

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey

CDS Code: 33-10330-0138024

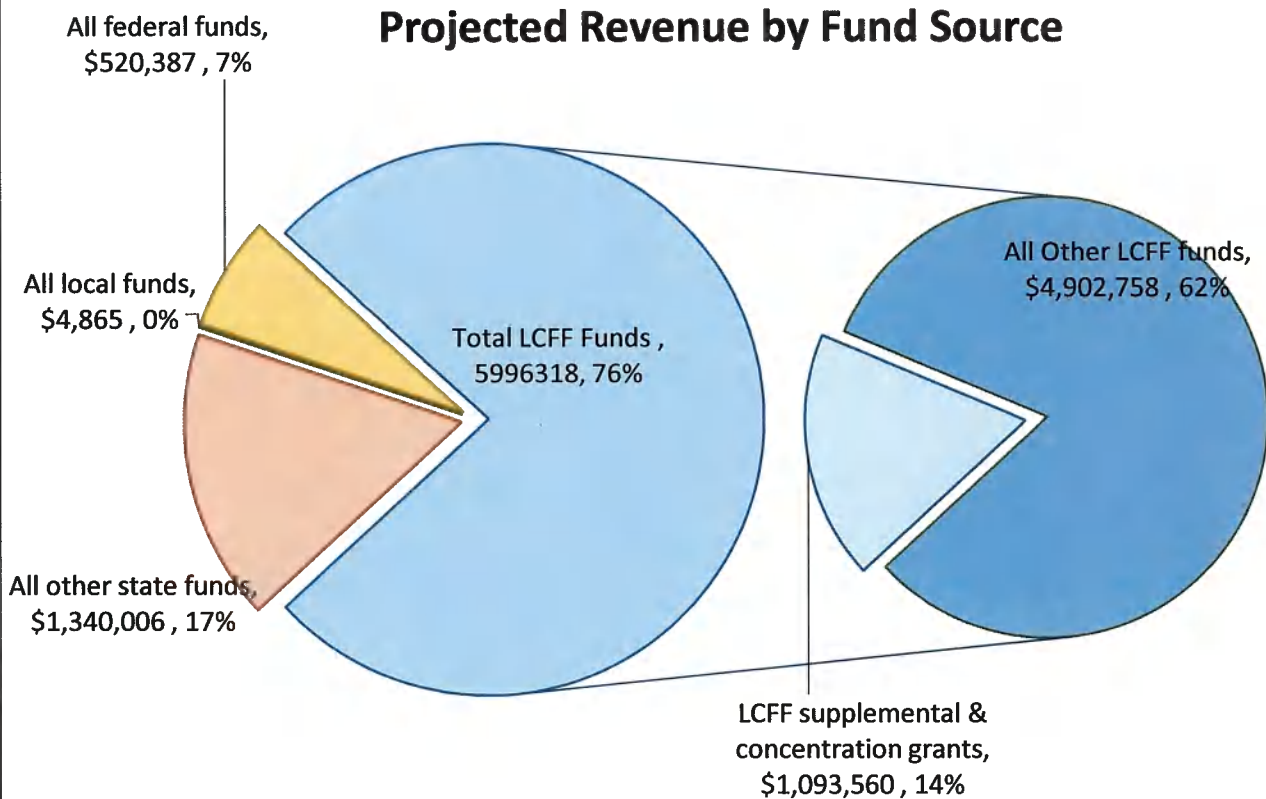
School Year: 2021 – 22

LEA contact information: Alex Lucero

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

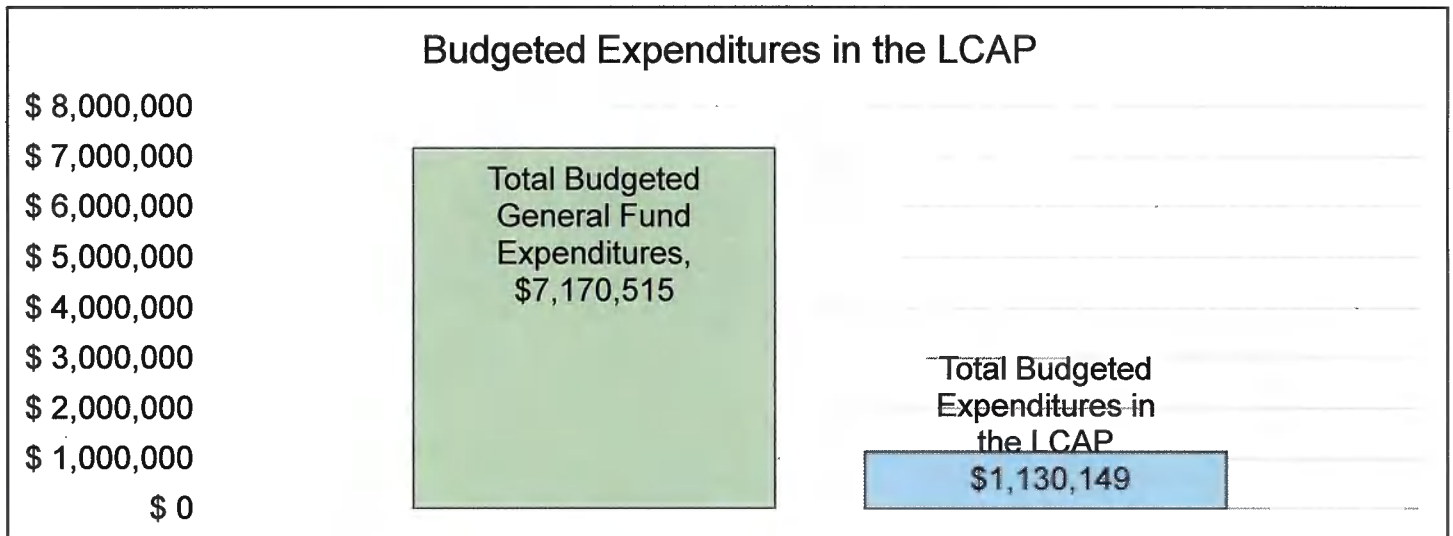


This chart shows the total general purpose revenue Journey expects to receive in the coming year from all sources.

The total revenue projected for Journey is \$7,861,576.00, of which \$5,996,318.00 is Local Control Funding Formula (LCFF), \$1,340,006.00 is other state funds, \$4,865.00 is local funds, and \$520,387.00 is federal funds. Of the \$5,996,318.00 in LCFF Funds, \$1,093,560.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Journey plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

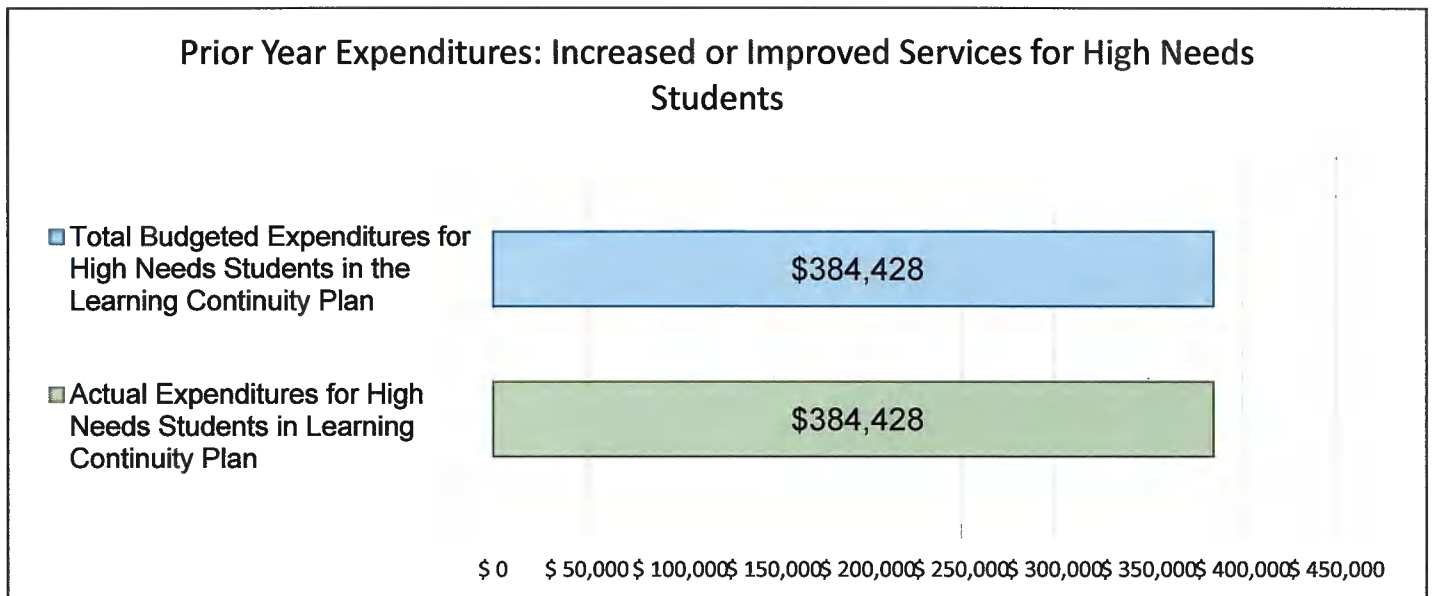
Journey plans to spend \$7,170,515.00 for the 2021 – 22 school year. Of that amount, \$1,130,149.00 is tied to actions/services in the LCAP and \$6,040,366.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total revenue projected for The Journey School is \$7,861,576 of which \$5,996,318.00 is Local Control Funding Formula (LCFF) Funds, \$1,340,006.00 is other state funds, \$4,865.00 is local funds, and \$520,387.00 is federal funds. Of the \$5,996,318.00 in LCFF Funds \$1,130,149.00 is generated based on Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Journey is projecting it will receive \$1,093,560.00 based on the enrollment of foster youth, English learner, and low-income students. Journey must describe how it intends to increase or improve services for high needs students in the LCAP. Journey plans to spend \$1,130,149.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Journey 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 Journey 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, Journey's Learning Continuity Plan budgeted \$384,428.00 for planned actions to increase or improve services for high needs students. Journey actually spent \$384,428.00 for actions to increase or improve services for high needs students in 2020 – 21.



