

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpha: Cornerstone Academy Preparatory

CDS Code: 43694500121483

School Year: 2021-22

LEA contact information:

Marion Dickel

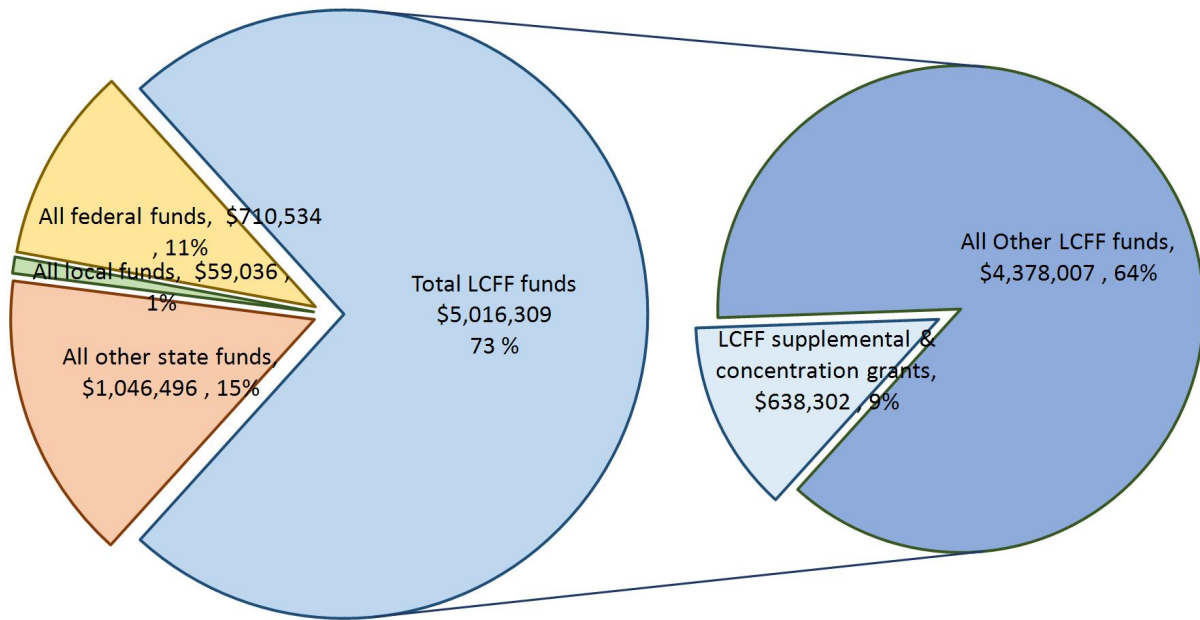
Principal

408-479-1674

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

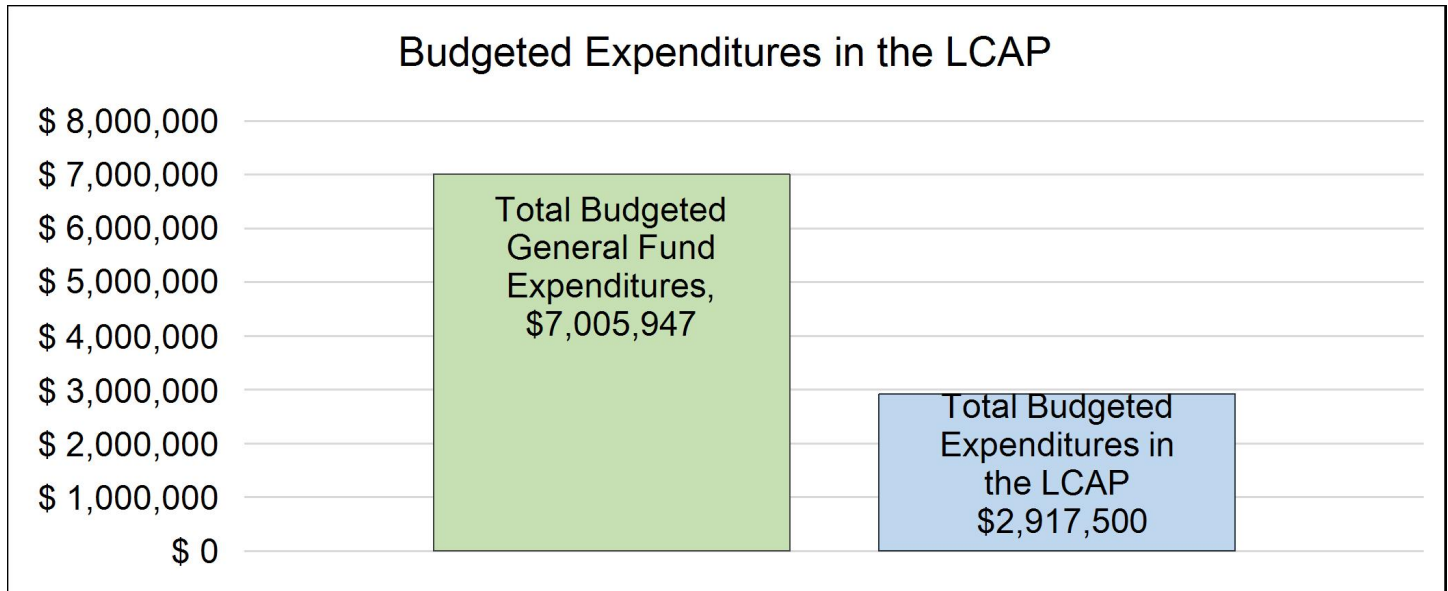


This chart shows the total general purpose revenue Alpha: Cornerstone Academy Preparatory expects to receive in the coming year from all sources.

The total revenue projected for Alpha: Cornerstone Academy Preparatory is \$6,832,375, of which \$5,016,309 is Local Control Funding Formula (LCFF), \$1,046,496 is other state funds, \$59,036 is local funds, and \$710,534 is federal funds. Of the \$5,016,309 in LCFF Funds, \$638,302 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 Alpha: Cornerstone Academy Preparatory plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Alpha: Cornerstone Academy Preparatory plans to spend \$7,005,947 for the 2021-22 school year. Of that amount, \$2,917,500 is tied to actions/services in the LCAP and \$4,088,447 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

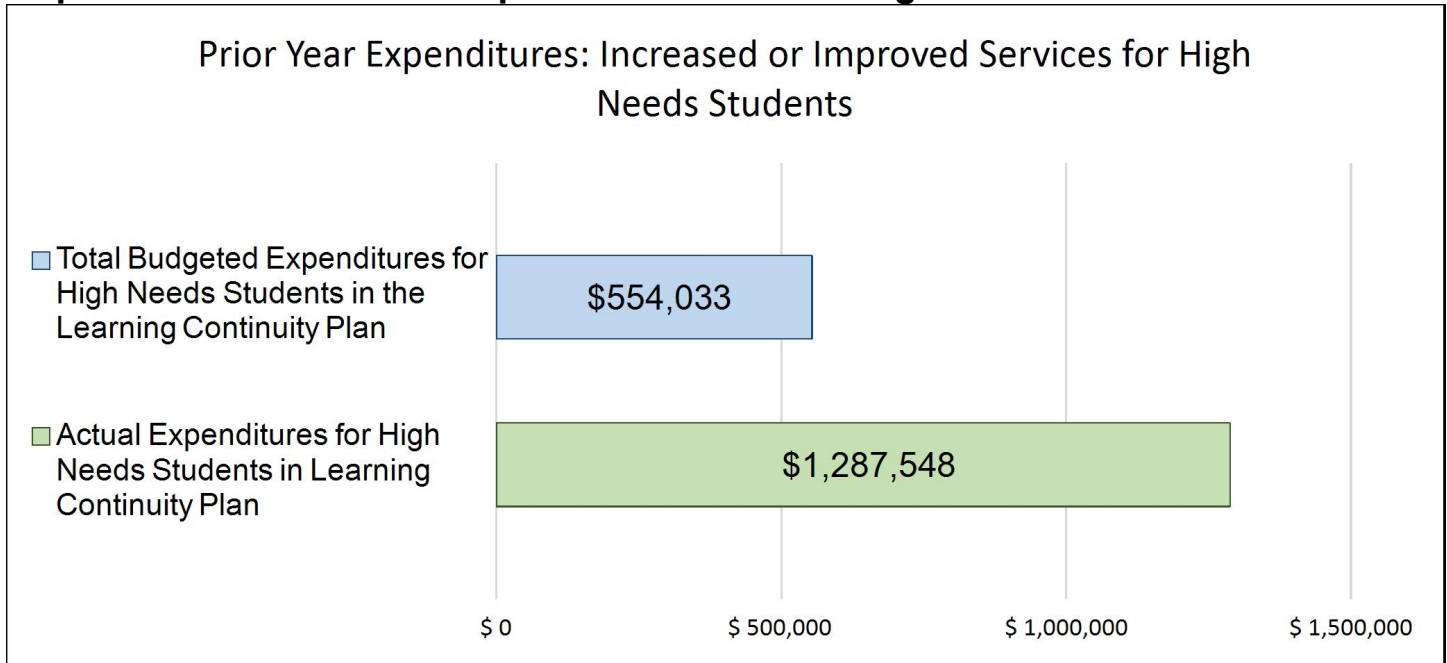
Expenses not included in the LCAP include but are not limited to (1) compensation and benefits for teacher instructional time, (2) compensation and benefits for school administration and network support, (3) furniture, (4) facilities, repairs and janitorial costs and (5) other operating and administrative expenses.

