additional academic programs and supports for students, particularly those with unique needs, who are not yet demonstrating literacy as evidenced by local assessments.

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.

No substantive differences between 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.

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.

While DCA did not successfully accomplish every goal in the previous LCAP cycle, significant growth was recognized throughout the district, particularly the stabilization of the district budget, leadership and staff, which allowed the conditions for a renewed effort on improving student outcomes. The 2020-21 Learning Continuity and Attendance Plan guided our work for providing in-person and distance learning, keeping students and employees healthy and safe, feeding students, and supporting the mental health and social-emotional wellness of students (and staff). Our learning in the last two years informed the development of the 2021-24 LCAP in many ways (previously described throughout this document) and we are well positioned to realize significant gains in student achievement in the next three years.

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.

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.

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.
- 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.
- 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.
- 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.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,266,151.00	2,129,111.00
Classified PDBG	603.00	19.00
Donations	4,100.00	7,423.00
LCFF Base	946,605.00	979,881.00
LCFF Supplemental	751,042.00	744,098.00
Lottery	35,000.00	30,963.00
Lottery Prop 20	10,000.00	10,198.00
Low Performing BG	10,282.00	10,237.00
Maintenance	123,717.00	8,514.00
One-time Unrestricted	100,000.00	18,142.00
Special Education	284,802.00	319,636.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,266,151.00	2,129,111.00
	2,266,151.00	2,129,111.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,266,151.00	2,129,111.00
	Classified PDBG	603.00	19.00
	Donations	4,100.00	7,423.00
	LCFF Base	946,605.00	979,881.00
	LCFF Supplemental	751,042.00	744,098.00
	Lottery	35,000.00	30,963.00
	Lottery Prop 20	10,000.00	10,198.00
	Low Performing BG	10,282.00	10,237.00
	Maintenance	123,717.00	8,514.00
	One-time Unrestricted	100,000.00	18,142.00
	Special Education	284,802.00	319,636.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,559,070.00	1,433,582.00
Goal 2	685,581.00	677,945.00
Goal 3	21,500.00	17,584.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,700.00	\$6,882.00
Distance Learning Program	\$86,894.00	\$82,341.00
Pupil Learning Loss	\$203,267.00	\$190,315.00
Additional Actions and Plan Requirements	\$2,524.00	\$1,567.00
All Expenditures in Learning Continuity and Attendance Plan	\$304,385.00	\$281,105.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,700.00	\$6,882.00
Distance Learning Program		
Pupil Learning Loss	\$3,549.00	\$2,957.00
Additional Actions and Plan Requirements	\$2,500.00	\$1,557.00
All Expenditures in Learning Continuity and Attendance Plan	\$17,749.00	\$11,396.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$86,894.00	\$82,341.00
Pupil Learning Loss	\$199,718.00	\$187,358.00
Additional Actions and Plan Requirements	\$24.00	\$10.00
All Expenditures in Learning Continuity and Attendance Plan	\$286,636.00	\$269,709.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Denair Charter Academy	Linda Covello Chief Business Official	lcovello@dusd.k12.ca.us (209)632-7514

Plan Summary [2021-22]

General Information

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

Denair is an unincorporated community of approximately 4,500 residents in a rural area of Stanislaus County in the California Central Valley. Denair Unified School District currently serves approximately 1,300 students in grades Preschool (LEA-housed State Preschool) through Adult Transition (age 22). The district has 5 schools Denair Elementary/Denair Elementary Charter Academy (DECA, a district-dependent TK-5 charter school), Denair Middle School (DMS), Denair High School (DHS), and Denair Charter Academy (DCA, a dependent K-12 home school and independent study charter school). The two charter schools have their own LCAPs but work in close concert with the traditional schools (DMS and DHS) and the community considers all schools as part of one district. Therefore, much of the information in this LCAP corresponds with the LCAPs of the charters.

As a whole, Denair Unified School District student demographics reflect Caucasian 44%, Hispanic 49%, African Americans <1%, American Indian <1%, Asian <1%, Pacific Islander <1%. Our subgroup student populations are the following: English Learners 16%, Students with Disabilities 13%, Migrant 1.5%, Foster Youth <1% and Homeless <1%. Furthermore, Denair Unified School District serves 65% Socioeconomically Disadvantaged students.