LEADERSHIP MILITARY  
ACADEMY

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leadership Military Academy	Jill McCormick, Curriculum Coordinator Santos Campos, Executive Director	<a href="mailto:jmccormick@lmaschools.org">jmccormick@lmaschools.org</a> <a href="mailto:scampos@lmaschools.org">scampos@lmaschools.org</a> (951) 421-8450

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

#### Goal 1

Ensure that all students have access and enrollment in required course of study to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 4 7  
Local Priorities: Basics, Implementation of Academic Standards

#### Annual Measurable Outcomes

Expected	Actual
LMA needs to prepare students to be college and career ready. Through the enrollment in appropriate classes that will prepare them for college. We want to ensure students are enrolled in A-G approved courses that provide students with the rigor and challenges that prepare them for post-secondary options. We need to continue to provide students with access to advance placement classes through	The Expected Outcome in the 2017-20 LCAP only provided a qualitative overview of the goal and has been revised. The Actual Outcomes have quantifiable results and include: <ul style="list-style-type: none"> <li>• 100% of students are enrolled in A-G courses and have access to AVID courses</li> <li>• All core courses are A-G, plus electives including AVID, floral, art, and Spanish</li> </ul>



teacher preparation and increase the offerings of AP classes. We will prepare students to maximize their performance in state testing. We want to make sure our EL students are making strides towards being proficient through instructional strategies that help students perform better in their ELPAC testing by establishing a baseline reclassification rate and incorporating targeted strategies to address their needs. We want to make sure our teachers are highly qualified while maintaining the proper ratio so all students have access to instructional materials.

- Math and ELA/Reading interventions were added to the schedule for students performing below grade level
- An ELD course were added to the schedule for EL students
- Teachers are provided dedicated opportunities to collaborate. This occurred at least monthly prior to the pandemic and increased to weekly during the pandemic.
- Students meeting ELA standards on SBAC increased by 3% (2019)
- Students meeting math standards on SBAC increased by 4% (2019)
- SBAC, CAST, & ELPAC administrations were not completed in 2019-20 due to the pandemic.
- - AP US History was offered (2019-20)

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addenda as needed.	0	0
2. Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.	\$1,400	0
3. School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives.	0	0
4. All students grade 9-10 will be enrolled in intervention classes for English Language Arts or Mathematics, as appropriate.	\$7,500	\$9,000
5. Teachers will review pacing guides to ensure the curriculum being taught is aligned with what students should know on the Smarter Balance test.	0	\$2,957
6. Science teachers will begin working on the Next Generation Science Standards and create new science class sequence. Every 9th grader will be enrolled in Biology	0	0
7. ELA teachers will receive training on learning strategies in reading and writing EAP context.	0	0
8. English 11 teachers will incorporate common assessment writing prompts to monitor student progress and assess student's writing.	0	\$6,000
9. AVID Conference participation for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.	\$22,000	\$3,150
10. Incorporate AVID writing strategies to prepare students for EAP.	0	0
11. AVID tutors to assist AVID students with class work and preparation for college.	\$18,000	0
12. Send teachers to AP training for US History and English Language and Biology.	\$4,500	0
13. Purchase supplemental material to prepare students for AP English Literature and US History AP classes.	\$9,000	\$12,797





14. Purchase textbooks and classroom supplies for two new AP Classes.	\$10,000	\$9,917
15. Send staff to training for ELPAC.	\$1,000	\$960
16. Pay for additional staff to administer and coordinate ELPAC testing.	\$1,000	\$240
17. Pay staff extra duty for individual student conferences prior to ELPAC to review.	\$1,000	\$442
18. Staff will collaborate to review test data and determine students that meet ELPAC requirements of reclassification.	\$10,000	0
19. Reward students who have been reclassified with an awards ceremony.	\$500	0
20. Students who are designated at a 1 or a 2 in their ELPAC test will be scheduled in an English Language Development class where the Rosetta Stone program will be used as a support to their language development curriculum.	\$600	\$3,045
21. Continue to monitor staff qualifications.	0	
22. Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.	\$10,000	\$7,384

## Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were reallocated in response to organizational needs, instructional program improvements/enhancements, or adjustments necessary to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP, in many cases the funds were allocated to goals in the LCAP that were not budgeted originally.