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

In 2021-22, Alpha: Cornerstone Academy Preparatory is projecting it will receive \$638,302 based on the enrollment of foster youth, English learner, and low-income students. Alpha: Cornerstone Academy Preparatory must describe how it intends to increase or improve services for high needs students in the LCAP. Alpha: Cornerstone Academy Preparatory plans to spend \$843,154 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 Alpha: Cornerstone Academy Preparatory 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 Alpha: Cornerstone Academy Preparatory 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, Alpha: Cornerstone Academy Preparatory's Learning Continuity Plan budgeted \$554,033 for planned actions to increase or improve services for high needs students. Alpha: Cornerstone Academy Preparatory actually spent \$1,287,548 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Alpha: Cornerstone Academy Preparatory	Marion Dickel Principal	mariondickel@alphapublicschools.org 408-479-1674

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

All students will receive high-quality comprehensive instruction toward mastery of the Common Core State Standards, with a focus on Literacy & English Language Development;

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 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of core teachers will have an appropriate credential or permit to teach 19-20 100% Baseline 100%	100%
Metric/Indicator 100% of pupils will have access to a high-quality standards-aligned math and literacy curriculum and materials. 19-20 100% Baseline 100%	100%
Metric/Indicator 100% of teachers will receive CCSS-aligned professional development, with a focus on literacy, ELD, and math. 19-20	100%. During the 19-20SY, we implemented network-wide content specific PD for ELA and Math. The literacy sessions were differentiated by grade level and supported elementary teachers in their understanding of foundational literacy and how to better implement their curriculum. The secondary sessions were

Expected	Actual
<p>100%</p> <p>Baseline 100%</p>	<p>focused on facilitating rigorous, standards-aligned lessons using their new curriculum. Math sessions were determined based on network-wide trends observed during monthly walkthroughs using the Instructional Practices Guide from Achieve the Core. These sessions typically focused on conceptual math instruction and how to facilitate more rigorous tasks and discussions using the curriculum.</p> <p>When COVID happened, we shifted our PD focus to include virtual instruction, including more student engagement strategies, specifically for those struggling to access content online</p>
<p>Metric/Indicator 100% of core teachers will be observed for effective priority implementation (bi-annually)</p> <p>19-20 100%</p> <p>Baseline n/a</p>	<p>100%</p>
<p>Metric/Indicator 100% of students will have a comprehensive selection of core courses, PE, and special enrichment courses in the arts.</p> <p>19-20 100%</p> <p>Baseline n/a</p>	<p>100%</p>
<p>Metric/Indicator 100% of teachers will receive ELD PD</p> <p>19-20 100%</p> <p>Baseline</p>	<p>In 19-20, we implemented 2 major network-wide professional development sessions to grow all of our teachers' understandings of how to better serve our English Learners. The first PD was offered prior to the start of the school year and the objective of the session was for all teachers to have a strong awareness of the English Learner profile of their classroom and individual students</p>

Expected	Actual
n/a	<p>for the upcoming school year. The second professional development was about identifying accessibility tools that support not only assessment, but also instruction. Our intention was to offer a third professional development, but that was delayed due to school closure.</p> <p>In addition to these PDs, there was weekly 1:1 and/or group coaching support for each EL Specialist implementing EL Achieve, our designated ELD curriculum.</p> <p>CAPS also partnered with SCCOE to facilitate EL specific PDs throughout the remainder of the 19-20SY and into the 20-21SY.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1: School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including:</p> <ul style="list-style-type: none"> • Network-based recruitment team • Facilitation of a Teacher Residency program • Family, staff, and student inclusion within interview/hiring process for key roles • Transparent teacher salary scale, with differentiated pay depending on certification status 	<p>2000-2999: Classified Personnel Salaries LCFF General Fund \$24,339</p> <p>1000-1999: Certificated Personnel Salaries LCFF General Fund \$34,031</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF General Fund 23,527</p> <p>1000-1999: Certificated Personnel Salaries LCFF General Fund 35,961</p>
1.2: All teachers provided with certification/credential support with a bi-annual review around assignment and credential status.	2000-2999: Classified Personnel Salaries LCFF General Fund \$3,509	2000-2999: Classified Personnel Salaries LCFF General Fund 5,216
1.3: School will purchase and provide training for high quality curriculum, such as Fountas & Pinnell and Study Sync	4000-4999: Books And Supplies LCFF General Fund \$158,089	4000-4999: Books And Supplies LCFF General Fund 291,961
1.4: All teachers will have a weekly support meeting focused with their manager, during which they will review academic data and culture classroom observation data, and create action plans based on the data.	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding \$45,383	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding 60,172

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5: Teachers and staff will received differentiated PD each Thursday, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing the CCSS through the state adopted curriculum.	N/A 1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding \$136,150	1000-1999: Certificated Personnel Salaries LCFF General Fund and SPED Funding 134,886
1.6: Addition of enrichment classes for all students during the day, through PLT and special courses.	2000-2999: Classified Personnel Salaries LCFF General Fund \$280,327	2000-2999: Classified Personnel Salaries LCFF General Fund 307,578
1.7: Continued network support team to support various instructional initiatives: <ul style="list-style-type: none"> • Director of K-4 expansion; • Director of Student Supports • ELA Program Manager • Math Program Manager 	2000-2999: Classified Personnel Salaries LCFF General Fund \$119,767	5000-5999: Services And Other Operating Expenditures LCFF General Fund 108,930
1.8: Implementation of Tier 1 MTSS team structure at all sites and Network level	2000-2999: Classified Personnel Salaries LCFF General Fund \$3,644	2000-2999: Classified Personnel Salaries LCFF General Fund 4,456

Goal Analysis

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

All actions and strategies for this goal were implemented as intended. For 1.3 and 1.4, our expenses exceeded our anticipated budget for those items (e.g. additional curriculum purchases, and more AP/coaching time allocated to weekly support and coaching). Any other variances in expenses (e.g. 1.6 and 1.7) were due to factors such as personnel changes/vacancies and pandemic impact in the Spring.

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

During the 19-20 academic year, we had in-person instruction up to March 2020. After March 2020, we transitioned into virtual learning.

Throughout the year, we purchased and provided training for high quality curriculum. Our network support team worked in partnership with school leaders to create a strategic professional development scope and sequence that provided for weekly differentiated PD.

Teachers received training on components of each curriculum and best practices for high quality instruction aligned to Common Core State Standards. Teachers also received weekly support from their coaches, participated in grade level data review, and created interventions plans for student as part of our MTSS process.

We implemented our new Fountas & Pinnell curriculum at the start of the year and adapted the curriculum to meet the challenge that the 5th grade components were released late by F&P.

After our transition to virtual learning, we successfully adjusted our high quality curriculum to provide rigorous online instruction. We also continued differentiated professional development. We focused on training our staff to use online platforms, adapting curriculum for online learning, and continuing to provide supports for our subgroups in virtual learning.

In virtual learning, the biggest challenge was to adjust to providing high quality online learning experience. We worked to overcome this challenge by shifting the focus of weekly support meetings to providing families and students access to technology and engaging students in academics while focusing on their social emotional needs. Through all of this our network support team provided thought partnership in best practices to overcome these challenges and additional support as needed.

Goal 2

Increase achievement for all students, with a particular focus on accelerating learning outcomes for Literacy and English Language Learners and other target groups to close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of Students who will Meet or Master SBAC Standards in Math 19-20 45% Baseline pending	n/a
Metric/Indicator % of students who will Meet or Master SBAC standards in reading 19-20 45% Baseline pending	n/a
Metric/Indicator % of EL students who will grow one level on the ELPAC 19-20 25%	According to the CA School Dashboard, 35.5% of students grew at least one level on the ELPAC between the 17-18SY and 18-19SY, which is approximately 32 students.