For purposes of this LCAP, DCA consists approximately 250 students in grades K-12: 51% are White, 44% Hispanic, 66% Economically Disadvantaged, 11% English learners, 6% Students with Disabilities, and 2% are Homeless or Foster Youth.

As an independent study and homeschool charter, DCA provides a viable alternative for students and families who prefer not to attend a traditional comprehensive school for a variety of reasons. Students who choose DCA as their educational program come from all walks of life, many who face adversity at varied degrees. The goal for all students is to provide them with a meaningful education that paves the way to successful post-secondary college and/or career opportunities. The school community is built on its ability to form positive relationships and provide every student with an individualized educational program rich in development of soft skills, social and emotional well-being and academic success. The culture at DCA is propelled by each individual teacher's compassion and drive to make a positive impact on the lives of all students. With this, students are provided with opportunities to attend various activities and events such as: college workshops, field-trips, district-wide activities, DCA Family Nights, our DCA Senior BBQ, Senior and 8th grade Trip, Prom, Grad-Nite with Denair High School, on-site classes, Back-to-School Night, parenting group, girls group, individual counseling, tutoring services, intervention and working in small group settings to access their curriculum. Enriching culture in this way provides purpose and action in the successful advancement of the school, and gives students the opportunities to participate in activities comparable to those at comprehensive school sites.

Reflections: Successes

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

The California School Dashboard was not updated in 2020 due to the COVID-19 pandemic. Based on a review of the 2019 Dashboard, DCA notes Academic Performance in English Language Arts as a relative area of success (Yellow). While the overall score was 54.5 points below standard, there was a 25.7 point increase from the prior year.

During this LCAP cycle, DCA completed a WASC review which resulted in a 6-year accreditation. The WASC team noted many strengths including: the addition of curriculum lead teachers to support all DCA staff and create core standards-aligned curriculum; ensuring all students complete a universal reading and math assessment to determine each student's academic performance level; providing supports and interventions to students who are performing below standard; understanding the social and emotional needs of students and providing mental health services; offering at-risk students the opportunity to complete credit recovery courses; providing all students with the opportunity to concurrently enroll in college level and A-G courses; offering various graduation pathways and providing students with curriculum and projects focused around college and career readiness.

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.

Based on a review of the 2019 Dashboard, there are no significant performance gaps among student groups and the All Student group in any indicator.

The English Learner Progress Indicator is Very Low, with 18.2% of our 11 English Learners making progress towards English language proficiency (no color rating).

The Mathematics (152.1 points below standard, Red) and College and Career Indicator (3.3% prepared, Red) are low overall. This is, in large part, a reflection of the population of students we serve. Students choose an independent study program with individualized support for a variety of reasons and many of our students come to DCA performing significantly below grade level. We conduct a one-on-one orientation and ELA and Math screening for each student upon enrollment. We began work to increase the rigor of instruction in the 2019-20 school year through a focus on literacy, but our work was interrupted by the COVID-19 pandemic.

The Graduation Rate was maintained at 70.1% of students graduating in four years (Orange). Many students come to DCA with a large credit deficiency and require additional time to complete graduation requirements.

Additionally, while the 2019 Dashboard shows a color rating of Orange for Chronic Absenteeism, this was due to a missed state reporting deadline. In an independent study program a student can become chronically absent very quickly, so the school has developed systems to better intervene when a student is not on track with attendance.

LCAP Highlights

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

The 2021-24 LCAP includes one Broad Goal, one Focus Goal, and one Maintenance Goal. These goals were determined and refined with input from administrators, teachers, staff, parents, students, and community members over a period of nearly two years. The discussions began in the 2019-20 school year, prior to the onset of COVID-19, and continued through the 2020-21 school year.

The goals are inter-related and the actions are overlapping, thereby helping to focus the work of both the DUSD Governing Board and the DCA staff who are tasked with delivering a high-quality instructional program at every school, in every grade level and department.