Expected	Actual
Baseline n/a	We cannot calculate this growth from 18-19 and 19-20 because of the state's waiver allowing some of our students to forgo the 19-20 Summative ELPAC.
Metric/Indicator % of Students with Disabilities who will meet their NWEA MAP growth goal. 19-20 45% Baseline pending	18-19 Winter to 19-20 Winter for READING: 72.73% to 35% (trending down) 18-19 Winter to 19-20 Winter for MATH: 84.44% to 33.33% (trending down)
Metric/Indicator % of students (all) achieving their growth goals on the MAP test in Math and ELA. 19-20 45% Baseline 56%	18-19 Winter to 19-20 Winter for READING: 82.81% to 46.72% (trending down) 18-19 Winter to 19-20 Winter for MATH: 81.07% to 43.76% (trending down)
Metric/Indicator % of students and families who agree that the school is preparing them to succeed in college. 19-20 85% Baseline 97%	99%
Metric/Indicator % of EL students who will meet their NWEA Map growth goal 19-20 50% Baseline 60%	18-19 Winter to 19-20 Winter for READING: 74.63% to 31.6% (trending down) 18-19 Winter to 19-20 Winter for MATH: 89.71% to 42.55% (trending down)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1: Ensure appropriate scheduling and staffing needed to implement a REACH/pull-out block within the schedule to allow school staff to differentiate, focus on students within Tier 1 and 2 students.</p> <ul style="list-style-type: none"> • Learning coaches • Teacher residents • Associate teacher 	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund and Title I \$240,872</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund and Title I 390,275</p>
<p>2.2: School has created a four year plan to help support our EL scholars, which includes:</p> <ul style="list-style-type: none"> • Addition of an English Language Development specialist at the school to do provide designated instruction and teacher support for integrated ELD. (Parra - HS) • Purchase, pilot, and begin integration of initial designated ELD curriculum such as Dataworks. • Add regular designated and integrated ELD professional development for leaders and staff. • School-based ELD specialist to monitor progress and assessment of ELs from Title 3 funds 	<p>1000-1999: Certificated Personnel Salaries Title III \$94,250</p>	<p>1000-1999: Certificated Personnel Salaries LCFF General Fund 74,245</p>
<p>2.3: Refine a standardized assessment structure for all grades, which will help us identify, monitor, and adjust supports/strategies to maximize student growth, including:</p> <ul style="list-style-type: none"> • NWEA exam 3 times a year, Fall, Winter, Spring; <p>Standards-based and SBAC aligned Interim Assessments 3 times a year;</p> <ul style="list-style-type: none"> • All-Staff Data Days to analyze and create action/learning plans around NWEA, interim, and culture data assessments; • Data Analysis tools, including a internal data hub, schoolzilla, and illuminate) for individual teachers in coaching sessions, weekly leadership team data analysis, and network data analysis. 	<p>5000-5999: Services And Other Operating Expenditures LCFF General Fund \$44,725</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF General Fund 37,858</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4: Use of School Study Team structure to help address academic issues.	Not Applicable Not Applicable \$0	Not Applicable Not Applicable 0
n/a: See 1.4 and 2.3.		
N/A: see goal 2.1		
2.5: More structured protocols for GE/SPED collaboration; RTI cycles for students with IEPs who are failing core classes; More focused reading intervention groups; co-teaching in key classes; implementing common phonics curriculum for struggling readers	4000-4999: Books And Supplies SPED Funding \$5,204	4000-4999: Books And Supplies SPED Funding 1,652

Goal Analysis

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

All actions and strategies for this goal were implemented as intended. For 2.1, we spent more than budgeted. This was based on the increased need for FTE and subsequent hiring to support our intervention structures, in order to sufficiently meet the goals of 2.1.

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

In-person we prioritized providing differentiated support for our students through our REACH/pullout/Rotation model. We ensured that students took universal screeners, the data was analyzed, and classes/intervention plans were created to support students with both remediation and enrichment. We were also successful with hiring a qualified ELD Specialist who worked with our English Learners and collaborated with teachers as to how to effectively deliver designated and integrated supports for English Language Learners. We also contracted with SCCOE to provide a year-long professional development arc in this area.

In virtual learning, we built on our in person success and continued to provide designated and integrated supports for our students in their online learning.

A challenge for in person learning was creating an aligned school study team structure to address academic issues. We problem solved by making MTSS Teaming structures a focus area across our network. The work continued into 2020-2021.

A challenge for virtual learning was to problem solve how to administer NWEA via virtual platform. With various thought partners and creativity we adjusted course and met our expectation of assessing 3 times a year.

Goal 3

Create a welcoming learning environment where students will feel safe, motivated, and challenged.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % ADA 19-20 95% Baseline 96.9%	98.14%
Metric/Indicator The school will maintain an annual suspension rate of less than 10% as measured by the State. 19-20 <10% Baseline <1%	0.6%
Metric/Indicator The average score on the Student Culture Survey is above 3.0, indicating positive student opinions of Alpha 19-20 3.0+ Baseline	Winter 2019: 3.43

Expected	Actual
pending	
Metric/Indicator % of families who agree that the school is physically and emotionally safe. 19-20 85% Baseline 95%	98%
Metric/Indicator The average learning environment score on the staff insight survey 19-20 5.0+ Baseline pending	6.3
Metric/Indicator % of families will agree that the school's facilities are clean and welcoming 19-20 85%+ Baseline 90%	97%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1: Systems and culture around maintaining a high attendance record, through tardy and absent communication system, supportive conferences with student and family to problem solve truancy, and school and classwide incentives for high attendance.	5000-5999: Services And Other Operating Expenditures LCFF General Fund \$13,434	5000-5999: Services And Other Operating Expenditures LCFF General Fund 2,333
3.2: Use of Dean's List to effectively track student behavior and culture data, which supports analysis, problem solving for strategies, and communication to families.	5000-5999: Services And Other Operating Expenditures LCFF General Fund \$10,076	5000-5999: Services And Other Operating Expenditures LCFF General Fund 8,423
3.3: Maintain and improve student culture priority goals through various strategies, including: <ul style="list-style-type: none"> Classroom Culture Walkthroughs intensively in the first 8 weeks of the school year, then monthly; Culture PD for staff, based on walkthrough data and student culture surveys Tiered classroom management training and support for new and/or struggling teachers 	1000-1999: Certificated Personnel Salaries LCFF General Fund \$90,905	1000-1999: Certificated Personnel Salaries LCFF General Fund 76,050
3.4: Campus Supervisor role works directly with students, executing on a vision of school based on positivity, safety, and belonging. CS will also support teachers and other staff to equip them with strategies that will help students feel safe, motivated, and challenged in classrooms and around campus.	Not Applicable Not Applicable \$0	Not Applicable Not Applicable 0
N/A; see goal #4		
N/A; see goal #4		
3.5: Access to student and family mental health counseling through school-based counselors and external providers (FACTR)	2000-2999: Classified Personnel Salaries LCFF General Fund and SPED Funding \$96,520	2000-2999: Classified Personnel Salaries LCFF General Fund and SPED Funding 63,940
3.6: Maintain and improve schools operations accountability measures, through the continued development of: <ul style="list-style-type: none"> Leadership of a school-based operations manager 	2000-2999: Classified Personnel Salaries LCFF General Fund \$112,080	2000-2999: Classified Personnel Salaries LCFF General Fund 118,102

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Scope and sequence for PD for office and operations team staff • Monthly facilities walkthroughs • Quarterly network operations walkthrough • Operations dashboard that tracks key operational and facilities health indicators each month 		

Goal Analysis

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

All actions and strategies for this goal were implemented as intended. For 3.3, we invested more of Leadership Team/AP time to ensuring the student culture experience and response to behavior was positive and a priority this year. Any variances in expenses were due to factors such as personnel changes/mid-year vacancies and pandemic impact in the Spring.

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

In person, we were successful at increasing the number of students who received mental health services through the use of our school counselors and external providers. We also dedicated time in our staff committees to think through a schoolwide culture support system.

A challenge in person was to continue to problem solve how to support the few students who had extreme barriers to overcome truancy. We involved various stakeholders and created individual plans to support.

During virtual learning we were successful in continuing to uphold positive classroom cultures. We continued to do culture walkthroughs online which gave us data to analyze and action plan during professional development.

In virtual learning, the biggest challenge was to maintain focus on our culture professional development. Time was limited and we also had to focus on adjusting to virtual learning.

Goal 4

Engage parents through communication and collaboration to promote student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of responding parents who agree that: <ul style="list-style-type: none">• School environment is safe and supportive on an annual parent survey.• Families feel welcome on campus• School does a good job of parent engagement authentic voice and input into school decision making, through SSC and other structures. 19-20 85% Baseline 93%	100, 100, 98%
Metric/Indicator Average attendance by families at key family events increases by 15% over the course of the year. 19-20 15% Baseline n/a	n/a

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1: Maintain and improve services from Alpha Parent Learning Center & Parent Learning Center Manager to provide resources and support for Alpha families through education and connections to resources.	2000-2999: Classified Personnel Salaries Other \$21,140	2000-2999: Classified Personnel Salaries Other 31,498
4.2: Create calendar of all-family meetings and events that is distributed and available on website and app	4000-4999: Books And Supplies LCFF General Fund \$538	4000-4999: Books And Supplies LCFF General Fund 658
4.3: Maintain and improve Alpha parent mobile app that allows parents to access calendar, check grades and attendance, and submit volunteer information directly on their mobile devices.	5000-5999: Services And Other Operating Expenditures LCFF General Fund \$456	5000-5999: Services And Other Operating Expenditures LCFF General Fund 557
4.4: Improve various ways to execute and collect family feedback, input, and improve communication, including: <ul style="list-style-type: none"> Family surveys in Fall and Spring with follow up meetings Quarterly Family conferences Further development of school site council structure with improved attendance More frequent English Language Advisory Committee meetings Translation of all materials for populations over 15% Instant translation at all meetings Distribution of weekly newsletter to all families, also posted on social media Use of calling/text-messaging system 	2000-2999: Classified Personnel Salaries Other \$5,123	2000-2999: Classified Personnel Salaries Other 6,987
4.5: Maintain parent leadership training meetings to help families develop the skills to advocate for their student.	2000-2999: Classified Personnel Salaries Other \$808	2000-2999: Classified Personnel Salaries Other 1,681
4.6: Maintain improve school-based family meetings, including community meetings & cafecitos with the school leaders.	5000-5999: Services And Other Operating Expenditures LCFF General Fund \$3,050	5000-5999: Services And Other Operating Expenditures LCFF General Fund 20,896

Goal Analysis

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

All actions and strategies for this goal were implemented as intended. For 4.6, we invested heavily in social events and activities during the year.

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

In person we were successful at creating a calendar of all family meetings and events and distributing widely. This allowed for families to plan accordingly and prioritize attending events. A challenge in person was the number of families who were able to attend our meetings, such as SSC, ELAC, and meetings with the principal. We continued to experiment with dates and times and discuss with parents how to schedule such meetings to allow for higher attendance.