Three key features of the DUSD 2021-24 LCAP:

1. A focus on people over programs. We intend to invest heavily in further developing the skills of staff and parents to benefit student outcomes.

2. Social-emotional, behavioral, and mental health is critical to student achievement. The mental health of the adults and children requires support as we emerge from the COVID-19 pandemic.
3. The use of a Multi-tiered System of Support (MTSS) to address any area in which a student is struggling. Each school will further refine their practices for identifying, monitoring and supporting students who are struggling with academics, attendance, or behavior/mental health.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholder engagement meetings for this LCAP began in the fall of 2019 as all DUSD principals worked with School Site Councils to gather feedback on the previous LCAP goals and actions, and began discussions about where the district might consider focusing resources in the next LCAP cycle. In January 2020, the superintendent and administrators began hosting meetings with parents (including the District English Learner Advisory committee), students, employees/local bargaining units, and community members. Two Board Trustees attended each stakeholder meeting and community feedback was discussed during Board meetings, along with providing opportunities for additional public comment. When schools in our region began closing campuses in March 2020, we suspended work on the LCAP to focus on addressing the COVID pandemic. We developed and followed a Learning Continuity Plan (LCP) to guide the work of the 2020-21 school year.

In January of 2021, schools once again began the work of engaging our community in developing new goals moving forward into the next three years. The district management team and Governing Board revisited the work of the previous stakeholder groups and developed proposed goals based on the 2019-20 input. School site councils then reviewed the proposed goals, with strong support that the proposed goals represented well what they saw as the work that needed to be done to improve student outcomes in DUSD. Proposed actions and metrics were added to the goals and then presented to the community in three different engagement sessions. In addition, employees had the opportunity to give additional input via a survey and the superintendent met with several groups of high school students during the spring semester of 2021. The LCAP goals, actions and metrics were presented at the March, April and May Board meetings, with opportunities for additional public comment.

Additionally, during the 2018-21 LCAP cycle, DCA underwent both a Western Association of Schools and Colleges (WASC) review and a Charter Petition Renewal, both of which provided extensive stakeholder input.

A summary of the feedback provided by specific stakeholder groups.

When the revised LCAP template was released in January 2020, our stakeholders -particularly employees and parents - immediately gravitated to the idea of developing a broad goal to guide our overall actions, a focus goal that would drive the daily work and offer a way to measure continuous improvement, and a maintenance goal that would recognize the need to maintain many effective programs/actions that have already been well-established in the district, but no longer need urgent or consistent focus. The community engagement sessions (in English and Spanish) involved a lot of categorizing of which actions would fall under each goal type. These discussions revealed things that our community thought we were already doing well (low suspension rates, low chronic absenteeism, high graduation rate) as well as questions that the administrative team would further ponder (e.g. Why is there a disparity between our high graduation rates and our low College & Career Indicator (CCI) rate on the CA School Dashboard?). When we returned to the LCAP development work in the Spring of 2021, we used the previous discussions as our springboard into the development of the new goals, actions, and metrics. The overall feedback from all groups (parents, DELAC, teachers, staff, local bargaining units, community groups, SELPA director, and management team) has been very positive that these goals, actions and metrics are the right "next step" for us as a district.

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

The development of broad, focus and maintenance goals was specifically influenced by stakeholder feedback. Our DELAC gave specific input around parent education opportunities that would be beneficial, especially for those parents who don't speak English and/or didn't attend school in the US. High school students gave considerable input on technology and life skills they felt would help them be successful after graduation and those ideas are embedded into the broad goal.

Goals and Actions

Goal

Goal #	Description
1	All students will have the foundation for post-secondary success.

An explanation of why the LEA has developed this goal.