In virtual learning, we were successful at maintaining and improving school based family meetings. We saw an increase in participation as we leveraged online meeting platforms. Overall, this year given the pandemic, we increased the amount of time dedicated to engaging families one on one and in group settings.

A challenge in virtual learning was to move our planned family events to an online format. We were creative and made changes as necessary.

Goal 5

Support all students in accessing and excelling in college.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students who participate in advisory focused on the academic and leadership skills needed to be successful in college 19-20 100% Baseline 100%	100%
Metric/Indicator % of 7th and 8th grade students who visit college campuses as part of their field trip curriculum. 19-20 100% Baseline n/a	No visits to campuses took place during 20-21 due to COVID-19.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1: Advisory will be used as a space for students to identify challenges with grades and plan to rectify low grades.	Not Applicable Not Applicable \$0	Not Applicable Not Applicable 0
5.2: Alpha will develop a College Trip Scope and Sequence for students in grade 7-8, ensuring that every student is seeing several colleges that meet their academic qualifications during their tenure at Alpha. Colleges will be selected for visits that have a high admission rate for Alpha students and that have high graduation rates for students of color.	2000-2999: Classified Personnel Salaries LCFF General Fund \$1,572	5000-5999: Services And Other Operating Expenditures LCFF General Fund 1,494

Goal Analysis

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

All actions and strategies for this goal were implemented as intended.

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

In person we were successful at using advisory/homeroom as a time for students to reflect on their data. Students checked their grades, noticed missing assignments, made a plan to make up assignments and completed said work. Students also completed digital check-ins to offer insight into how they were doing as a person and how they were feeling about their academic progress.

We did not get to complete college trips due to the pandemic and all the closures. Still, we provided students information about college through online learning.

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
In person instruction for students with IEPs. Ed specialist, paraprofessional, and counselor support through individual, small group, large group push in support.	\$113,864	\$67,602	No
Providing in-person academic intervention to combat learning loss. Use of academic interventionists and ELD specialists targeted on EL and low-income population	\$91,355	\$337,901	Yes
Ensuring campus access, hygiene practices, use of protective equipment, and physical distancing.	\$50,000	\$55,249	No
Providing social emotional learning	\$17,306	\$21,300	Yes
Cleaning and disinfecting the campus	\$5,000	\$2,583	No

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

The budget for in person instruction for students with IEPs: ed specialist, paraprofessional, and counselor support through individual, small group, large group push in support assumed that 30% of the school year would be conducted in person but instead there was 8 weeks of in-person instruction.

For the action around providing academic intervention to combat learning lost, our original budgeted amount only included specific roles based on the context we faced at the time. However, as we progressed through the year, we found the need to increase the level of support from a additional FTEs and larger proportion of FTE time (ie. teacher, academic interventionists, paraprofessionals, other staff) to help support our in-person program.

Analysis of In-Person Instructional Offerings

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

We have been successful at providing students an opportunity to complete assessments in person if online was creating a barrier. We also created in person learning pods as early as September offering students with high needs an opportunity to receive in person support.

Challenges included the limit on number of students served on campus, given tiers, a hesitancy of various stakeholder groups for students to be on campus and reaching dis-engaged students to come to in person instruction given variety of factors.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Ensuring Access to Devices and Connectivity	\$50,192	\$187,390	Yes
Online Platforms to Facilitate Virtual Instruction	\$17,542	\$45,610	Yes
Professional Development Related to Distance Learning	\$12,895	\$49,281	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.

The scale of distributing chromebooks and hotspots for our students was greater than anticipated. Still, we heavily resourced towards ensuring that every student had a chromebook at home, and had access to the internet in the form of a hotspot or high speed broadband. In addition, as we spent more time in distance learning than anticipated, we purchased and provided additional blended learning and technology software for use by teachers in their classrooms and for individual student use at home.

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.

A success has been ensuring that we meet all state mandated instructional minutes effectively. We've ensured that all students have access to devices and reliable internet by providing school issued chromebooks and hotspots. We effectively trained our staff to leverage online platforms for instructional delivery. We also ensured that we provided all services for students with special education as noted in their IEPs and continued both designated and integrated supports for our English Learners.

The biggest challenge has been reaching all students, especially those who are disengaged. We've worked with a variety of stakeholders to create plans to support students individually.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning loss support for students with an IEP	\$265,683	\$338,010	No
Providing academic intervention supports to combat learning loss. Use of academic interventionists to support low-income population through individual, small group, large group push in support.	\$213,161	\$465,668	Yes
Integrated and Designated ELD instruction. ELD specialist and curriculum costs targeted for EL population.	\$73,348	\$82,898	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.

For these actions, our original budgeted amount was based on the context we faced at the time. As we progressed through the year, and found deeper needs for academic intervention and learning supports, we devoted increased resources in the form of additional FTEs and larger proportion of FTE time towards combating learning loss.

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.

We have been successful at administering a series of assessments both in-person and virtual to determine the level of learning loss that has occurred as a result of the pandemic interrupting traditional instruction. We have then used the data to hold weekly meetings to pulse check the different supports offered through our MTSS process. We've adjusted both student and teacher schedules to meet student needs. We are in the process of collecting final assessments and grades and will complete a deep dive into this data in June 2021.

The most significant challenge has been supporting students who after multiple attempts continue to be disengaged. We have partnered with community organizations, created multiple plans that have investment strategies, and conducted home visits to encourage and support the students and families. We've seen incremental success and will continue to keep an eye on the subgroup named.

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.

We successfully provided additional layers of Tier 1 mental health supports for our students, including a dedicated social/emotional learning block and mental health-related newsletters and videos. Each site has a full time mental health counselor, who has consulted and lent their expertise to the SEL curriculum and supports, as well as continuing to provide direct mental health services to our scholars.

We have run into some COVID-related mental health challenges this year, namely less visibility into student mental health needs due to the remote setting, and an increased number of students requiring mental health supports due to the lasting impacts of the pandemic. In order to address these challenges, we have worked with key stakeholders to ensure a streamlined referral procedure and the availability of mental health supports as students transition back to campus.

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 impact of the pandemic and distance learning in our school community has surfaced many challenges and opportunities among our students and families. During 2020-21, we expanded our supports and reach to students and families in order to meet that need. In particular, some of our successes include:

- Increased weekly touchpoints with families: We have expanded, both in depth and breadth, the methods and opportunities for touchpoints with our students and families. Teachers and staff have greatly increased the number of touchpoints with families this year.
- Increased engagement/communication methods with families: We have added text messaging and parent communication platforms to our methods of engagement with our families. This has expanded the accessibility to families. In addition, the virtual format of meetings (conferences, SSC, ELAC, etc) has allowed families to engage more frequently.
- Higher attendance at family information sessions and meetings: In many instances, we have seen higher attendance numbers during our meetings and events offered virtually.

Challenges:

- Lack of face to face interactions: In-person interactions continue to be effective in building relationships and rapport. The lack of these opportunities is challenging, and the sense of community is enhanced when in person and on campus.
- Virtual attendance/remote participation challenges: The quality of interactions have been hampered by technological issues (internet spottiness, lack of face to face/video, etc.).

Analysis of School Nutrition

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

We have continued to find success in providing curbside pick up services for a free breakfast and lunch on our school site through partnership with FMSD for all students (and the community). In addition, all of our food service team members incorporated health and safety procedures, and no incidences of COVID spread. The primary challenge has been that daily meals distributed are a smaller percentage of our student/family population. Some barriers may include transportation availability and convenience.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Providing mental health counseling and support	\$78,234	\$97,500	Yes
School Nutrition	Providing nutritious meals to all students	\$60,192	\$14,369	No
Pupil Engagement and Outreach	Pupil engagement & outreach	\$56,889	\$60,159	No

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

For the action related to "Providing Nutritious Meals", we provided daily free meal service on campus for all as we had planned. We marketed and communicated this well throughout the year. However, for factors that include transportation or convenience in getting to campus, we distributed less meals than was expected.

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.

In 2020-2021 we dedicated ample time to reviewing student data. A lesson learned is how important it is to have a strong MTSS program. In 2021-24 LCAP we will continue to focus on strengthening services in Tier 1 through Tier 3. We are also focusing on data teaming structures, the interventions we offer students, and how to ensure that all students are supported regardless of their academic levels or stage of social emotional development. Moreover, we relearned the importance of focusing on our subgroups. We've put significant resources into ensuring strong designated and integrated ELD supports. We've also thought through how social emotional learning is embedded in our instructional day to ensure we support the mental health of our students. Finally, we continue to prioritize parent voice and ensuring that families are active participants in their students learning.

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

To assess learning loss we have multiple screeners that we will use including NWEA, STAR/STEP reading assessment and Fountas & Pinnell benchmarks that will be administered strategically throughout the year. We are researching a social emotional learning (SEL) screener. We have also thought through how to leverage our homeroom/advisory time to create space to build strong relationships with our students and families. We will lean into our relationships and use our screeners to ensure that we follow our MTSS structures to provide students with appropriate tiered supports early in the academic year. We will continue to provide training for our staff in how to best support subgroups ranging from Universal Learning Design (UDL) practices to ELD strategies.

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.