As we move into a new LCAP cycle, on the heels of dealing with the COVID-19 global pandemic, we have reflected internally and with our community about what we want for our students at the end of their PK-12 educational career. The strong consensus is that we want our students to be ready to successfully tackle whatever path they'd like to follow after graduation. We see the foundation for success having four components: academic proficiency, social-emotional health, technology skills, and real-life skills. Each grade level and department contributes to these four components, building on what students learned in prior years. As we examined local and California School Dashboard data, we recognized that all indicators will improve through the focused efforts required to achieve this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4b,e-f. CA School Dashboard: College and Career Indicator (CCI)	3.3% prepared, decreased (Red)				At least 55% of students prepared and increasing (Green).
5b. CA School Dashboard: Chronic Absenteeism	no data reported, (Orange)				Maintain less than 5% of students chronically absent (Green).
5a. SIS School Attendance Rates	95% ADA at P2 in 2019-20				At least 97% ADA at P2
6a. CA School Dashboard: Suspension Rate	no data reported, (Orange) Local data: >1%, decreased				Maintain less than 1% of students suspended (Green).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4b,e-f. Post-secondary data	No comprehensive monitoring system in place				100% of students will be tracked for 2 years after graduation.
7a-c. Club/course evaluations	Develop surveys and establish baseline in 2021-22.				100% of students will have the opportunity to give feedback on how their classes and/or clubs at DCA prepared them for post secondary success.
7c. IEP goal data, specifically Individual Transition Plan (ITP) goals	25% of students with ITPs met their goal in 2020-21.				100% of students with ITPs will meet their annual goal.
3a. Parent surveys, specifically parents of unduplicated pupils (EL, LI, FY) and students with disabilities	Develop surveys and establish baseline in 2021-22.				100% of parents will have an opportunity to give feedback on how the child's educational experience prepared them for post secondary success.
5d-e. CA School Dashboard: Graduation Rate 5d-e. DataQuest: Graduation Rate and Outcome Data 5c. SIS Dropouts	Dashboard: 70.1% Graduation rate, maintained (Orange) DataQuest: 16 dropouts (19.5%) in 2019-20 SIS:0 middle school dropouts				85% graduation rate, increasing (Green) Less than 15% dropouts 0 middle school dropouts

Actions

Action #	Title	Description	Total Funds	Contributing
1	Adopt and implement Social-Emotional Learning/Mental Health programs and support.	We will help students understand and take ownership of their own social-emotional wellbeing and provide support for those who are struggling with behavior or mental health issues, including an on-site mental health clinician and tele-behavioral health services. We will examine and possibly adopt curriculum or programs for use with students and establish a Mental Health Youth Advisory Committee.	\$42,709.00	No
2	Expand parent engagement/education opportunities.	Provide opportunities for parents to learn about factors that contribute to post-secondary success and how they can support their children in pursuing college and career choices.	\$1,000.00	Yes
3	Provide professional development for certificated and classified staff.	DUSD has identified four key components of "the foundation" for post-secondary success: academics, social emotional wellbeing, technology skills, and life skills. We will provide professional learning opportunities for administrators, counselors, teachers and staff with the goal of embedding the foundational skills for post-secondary success into the educational program for all students.	\$2,000.00	No
4	Maintain a technology-rich environment with varied technology to enhance and extend student learning.	DUSD is still at the beginning stages of our 1:1 technology program. We will maintain a 1:1 student to technology device ratio by developing and following industry standards for "refresh" cycles. We will evaluate and purchase platforms/programs that are relevant to developing student technology skills in all content areas.	\$108,557.00	No
5	Expand college and career counseling and opportunities including Advanced Placement, Ag and CTE pathways and courses.	We will provide students at all grade levels with exposure to a variety of college and career options; We will help students understand and develop their own strengths and interests. Although all students may participate, we will design the activities with underserved students in mind (EL, SWD, LI, FY).	\$102,075.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Expand co-curricular/extra-curricular options.	We know that clubs, sports, and co-curricular activities such as outdoor education give students opportunities to grow socially/emotionally and to learn life skills. We will encourage these types of opportunities for all students by seeking out a wide variety of options.	\$7,810.00	No
7	Provide opportunities for students with disabilities to develop life skills and work experience.	We will support students with Individualized Transition Plans (ITPs) with opportunities to gain skills for post secondary success.	\$9,517.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	By the end of the 2023-24 school year, at least 80% of students will demonstrate literacy (reading, writing, and speaking) in all content areas.