While there were no substantive differences between contributing actions and services we identified, we found that as a result of the increased scale and depth of intervention, learning loss, and other support needs for our student groups, we increased the expenditure amounts (resources/FTE) directed towards these actions. An example of this was on the amount we devoted towards providing academic intervention supports to combat learning loss. For especially our english learners and our low-income students, this required a greater amount of support in the form of leadership team, associate teacher, and teacher time outside of regular classroom experiences. In addition, we had more opportunities for small group and one on one intervention time, that required additional academic interventionists to support this action. These increased expenditures were taken given the support needs that emerged through the year.

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.

The success and challenges experienced in 19-20 and 20-21 have provided clarity for the development of 21-22 through 23-24 LCAP. We continue to see the value in creating a strong MTSS system to ensure accurate and appropriate interventions and also continuing to focus on literacy and ELD. We will continue to leverage strategies that create a healthy student culture and result in more student investment and fewer issues with behavior and/or the need to utilize suspension. We will continue to leverage additional roles such as Academic Interventionist to provide targeted support. Finally, we will continue to leverage our mental health counselor for individual students and schoolwide programming.

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	1,545,992.00	1,809,336.00
LCFF General Fund	900,542.00	1,118,245.00
LCFF General Fund and SPED Funding	278,053.00	258,998.00
LCFF General Fund and Title I	240,872.00	390,275.00
Not Applicable	0.00	0.00
Other	27,071.00	40,166.00
SPED Funding	5,204.00	1,652.00
Title III	94,250.00	0.00

* 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	1,545,992.00	1,809,336.00
1000-1999: Certificated Personnel Salaries	641,591.00	771,589.00
2000-2999: Classified Personnel Salaries	668,829.00	539,458.00
4000-4999: Books And Supplies	163,831.00	294,271.00
5000-5999: Services And Other Operating Expenditures	71,741.00	204,018.00
Not Applicable	0.00	0.00

* 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	1,545,992.00	1,809,336.00
1000-1999: Certificated Personnel Salaries	LCFF General Fund	124,936.00	186,256.00
1000-1999: Certificated Personnel Salaries	LCFF General Fund and SPED Funding	181,533.00	195,058.00
1000-1999: Certificated Personnel Salaries	LCFF General Fund and Title I	240,872.00	390,275.00
1000-1999: Certificated Personnel Salaries	Title III	94,250.00	0.00
2000-2999: Classified Personnel Salaries	LCFF General Fund	545,238.00	435,352.00
2000-2999: Classified Personnel Salaries	LCFF General Fund and SPED Funding	96,520.00	63,940.00
2000-2999: Classified Personnel Salaries	Other	27,071.00	40,166.00
4000-4999: Books And Supplies	LCFF General Fund	158,627.00	292,619.00
4000-4999: Books And Supplies	SPED Funding	5,204.00	1,652.00
5000-5999: Services And Other Operating Expenditures	LCFF General Fund	71,741.00	204,018.00
Not Applicable	Not Applicable	0.00	0.00

* 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	805,239.00	972,687.00
Goal 2	385,051.00	504,030.00
Goal 3	323,015.00	268,848.00
Goal 4	31,115.00	62,277.00
Goal 5	1,572.00	1,494.00

* 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	\$277,525.00	\$484,635.00
Distance Learning Program	\$80,629.00	\$282,281.00
Pupil Learning Loss	\$552,192.00	\$886,576.00
Additional Actions and Plan Requirements	\$195,315.00	\$172,028.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,105,661.00	\$1,825,520.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$168,864.00	\$125,434.00
Distance Learning Program		
Pupil Learning Loss	\$265,683.00	\$338,010.00
Additional Actions and Plan Requirements	\$117,081.00	\$74,528.00
All Expenditures in Learning Continuity and Attendance Plan	\$551,628.00	\$537,972.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$108,661.00	\$359,201.00
Distance Learning Program	\$80,629.00	\$282,281.00
Pupil Learning Loss	\$286,509.00	\$548,566.00
Additional Actions and Plan Requirements	\$78,234.00	\$97,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$554,033.00	\$1,287,548.00

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
Alpha: Cornerstone Academy Preparatory	Marion Dickel Principal	mariondickel@alphapublicschools.org 408-479-1674

Plan Summary [2021-22]

General Information

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

Alpha: Cornerstone Academy Preparatory School (CAPS) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

CAPS is led by principal Marion Dickel and staffed by a talented and energetic staff. The school is located in the Little Saigon community of San Jose and serves a large Vietnamese and Latino population, many of whom are English Learners and Low Income. CAPS has a strong, active parent community that supports the school through volunteer work and hosting community events.

CAPS operates on two central guiding beliefs: (1) A college preparatory education begins in kindergarten and (2) literacy and mathematics are the cornerstones of a strong elementary education. Technology is integrated into the curriculum (1:1 in all grades) and students participate in various elective classes in addition to their core subject classes.

Reflections: Successes

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

Academic Results:

A review of our data, including the California Dashboard data and local indicators, shows strong progress in the areas listed below based on the most recent data available:

From the California Dashboard, we see the the following progress from 2019:

English Language Arts SBAC highlights:

- Overall/All Students were in the Blue category, 59.8 points above standard, increased 18.1 points (356 students);
- English Learners were in the Blue category, 47.5 points above standard, increased by 15.5 points (171 students);
- Hispanic students were in the Blue Category, 16.4 points above standard, and increased by 22.7 points (137 students);
- Socioeconomically Disadvantaged students were in the Blue Category, 48.3 points above standard, and increased by 19.9 points (262 students);
- Students with Disabilities were in the Yellow category, 28.9 points below standard, and increased by 12.2 points (37 students).

Math SBAC highlights:

- Overall/All Students were in the Blue category, 61.5 points above standard, increased 23.2 points (357 students);
- English Learners were in the Blue category, 47.2 points above standard, increased by 19.8 points (172 students);
- Hispanic students were in the Blue Category, 18.1 points above standard, and increased by 30.7 points (138 students);
- Socioeconomically Disadvantaged students were in the Blue Category, 48.3 points above standard, and increased by 25.1 points (263 students);

Student and Adult Culture:

Through the last three years, we have invested a great deal of resources in improving student, staff, and family community and culture. We have implemented additional structures such as culture walkthroughs, a focus on authentic family engagement and leadership, and student voice.

Some highlights we have seen are included here:

1) Suspension rate decreased to 0.6% in 2019-20 from 2.4% the year before.

2) On our bi-annual staff insight survey, which measures staff perception of various areas, we have seen the following growth in the past year (on a 10 point scale):

- Peer culture increased by 1.5 points;
- Family/Community Engagement increased 1.0 points;
- Commitment to Diversity, Equity, and Inclusion increased 1.0 points;
- Teacher compensation score was over the top quartile of other schools completing the survey by more than 2 points.

3) Likewise, our family survey results, show the following highlights:

- 99%+ of families are proud Alpha parents
- 99%+ of families share their student is a proud CAPS student
- 94% of families share the school is effectively preparing their students
- 90% of families feel welcomed and heard by school staff.

We believe these data points are a reflection of the actions/strategies we have prioritized, and our initiatives/goals for the next LCAP cycle will reflect continued focus on these areas.

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.

A review of our data, including the California Dashboard data and local indicators, shows the areas listed below as areas of low performance or significant performance gaps where more growth is needed, based on the most recent data available:

1) ELA SBAC areas for growth:

- Students with Disabilities were in the Yellow category, 28.9 points below standard, and increased by 12.2 points (37 students).

2) Math SBAC areas for growth:

- Students with Disabilities were in the Orange category, 44.7 points below standard, and declined by 4.9 points (37 students).

While this data is almost two years old, we know that the impact of the pandemic on learning and learning loss has been significant. This is why our goals this upcoming year reflect a comprehensive push around academics and culture.

In particular, through our annual LCAP/ initiative planning process, we have identified the following initiatives based on the data, stakeholder input, and our student needs:

Overarching Initiative: We will implement culturally responsive teaching in our classrooms to promote authentic engagement and rigor among our culturally and linguistically diverse scholars.

- Goal 1: We will continue to implement our MTSS framework in order to provide effective academic and SEL strategies and interventions for all students, with a particular focus on subgroup performance for English Learners and Students with Disabilities.
- Goal 2: We will develop and implement a Universal Behavior Support System to provide a safe, calm and predictable environment as a critical support that will help students overcome stress and be safe, motivated, and challenged so that they can self-regulate, focus, and learn.

LCAP Highlights

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

This year, Alpha Cornerstone Academy went through an intensive annual initiative planning process that was closely linked to the LCAP and overall budgeting process, and included many stakeholder voices. Our annual process spanned December through June, and we identified the following initiatives/LCAP goals for 2021-22:

Overarching Initiative: We will implement culturally responsive teaching in our classrooms to promote authentic engagement and rigor among our culturally and linguistically diverse scholars.

- Goal #1: We will continue to implement our MTSS framework in order to provide effective academic and SEL strategies and interventions for all students, with a particular focus on subgroup performance for English Learners and Students with Disabilities.
- Goal #2: We will develop and implement a Universal Behavior Support System to provide a safe, calm and predictable environment as a critical support that will help students overcome stress and be safe, motivated, and challenged so that they can self-regulate, focus, and learn.

Our other initiatives (Broad and Maintenance Goals) are as follows:

- Goal #3: We will increase achievement for all students, as demonstrated by assessments and course grades, through a comprehensive academic program that will prepare students to succeed in college. (State Priorities 2, 4, 7, 8)
- Goal #4: Engage parents through communication, learning opportunities, and collaboration to promote student success. (State Priority #3)
- Goal #5: Create a welcoming learning environment where students will feel safe, motivated, and challenged. (State Priorities 1,5,6)
- Goal #6: Hire, develop, sustain, and value a high quality faculty & staff (State Priority #1)

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.