An explanation of why the LEA has developed this goal.

Thirty years of research supports the supposition that literacy is a key factor in post-secondary success, particularly for students in marginalized groups. As students develop literacy, they become critical thinkers and creative problem solvers who can collaborate with others and communicate their learning to a wide audience. The superintendent and district administrators studied the concept of literacy and how it can be developed through "copious amounts of meaningful reading, writing and speaking in all subject areas" (Schmoker, 2018). By intentionally and strategically implementing reading, writing, and speaking activities in all classes throughout the school year, we should see measurable results within one year and significantly increase student outcomes on all metrics within three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard: College and Career Indicator (CCI)	3.3% prepared, maintained (Red)				At least 55% of students prepared and increasing (Green)
7b. CA School Dashboard: College and Career Indicator (CCI) "Met via a-g coursework"	0% of prepared students completed a-g coursework				All students will be encouraged and supported to complete a-g coursework
7f. CA School Dashboard: College and Career Indicator (CCI) "Met via Advanced Placement"	0% of prepared students passed an AP exam with a score of 3 or higher				All students will be offered opportunities to participate in AP courses and take AP exams
7f. CA School Dashboard: College	67% of prepared students				At least 80% of prepared students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Career Indicator (CCI) "Met via CAASPP/EAP	demonstrated college readiness via assessment				demonstrate preparedness via assessment
7a. CA School Dashboard: CAASPP ELA scores	54.5 points below standard, increased (Yellow)				At least 10 points above standard and increasing (Green) on ELA CAASPP
7a. CA School Dashboard: CAASPP Math scores	152.1 points below standard, maintained (Red)				At least 5 points above standard and increasing (Green) on MathCAASPP
7a. CA School Dashboard: CAASPP Science scores	baseline to be determined when CAST is added to Dashboard				At least 1 point above standard on Science CAASPP
7c. CA School Dashboard: ELPAC scores	18.2% of English learners made progress towards English proficiency				65% of English learners will make progress towards English proficiency
7d. DataQuest: EL Reclassification Rates	8.3% of English learners reclassified in 2020				50% of English learners reclassified
8a. NWEA-MAP data	16% of students scored in the 41st percentile or higher on the Math NWEA-MAP assessment. 50% of students scored in the 41st percentile or higher on the Reading NWEA-MAP assessment.				80% of students will score in the 41st percentile or higher in ELA and Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8a. IEP goal data	50% of students with an ELA IEP goal met their goal.				80% of students who have an ELA goal will meet their goal.
8a. Student grades	92% of all students received passing grades in all courses.				Less than 20% of students will have an "F" in any course.
2a. Local Indicator: Standards Implementation self-reflection	76% of responses on the self-reflection tool rated as 3 or higher in 2020				100% of responses on the self-reflection tool rated as 3 or higher
2b. Percent of RFEP students who score met or exceeds standard in ELA CAASPP	5% of RFEP students scored met or exceeded in 2018-19				70% of RFEP students score meet or exceed standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development specific to literacy instruction in all grades and content areas.	We will invest in professional development specific to literacy instruction in all subjects, including defining "literacy" and how it can be demonstrated by all students; particular attention will be given to how English learners and students with disabilities can show literacy.	\$500.00	No
2	Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by local assessments.	Fully utilize the MTSS process to provide additional support and interventions for students not yet demonstrating literacy; provide community learning hubs that include access to technology and staffed by trained teachers and paraprofessionals to provide addition tutoring and guidance.	\$139,905.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Develop district-wide curriculum and assessment maps (TK-5 & 6-12).	Using skilled facilitators, teacher teams will work through the curriculum and assessments of their grade level or content area to map out essential standards and develop common assessments to monitor student progress in each content area.	\$1,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain a positive and safe school climate where all students are successful.

An explanation of why the LEA has developed this goal.

As reported by our stakeholders during multiple meetings, there are many things DCA is doing well or has well underway that no longer required focused attention, but rather fall into a Maintenance of Progress goal. We do not want to lose sight of these important actions that are critical to maintaining a positive and safe school environment where all students can be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1c. Facilities Inspection Tool (FIT)	100% of facilities rated Good or Exemplary				Maintain 100% of facilities rated Good or Exemplary
1b. Instructional Materials Sufficiency data	100% of students have instructional materials				Maintain 100% of students have instructional materials
1a. CalSAAS	0 CalSAAS mis-assignments in 2019-20				0 CalSAAS mis-assignments
1a. Staff retention data	92% of staff retained from 2019-20 to 2020-21				At least 95% staff retention
7b-c MTSS data (intervention monitoring) Academic Attendance Behavior/Mental Health	We currently have separate processes for academic, attendance and behavior/mental health interventions.				A comprehensive MTSS Program to provide support for academics, attendance and behavior/mental health.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6c. CA Healthy Kids Survey results	New CHKS baseline will be established with Spring 2021 results				80% of students say DCA is safe or very safe; less than 10% of students report substance use or self-harm.
6c. StopIt! data	0 incidents reported in 2020-21				100% of incidents are investigated and resolved
7a-c. Dashboard Local Indicator: Broad Course of Study	100% of students (including EL, LI, FY and SWD) have access to a broad course of study				100% of students have access to a broad Course of Study
6a. CA School Dashboard: Suspension Rate 6a-b DataQuest: Expulsion and Suspension Rates	>1% suspension rate in 2019-20 0 expulsions				Maintain less than 1% suspension rate and 0 expulsions
3a-c. Local Indicator: Monitor parent participation and partnership	100% of parents/guardians of students with disabilities are involved in the IEP process. 100% of parents/guardians are notified of opportunities for involvement in DELAC, Charter				Maintain 100% notification and recruitment efforts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Council, and Parent University				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain facilities in good repair.	Continuously maintain and upgrade facilities and grounds to ensure safe campuses.	\$23,120.00	No
2	Maintain instructional materials adoption cycles.	Instructional materials that are standards-aligned and up-to-date are important tools for teachers in all content areas. Teachers and administrators will actively examine instructional materials within the cycles set forth by CDE.	\$7,415.00	No
3	Maintain high-quality staff through hiring, training and evaluation processes.	We will continue to work with our employee associations to improve compensation for certificated and classified staff, while ensuring the fiscal solvency of the district. We will continue to invest in professional learning opportunities for all job classifications. We will modify evaluation tools and processes to ensure that they are helpful in improving job performance.	\$782,249.00	No
4	Further develop MTSS for academics, attendance, and behavior.	Combine separate processes for academics, attendance, and behavior into a comprehensive MTSS so that students who are struggling in any of these areas receive intervention and support long before a crisis occurs, or being considered for change of placement or special education services.	\$255,256.00	No
5	Maintain individualized programs through	Our 9-12 independent study teachers meet one on one with students each week to provide instruction and support while the remainder of the work is completed throughout the week independently. Our K-8	\$663,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
	independent study and homeschool teaching models.	homeschool students attend class one day per week to receive instruction and socialize with peers. We will continue to provide this one-on-one support with underserved students in mind (EL, SWD, LI, FY).		
6	Maintain health services and safety protocols.	Health clerks and nurses provide health services to students and campus supervisors support school-wide discipline programs and the district-wide safety plan.	\$119,320.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.64%%	\$385,381

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.

Goal 1, Action 2 shows DCA will be expanding parent engagement and education opportunities across the entire school. This program is a bilingual program available to all parents with topics that would be most beneficial for families trying to support foster youth, English Learners, and low-income students. We have operated a similar program in the past and were very successful in reaching our English Learner and low-income families. Our outreach team will personally invite families/parents of Foster Youth and Homeless students.

Goal 1, Action 5 shows DCA will be expanding college and career counseling and opportunities, including Advanced Placement, Ag and CTE pathways and courses. Many of our low-income students want to go straight into work either during their Junior/Senior years of high school or directly following graduation. DCA is expanding our Ag and CTE pathways through an MOU with DHS to include certification processes and dual enrollment with local colleges to support these students in pursuing higher paying careers after high school.