None

Support for Identified Schools

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

None

Monitoring and Evaluating Effectiveness

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

None

Stakeholder Engagement

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

The school engaged a wide range of stakeholders in the LCAP creation process this year. The stakeholder groups included school leadership, Alpha network leadership, Alpha network staff, school staff (including teachers, support staff, and operations staff), students, families within school site council and English Language Advisory Committee, and the Alpha Board of Directors.

Input from school leadership, staff, and network leadership was collected through the overall annual initiative planning process, which took place between October 2020 and June 2021, during which the school followed the following process:

- Review of student data (including achievement, growth, cultural measures)
- Gap/SWOT Analysis with leadership team, Alpha Board, and SSC/ELAC;
- Creation of first draft of priorities/LCAP goals by school teams;
- Input and feedback process with school staff, SSC, and ELAC to refine first draft of priorities/LCAP goals;
- Drafting of 2nd draft of priorities/LCAP goals and associated budget 1.0;
- Creation of metrics, actions, and strategies
- Resource request process and procurement processes based on the draft priorities/LCAP goals;
- Staffing plan for 2021-22 based on draft priorities/LCAP goals;
- Input on budget, metrics, and actions/strategies through staff meetings and SSC and ELAC
- Review by SELPA for additional input
- Review and Approval of LCAP goals by SSC
- Public hearing of proposed LCAP, Annual Update, Budget Overview for Parents on June 16;
- Approval of local indicators, budget, Annual Update, Budget overview for parents, and LCAP by Alpha Board of Directors on June 24.

In addition to the annual priority/goals-setting process above, there were two opportunities to get survey feedback on key performance from families. Overall and qualitative results fed into feedback that was incorporated in annual planning. Students and staff also participated in quarterly surveys throughout the year around related key measures.

A summary of the feedback provided by specific stakeholder groups.

The input/feedback we received during the process detailed above was aligned closely across stakeholder groups, and helped us create buy-in for our priorities/goals. The primary questions and input asked revolved around the questions "What are the greatest strengths of the school helping our students succeed?" and "What are the key areas of growth for the school that can best help our students succeed?"

From the family survey, the following quantitative data was collected:

- 98% of our families agree the school is effectively preparing their student to be successful in college.

- 98% agree that their student is proud to be a member of the school.
- 99% agree they feel welcomed and heard by school staff.
- On average, the school's families rate the school a 9.2 out of 10.

From the various meetings, as well as from our surveys, there were a number of key recurring growth areas that were highlighted:

- We need to provide additional, differentiated academic and SEL supports for students as they return from hybrid/distance learning to full in-person learning.
- We need to continue the work of creating a robust MTSS system that includes advanced tier interventions that are available for all students, regardless of eligibility for special education or other student support services.
- We need to take advantage of the strong student and adult culture at Cornerstone, and continue to push forward on creating a safe, calm, and predictable environment, especially as we return from the pandemic.

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

Our School Site Overarching Initiative and our LCAP Goals, Action Steps and Metrics have been developed incorporating stakeholder input collected through the processes described above. In particular, through our annual initiative planning process, we have identified the following Overarching Initiative and Goals based on the data, stakeholder input, and our student needs:

Overarching Initiative: We will implement culturally responsive teaching in our classrooms to promote authentic engagement and rigor among our culturally and linguistically diverse scholars.

- Goal #1: We will continue to implement our MTSS framework in order to provide effective academic and SEL strategies and interventions for all students, with a particular focus on subgroup performance for English Learners and Students with Disabilities.
- Goal #2: We will develop and implement a Universal Behavior Support System to provide a safe, calm and predictable environment as a critical support that will help students overcome stress and be safe, motivated, and challenged so that they can self-regulate, focus, and learn.

Our other initiatives (Broad and Maintenance Goals) are as follows:

- Goal #3: We will increase achievement for all students, as demonstrated by assessments and course grades, through a comprehensive academic program that will prepare students to succeed in college. (State Priorities 2, 4, 7, 8)
- Goal #4: Engage parents through communication, learning opportunities, and collaboration to promote student success. (State Priority #3)
- Goal #5: Create a welcoming learning environment where students will feel safe, motivated, and challenged. (State Priorities 1,5,6)
- Goal #6: Hire, develop, sustain, and value a high quality faculty & staff (State Priority #1)

Goals and Actions

Goal

Goal #	Description
1	We will continue to implement our MTSS framework in order to provide effective academic and SEL strategies and interventions for all students, with a particular focus on subgroup performance for English Learners and Students with Disabilities.

An explanation of why the LEA has developed this goal.

Historically, our English Learners and Students with Disabilities have been our subgroups that have underperformed in comparison with the All Students group on the CA Dashboard. 2019 CA Dashboard data showed increases for English Learners in both ELA and Math. It showed the following data for Students with Disabilities:
 ELA: Students with Disabilities were in the Yellow category, 28.9 points below standard, and increased by 12.2 points (37 students).
 Math: Students with Disabilities were in the Orange category, 44.7 points below standard, and declined by 4.9 points (37 students).
 Given this data, we want to continue to improve on our English Learner success so far and to move towards standard and increase performance in BOTH Math and ELA for our Students with Disabilities. Continued implementation of our MTSS framework will help us to make sure that we are providing effective academic and SEL strategies and interventions for all students, including the students in these two subgroups, and will, we hope, help us succeed in this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teaching staff, including support staff (EL Specialist, Ed Support, Reading Specialist, etc.) will understand and participate effectively in the MTSS process.	50%				100%
100% of classroom teacher will complete Tier 1 planning for their students in the	50%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall of 2021 and attend MTSS meetings bi-monthly to review student progress and plan and implement any needed interventions with fidelity.					
Increase the percentage of teachers using specific data collection measures collect data and and MTSS tiered meetings to review data and determine the effectiveness of specific interventions.	25%				100%
% of students with disabilities who will meet their Typical Growth and Exceeding Typical Growth goal for the Spring NWEA MAP assessment (ELA)	ELA: 30.77% met or exceeded				45% met typical or exceeding

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand MTSS Structures and Systems	<ul style="list-style-type: none"> Enhance & Expand MTSS Structure and Systems, through actions such as: 	\$74,842.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Set bi-monthly MTSS meetings by grade level on the school calendar. Committee will review MTSS reflections from Spring 2021 and revise meeting and intervention planning and data collection procedures based on teacher feedback. Committee will review MTSS data monthly to determine additional process revisions, as needed. Committee will create a process for collecting data on success of Tier 2 interventions in order to set metrics to measure success. 		
2	Hire Reading Specialist	Hiring a reading specialist to provide support to teachers in setting up reading groups and interventions for students, and to work with Academic Interventionists to provide Tier 2 Support to students who need additional support.	\$111,078.00	Yes
3	Hire Academic Interventionists	Hiring Academic Interventionists to support instruction in the classroom, and provide targeted support to small groups of students and one to one support; in order to implement tier 2 interventions as needed.	\$193,111.00	Yes
4	Enhance Data Analysis & Progress Monitoring Tools	Use of data analysis tools, such as Educlimber/Achievement Dashboard, in order to effectively progress monitor students and use the data during individual coaching sessions, leadership team meetings, and department meetings.	\$240,938.00	No
5	Focused Students with Disabilities Supports	Supports for Students with Disabilities will include: More focused reading intervention groups during rotational models, an increase in education specialist FTE, and the addition of paraprofessional FTE	\$481,272.00	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	We will develop and implement a Universal Behavior Support System to provide a safe, calm and predictable environment as a critical support that will help students overcome stress and be safe, motivated, and challenged so that they can self-regulate, focus, and learn.

An explanation of why the LEA has developed this goal.

Analysis of student survey data and student attendance and engagement data during this pandemic year has shown that many students have felt less connected to the school community, particularly among students who have had challenges consistently connecting online or who have not had consistent support at home to do so. Survey data from students, parents and teachers have also highlighted that there is a need related to school connectedness, as educational research data shows that these students are more likely to have poor attendance, increased behavior referrals, and low academic achievement.

The science of learning and development identifies developmental relationships and safe, calm and predictable environments as critical supports that help students overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs we will decrease the percentage of students who do not feel connected to the school community and increase academic success. This goal ties in with our Broad & Maintenance Goal listed below: ""Create a welcoming learning environment where students will feel safe, motivated, and challenged. (State Priorities 1,5,6)"" and the Actions/Strategies listed here will also help us meet the metrics listed below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least one teacher from each grade span K-2, 3-4, 5-8 will be added to the Lead team.	No Data				Completed for each year of the LCAP
The Lead Team will meet a minimum of once a month.	No Data				Completed for each year of the LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teaching staff, including support staff will participate in PDs re implementation of UBSS	No Data				100%
# of Behavior Referrals	Establish Baseline in 2021-22				100 (TBD once baseline established)
Average Student Response to the following question on the student culture survey: "I have at least one adult at school cares about me as a person" on the Student Culture Survey. (out of 4)	K-2 average: 3.7 3-4 average: 3.6 5-8 average: 3.1				K-2 average: 3.9 3-4 average: 3.8 5-8 average: 3.5

Actions

Action #	Title	Description	Total Funds	Contributing
1	Create Lead Team for Creation of UBSS	Create lead team for creation of UBSS.	\$22,467.00	No
2	Participate in SCCOE Led PBIS Trainings	Lead team members will participate in SCCOE led PBIS trainings.	\$5,000.00	No
3	Implementation of School-Wide UBSS	Based on trainings, the lead team will create and begin implementation of a school-wide UBSS that will include outcome metrics for student behavior.	\$47,651.00	No
5				

Action #	Title	Description	Total Funds	Contributing

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	We will increase achievement for all students, as demonstrated by assessments and course grades, through a comprehensive academic program that will prepare students to succeed in college. (State Priorities 2, 4, 7, 8)

An explanation of why the LEA has developed this goal.