Goal 2, Action 2 shows DCA will be providing additional academic programs and support for students who are not yet demonstrating literacy as evidenced by local assessments. Specifically, with foster youth, English Learners, and low-income students in mind, DCA will fully utilize the MTSS process to provide additional support and interventions for students not yet demonstrating literacy. This will include community learning hubs with access to technology and staffed by trained teachers and paraprofessionals to provide additional tutoring and guidance.

Goal 3, Action 5 shows DCA will be maintaining individualized programs through independent study and homeschool teaching models. By meeting with students one on one, DCA can better manage the individual needs of each foster youth, English Learner, and low-income student as evidenced by feedback from families.

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

DCA has previously funded services for foster youth, English Learners, and low-income students at or above the calculated target rates. Based on the LCFF calculator, DCA's increased apportionment based on the enrollment of foster youth, English Learners, and low-income students is \$385,381. However, DCA is spending another \$521,283 in addition to that apportionment to improve services for these students.

With 67.54% projected unduplicated pupils, DCA must increase or improve services by 17.64% for these students. If we look at the contributing activities towards improving services, we are spending \$887,337 out of LCFF Funds. If we divide that by our total LCFF Funds, we are improving services by 34.53%.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,805,593.00	\$458,524.00	\$2,500.00		\$2,266,617.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,861,077.00	\$405,540.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Adopt and implement Social-Emotional Learning/Mental Health programs and support.	\$38,734.00	\$3,975.00			\$42,709.00
1	2	English Learners Foster Youth Low Income	Expand parent engagement/education opportunities.		\$1,000.00			\$1,000.00
1	3	All	Provide professional development for certificated and classified staff.		\$2,000.00			\$2,000.00
1	4	All	Maintain a technology-rich environment with varied technology to enhance and extend student learning.	\$6,845.00	\$101,712.00			\$108,557.00
1	5	English Learners Foster Youth Low Income	Expand college and career counseling and opportunities including Advanced Placement, Ag and CTE pathways and courses.	\$99,075.00	\$3,000.00			\$102,075.00
1	6	All	Expand co-curricular/extra-curricular options.		\$6,310.00	\$1,500.00		\$7,810.00
1	7	Students with Disabilities	Provide opportunities for students with disabilities to develop life skills and work experience.		\$9,517.00			\$9,517.00
2	1	All	Provide professional development specific to literacy instruction in all grades and content areas.		\$500.00			\$500.00
2	2	English Learners Foster Youth Low Income	Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by local assessments.	\$124,578.00	\$15,327.00			\$139,905.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Develop district-wide curriculum and assessment maps (TK-5 & 6-12).	\$1,500.00				\$1,500.00
3	1	All	Maintain facilities in good repair.	\$23,120.00				\$23,120.00
3	2	All	Maintain instructional materials adoption cycles.		\$7,415.00			\$7,415.00
3	3	All	Maintain high-quality staff through hiring, training and evaluation processes.	\$755,679.00	\$25,570.00	\$1,000.00		\$782,249.00
3	4	All	Further develop MTSS for academics, attendance, and behavior.	\$1,000.00	\$254,256.00			\$255,256.00
3	5	English Learners Foster Youth Low Income	Maintain individualized programs through independent study and homeschool teaching models.	\$663,684.00				\$663,684.00
3	6	All	Maintain health services and safety protocols.	\$91,378.00	\$27,942.00			\$119,320.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$887,337.00	\$906,664.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$887,337.00	\$906,664.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Expand parent engagement/education opportunities.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Denair Charter Academy		\$1,000.00
1	5	Expand college and career counseling and opportunities including Advanced Placement, Ag and CTE pathways and courses.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Denair Charter Academy	\$99,075.00	\$102,075.00
2	2	Provide additional academic programs and support for students who are not yet demonstrating literacy as evidenced by local assessments.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Denair Charter Academy	\$124,578.00	\$139,905.00
3	5	Maintain individualized programs through independent study and homeschool teaching models.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Denair Charter Academy	\$663,684.00	\$663,684.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[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 lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.