Cornerstone is committed to ensuring that as students return to full time learning, there is a heightened focus on students' academic achievement and learning outcomes this coming year.

In analysis of our most recent dashboard data, there were many areas of success we would like to leverage. These included a 59.8 point above standard for ELA and a 61.5 point above standard for Math. Our data showed that Students with Disabilities showed a distance from standard relative to other subgroups DFS, even while they improved from the previous years.

Input received from stakeholders through the LCAP/Site-Based Initiative setting process highlighted the need to continue to improve ELA and Math achievement for all students, particularly in response to the learning loss experienced over the pandemic. Goal 1 focuses on the ELA, English Language Development, and MTSS related initiative that will enhance student success. This goal will take a comprehensive approach to improving student learning for students and particular subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Color Tier for Math Performance for "All Students"	Blue (2019)				Blue
CA Dashboard Color Tier for ELA Performance for "All Students"	Blue (2019)				Blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of all students who will meet their Typical Growth and Exceeding Typical Growth goal for the Spring NWEA MAP assessment (ELA / Math)	Math: 31.7% met or exceeded ELA: 36.26% met or exceeded				ELA: 60% Math: 60%
% of Students who have access to standards-aligned instructional materials and internet and devices, for use at school and at home.	100%				100%
Average Score on the Implementation of State Standards Self-Reflection Tool	2.6				3.8
% of Students reclassified this year	5%				15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School will purchase high quality curriculum	School will purchase and provide training for high quality curriculum, such as EL Achieve (ELD), Fountas & Pinnell (ELA), Amplify (Science), Studysync (ELA), and Eureka (Math).	\$43,942.00	No
2	Staff an English Language Development specialist	Continue to staff an English Language Development specialist at the school to provide designated instruction and teacher support for integrated ELD.	\$96,113.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Differentiated Professional Development for Teachers	Teachers and staff will attend and engage in differentiated PD each Wednesday, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing ELD strategies.	\$363,610.00	Yes
4	Enhance Standardized Assessment Structure	Continue to execute on a standardized assessment structure for all grades, which will help us identify, monitor, and adjust supports/strategies to maximize student growth, including NWEA MAP growth assessment.	\$210,612.00	No
5	Provide Blended Programming & Software for all students	School will provide a wide range of blended programming, accessible to all students to scaffold class instruction and provide additional learning and practice outside of class.	\$10,985.00	No
6	Chromebooks & Hotspots for All Students	School will provide chromebooks and hotspots in a 1:1 environment for all students, in order to reinforce classroom instruction.	\$72,724.00	No
7	Weekly Teacher Coaching	All teachers will have a weekly observation and coaching meeting with a school leadership team member, to continuously improve their instructional practice.	\$83,225.00	No
8	Quarterly All-Staff Stepback Days	Quarterly All-Staff Stepback Days will be held to analyze and create action/learning plans around NWEA, formative, and culture data assessments.	\$99,869.00	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
4	Engage parents through communication, learning opportunities, and collaboration to promote student success. (State Priority #3)

An explanation of why the LEA has developed this goal.

This past year has highlighted the importance of what we consider are the pillars of building an authentic community with families in support of student learning: communication & transparency, authentic engagement, and partnership in decision making. Our survey data shows that we have had successes we can continue to leverage this coming year:

- 99% of families feel welcome and heard by the school
- 100% of Families who feel the school does a good job of family engagement

Input received from stakeholders through the LCAP / Site-Based Initiative setting process highlighted the need to build upon the successes this year of:

- The consistency and quality of communication;
- Frequency and attendance of school events and workshops
- Partnership in decision making within structures, such as SSC and ELAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Families who feel welcome and heard by the school (according to bi-annual survey)	99%				99%
% of Families who feel the school does a good job of family engagement (according to bi-annual survey)	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Families who agree that school listens to family voice in input and decision making (according to bi-annual survey)	No Data				90%
Average Score on Family Engagement Self-Reflection Tool	3.33				3.5+

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Learning Center Supports	Maintain and improve services from Alpha Parent Learning Center & Parent Learning Center Lead to provide resources and support for Alpha families through education and connections to resources.	\$34,363.00	No
2	Improve Family / Staff Communication	Improve various ways to communicate with families and collect authentic input and feedback, including: <ul style="list-style-type: none"> • Increased informal touchpoints between staff and families • Family surveys in Fall and Spring with follow up meetings • Family conferences - 3 times per year • Further development of School Site Council structure with improved attendance • Further development of English Language Advisory Committee structure with improved attendance • Development of Class Parent Structure 	\$300.00	No
3	Parent Communication via Konstella	Improved parent communication systems, particularly with the use of Konstella to reach all families.	\$600.00	No

Action #	Title	Description	Total Funds	Contributing
4	Parent Leadership Trainings	Maintain parent leadership training meetings to help families develop the skills to advocate for their students.	\$4,418.00	No
5	Robust Parent Community Events	Create a community programming scope and sequence for the school year, including workshops, family events, and Cafecito.	\$7,848.00	No
6	Parent Volunteer Systems	Re-establish the parent volunteer system and structure, including non-mandatory parent volunteer hours, facilitator of system, development of opportunities, and communication of volunteer opportunities in order to have parents be a larger presence on campus.		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
5	Create a welcoming learning environment where students will feel safe, motivated, and challenged. (State Priorities 1,5,6)

An explanation of why the LEA has developed this goal.

CAPS is committed to fostering an environment that allows students to develop the leadership skills they will need to bring positivity and change to their communities. Our ability to foster this environment is dependent on creating classrooms where students feel safe, motivated, and challenged. Analysis of student attendance, engagement, suspension, and survey data show that students are engaged (98% attendance/engagement rate), and scored a 3.43 average (out of 4) on the student culture survey.

Based in stakeholder input through the LCAP / Initiative setting process, we hope to continue/maintain the positive and joyful school culture that we have been building, through supports such as the work of our Assistant Principals, PD for teachers, and a focus on student leadership.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA	98.1%				96%
Annual Suspension Rate	0.6%				<3%
Average Student Culture Score	3.43				3.5+
% of Families who are proud to be an Alpha Student/Family (according to bi-annual survey)	99%				99%
% of Families who agree that the	97%				97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school's facilities are clean and welcoming.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain Effective Attendance Procedures	Support and maintain high attendance through systems and procedures including communication procedures for absences and tardies, supportive conferences with student and family to problem solve truancy, and school and classwide incentives for high attendance.	\$220,192.00	No
2	Student Behavior Data via Deanslist	Use Dean's List or other systems to effectively track student behavior and culture data, which supports analysis, problem solving for strategies, and communication to families.		No
3	Partnership with FACTR	Access to student and family mental health counseling through school-based counselors and external providers (FACTR)	\$107,727.00	No
4	Comprehensive Student Activities/Events Calendar	Increase the resources we put towards enhancing non-academic student experiences (student events, field trips, etc)	\$56,979.00	No
5	Partnership with the City Peace Project	Partnership with the City Peace Project to provide support services to students through personal mentorship that emphasizes essential disciplinary skills, fosters consistent accountability, and instills character defining values in students	\$4,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	School Operations Accountability	Maintain schools operations accountability measures, through the continued development of the school based operations team, Ops Team specific PD, and monthly facilities walkthroughs.	\$52,256.00	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
6	Hire, develop, sustain, and value a high quality faculty & staff (State Priority #1)

An explanation of why the LEA has developed this goal.

More than ever, it is clear to us through our data that having fully credentialed, experienced, and talented teachers is a key enabler in our student success. Those teachers who have been with us the longest have shown to have higher success, both academically and in building strong, lasting relationships with students. This highlights the importance of investing greatly in ensuring the teachers we hire are highly and appropriately qualified, that there are many structures in place for development, and that our structures and compensation systems reflect this value to retain high quality teachers and staff.

All of stakeholder groups, through the LCAP / initiative setting process, have highlighted the importance of hiring, developing, and retaining high quality faculty and staff as a key enabler in our success in achieving all of our other goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of core teachers who have an appropriate credential or permit to teach.	100%				100%
% of teachers who receive regular, weekly CCSS-aligned professional development, including ELD PD.	100%				100%
Average learning environment score on the Staff Insight Survey	6.3				6.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Teacher Retention	78%				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff	<p>School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including:</p> <ul style="list-style-type: none"> • Network-based teacher recruitment team • Partnership with Alder Graduate School to run an Alpha-specific Teacher Residency program • Family, staff, and student inclusion within interview/hiring process for key roles • Transparent teacher salary scale, with differentiated pay depending on certification status 	\$67,304.00	No
2	All teachers provided with certification/credential support	All teachers will be provided with certification/credential support with a bi-annual review around assignment and credential status.	\$9,615.00	No
3	Leadership Pathway for Teachers	Providing teachers with leadership opportunities, including being mentor to teacher residents and others and being a department or teacher lead with additional responsibilities.	\$39,318.00	No
4	Teacher access to Professional Development	In addition to internal Professional Development, Teachers have the resources to choose external Professional development according to their own development goals.	\$130,704.00	

Action #	Title	Description	Total Funds	Contributing
5	Healthy Teacher Compensation & Benefits	Implementing additional teacher salary and benefit compensation, such as providing additional mental health and wellness days, and regularly reevaluating our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities.	\$24,037.00	

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
14.87%	638,302

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.

When reviewing our data, and based on input and feedback from our teachers, staff, and students, we identified that through an instructional lens, we found that the performance of our unduplicated students was relatively strong relative to the rest of our student population. All of these subgroups (low income, english learner), performed in the blue color tier. Still, we know that we are committed to ensuring our unduplicated students continue to maintain their high performance and push even further. In order to continue to do so, we have chosen to primarily focus on a number of actions and strategies around building aspects of our MTSS framework and literacy supports (ELA and English Language Development), that we believe will be especially effective for these unduplicated students. The actions and strategies are:

- Hiring Academic Interventionists to support instruction in the classroom, and provide targeted support to small groups of students and one to one support, including executing on ELA intervention strategies during the REACH block.
- Hiring a reading specialist to provide support to teachers in setting up reading groups and interventions for students, and to work with Academic Interventionists to provide Tier 2 Support to students who need additional support.
- School will continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. This strategy will support our English Learners through direct support and through the work that the ELD specialist does through PD and coaching of teachers.
- Teachers and staff will attend and engage in differentiated PD each Wednesday, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing ELD strategies.
- Enhance & Expand MTSS Structure and Systems, including:
- Set bi-monthly MTSS meetings by grade level on the school calendar.
- Committee will review MTSS reflections from Spring 2021 and revise meeting and intervention planning and data collection procedures based on teacher feedback.

- Committee will review MTSS data monthly to determine additional process revisions, as needed.
- Committee will create a process for collecting data on success of Tier 2 interventions in order to set metrics to measure success.

These actions and strategies above are provided on a school-wide basis, and we expect that our more effective MTSS framework and related strategies will benefit all students at our school. Still, based on the data and our stakeholder input, we know these strategies will more significantly directed towards and will impact our low income and english learner students.

From a student culture perspective, while many of our behavior/culture data was positive, the all of our suspensions (3 out of 3) were given to our unduplicated low income students. In addition, our leaders, staff, and families highlighted the importance of a well rounded, positive, and targeted response to behaviors.

In order to address this growth area related to our support of low-income students, we have chosen to primarily focus on a number of actions and strategies around behavior and positive student culture supports. The actions and strategies are:

- Assistant Principals will work directly with students, and will also support teachers and other staff to equip them with strategies that will help students feel safe, motivated, and challenged in classrooms and around campus.
- Partnership with the City Peace Project to provide support services to students through personal mentorship that emphasizes essential disciplinary skills, fosters consistent accountability, and instills character defining values in students.

Each of these actions and strategies will provide additional human resources that will enhance our MTSS and overall student culture strategies by providing direct support to students, PD support for teachers, as well as culture data analysis (culture surveys, attendance, referrals) that will more quickly identify trends, needed interventions, and action plans based on these data. These actions and strategies will be provided on a school-wide basis, and we expect that this will benefit all students at our school, with a more significant impact on our low-income students.

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

As share above, we have identified actions and strategies that address our primary goals around enhancing our MTSS framework, ELA/ELD programming, and positive student culture. These actions and strategies were developed with our low-income and english learner students in mind, as they are meant to increase and/or improve services towards these groups. Below is a description of how we will do so:

- Enhance & Expand MTSS Structure and Systems (various sub-actions and strategies). The focus on building out our MTSS framework will improve our services to our unduplicated students, through the identification and implementation of interventions for these student groups.
- Hiring Academic Interventionists to support instruction in the classroom, and provide targeted support to small groups of students and one to one support, including executing on ELA intervention strategies during the REACH block. These are additional FTE relative to previous years in order to support the execution of our MTSS framework, and their work with low income and english learners will be prioritized. In addition, the amount of time spent in direct support and the strategies used that will be targeted towards individual students, will improve and increase services.

- Hiring a reading specialist to provide support to teachers in setting up reading groups and interventions for students, and to work with Academic Interventionists to provide Tier 2 Support to students who need additional support.
- School will continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. This strategy will support our English Learners through direct support and through the work that the ELD specialist does through PD and coaching of teachers.
- Teachers and staff will attend and engage in differentiated PD each Wednesday, which may include lesson support, curriculum support, cross-grade collaboration time, as well as a focus on implementing ELD strategies. this focus on ELD strategies is meant to support building instructional skills for all of our teachers to support english learners and those RFEP who have transitioned recently. This is an added focus relative to previous years.
- Assistant Principals work directly with students, and will also support teachers and other staff to equip them with strategies that will help students feel safe, motivated, and challenged in classrooms and around campus. This action will more efficiently direct the time and strategies used by these roles within the context of an MTSS framework (team, shared interventions, action plan). Our low income students will be a primary focus given the data that shows higher suspension and referral rates.
- Partnership with the City Peace Project to provide support services to students through personal mentorship that emphasizes essential disciplinary skills, fosters consistent accountability, and instills character defining values in students. This is a resource that similar to the previous action, will be principally directed towards our low income students given our data. It will be an additional resource to provide positive coaching support for our students, many of which will be amongst the subgroups indicated.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,929,639.00	\$614,214.00	\$38,781.00	\$334,866.00	\$2,917,500.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,114,093.00	\$803,407.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Expand MTSS Structures and Systems	\$74,842.00				\$74,842.00
1	2	English Learners Low Income	Hire Reading Specialist		\$111,078.00			\$111,078.00
1	3	English Learners Low Income	Hire Academic Interventionists		\$144,833.00		\$48,278.00	\$193,111.00
1	4	All	Enhance Data Analysis & Progress Monitoring Tools	\$240,938.00				\$240,938.00
1	5	Students with Disabilities	Focused Students with Disabilities Supports	\$85,582.00	\$332,056.00		\$63,634.00	\$481,272.00
2	1	All	Create Lead Team for Creation of UBSS	\$22,467.00				\$22,467.00
2	2	All	Participate in SCCOE Led PBIS Trainings		\$5,000.00			\$5,000.00
2	3	All	Implementation of School-Wide UBSS	\$47,651.00				\$47,651.00
3	1	All	School will purchase high quality curriculum	\$43,942.00				\$43,942.00
3	2	English Learners	Staff an English Language Development specialist				\$96,113.00	\$96,113.00
3	3	English Learners Low Income	Differentiated Professional Development for Teachers	\$363,610.00				\$363,610.00
3	4	All	Enhance Standardized Assessment Structure	\$210,612.00				\$210,612.00
3	5	All	Provide Blended Programming & Software for all students	\$10,985.00				\$10,985.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	All	Chromebooks & Hotspots for All Students	\$36,763.00			\$35,961.00	\$72,724.00
3	7	All	Weekly Teacher Coaching	\$83,225.00				\$83,225.00
3	8	All	Quarterly All-Staff Stepback Days	\$99,869.00				\$99,869.00
4	1	All	Parent Learning Center Supports			\$34,363.00		\$34,363.00
4	2	All	Improve Family / Staff Communication	\$300.00				\$300.00
4	3	All	Parent Communication via Konstella	\$600.00				\$600.00
4	4	All	Parent Leadership Trainings			\$4,418.00		\$4,418.00
4	5	All	Robust Parent Community Events	\$7,848.00				\$7,848.00
4	6	All	Parent Volunteer Systems					
5	1	All	Maintain Effective Attendance Procedures	\$220,192.00				\$220,192.00
5	2	All	Student Behavior Data via Deanslist					
5	3	All	Partnership with FACTR		\$16,847.00		\$90,880.00	\$107,727.00
5	4	All	Comprehensive Student Activities/Events Calendar	\$56,979.00				\$56,979.00
5	5	Low Income	Partnership with the City Peace Project		\$4,400.00			\$4,400.00
5	6	All	School Operations Accountability	\$52,256.00				\$52,256.00
6	1	All	School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff	\$67,304.00				\$67,304.00
6	2	All	All teachers provided with certification/credential support	\$9,615.00				\$9,615.00
6	3	All	Leadership Pathway for Teachers	\$39,318.00				\$39,318.00
6	4		Teacher access to Professional Development	\$130,704.00				\$130,704.00
6	5		Healthy Teacher Compensation & Benefits	\$24,037.00				\$24,037.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$438,452.00	\$843,154.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$96,113.00
Schoolwide Total:	\$438,452.00	\$747,041.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Expand MTSS Structures and Systems	Schoolwide	English Learners Low Income	All Schools	\$74,842.00	\$74,842.00
1	2	Hire Reading Specialist	Schoolwide	English Learners Low Income	All Schools		\$111,078.00
1	3	Hire Academic Interventionists	Schoolwide	English Learners Low Income	All Schools		\$193,111.00
3	2	Staff an English Language Development specialist	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$96,113.00
3	3	Differentiated Professional Development for Teachers	Schoolwide	English Learners Low Income	All Schools	\$363,610.00	\$363,610.00
5	5	Partnership with the City Peace Project	Schoolwide	Low Income	All Schools		\$4,400.00

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.