Intervention programs were included in prior years LCAP, but not purchased until 2019-20 in a 3 year agreement. Professional development and training programs were cancelled or restructured due to the closures beginning in March 2020. School wide testing was also suspended for the remainder of 2019-20, so actions related to the ELPAC were not implemented.

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

The first goal emphasizes college and career readiness for students. Many of the actions seek to address the level of rigor and standards proficiency that is expected of students entering college, and remain part of the instructional program. There are some successes and challenges implementing programs consistently school wide. For example, although all students take A-G core classes, all students have access to AVID, English learners receive English language support, and struggling students receive intervention support in math or reading, there is room for improvement in executing these programs as designed to obtain significant outcomes. There are also additional challenges in the unique conditions of the closures, doing “no harm” to students, and in distance learning. Some actions work toward increased efforts in the way of improving ELA, math, and ELPAC outcomes, but more work is needed to fully achieve the goal, and the suspension of testing due to COVID creates a challenge with data for 2019-20 and measuring growth for 2020-21.

Some specific successes: All core courses and several electives are A-G approved, including Spanish, floral,



and art. AVID electives, two Science courses, and the grade 11 English ERWC classes were approved in the 2019-20 submission window. All ELA teachers have been certified and implement ERWC curricular units. The reading, math, and ELD intervention teachers have all been trained and received coaching support in the curriculum and instructional strategies.

All AVID elective teachers attended the Summer Institute in 2019 to ensure that the AVID curriculum and instruction was implemented with fidelity, and to support staff as members of the Site Team to utilize AVID strategies school wide. Teachers new to LMA also attended Summer Institute.

Several teachers began incorporating digital classrooms and portfolios to supplement interactive notebooks and binders in their classes prior to the closures. It was a challenge to get all the classes up and into a digital format when schools initially closed in March, 2020. Since students were not to be penalized for non-participation in the spring, it was challenging to keep them active and participating in lessons.

An assessment calendar includes school wide growth assessments, course benchmark windows, CAASPP interim and summative assessments, PFT, ELPAC, and college entrance exams. A school wide SAT/PSAT testing day was added to coordinate college and career exams. Staff has received training and support in assessments, standards, and pacing; and created unit plans in PLC's. Challenges due to COVID suspended all testing because remote options were not available, with the exception of AP Exams. Even though AP was administered remotely, students were still challenged with the technology and struggled with the adjustments to instruction due to closures. Subsequently, 2019-20 has little to no assessment data.

## Goal 2

Improve Student Engagement and School Climate Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3 4 5 6

Local Priorities: Basics, Parent Engagement, Local Climate Survey

## Annual Measurable Outcomes

Expected	Actual
<p>In an effort to have students better connected to school, our process of establishing need led us find variables to help students better connect with our school. We identified the maintenance and upkeep of our facility. We wanted to improve student outcome by focusing on student attendance and looking at strategies to improve student attendance. We looked at our discipline and focused on reducing suspension rates through a proactive approach of appealing to students' social emotional needs. We wanted to impact our graduation rates and focus on getting students the resources to stay on track for graduation as well as giving them resources through credit recovery to allow for students to make up credits. All stakeholders agreed that students need resources in</p>	<p>The Expected Outcome in the 2017-20 LCAP only provided a qualitative overview of the goal and has been revised. The Actual Outcomes have quantifiable results and include:</p> <ul style="list-style-type: none"> <li>• Suspension rate increased by 11% for all students</li> <li>• Defiance suspensions decreased 8%</li> <li>• Graduation rate decreased by 0.8%</li> <li>• Attendance rate increased by almost 6%</li> <li>• New teachers (5) receive support through induction program</li> <li>• Implemented 2nd year of Positive Behavioral Interventions and Supports (PBIS) program, and 1st year of restorative practices</li> </ul>



co-curricular activities to establish connections between students and the school. We looked at various resources to address this need.

### **Actions / Services**

<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
1. Continue to allocate funds for repair and maintenance to maintain facilities in good repair.	\$20,000	\$13,298
2. Maintain part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.	\$20,000	\$24,309
3. Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.	0	0
4. Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.	0	0
5. Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel students and provide group resources in the area of anger management.	0	\$8,199
6. Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (October).	0	0
7. Review disciplinary data to determine staff development as it pertains to positive support for students.	0	\$2,507
8. Continue to have school wide orientation for students and parents to review school rules and expectations.	0	\$399
9. Continue to renew student information system to allow parents access to student academic progress.	\$6,000	\$4,065
10. Continue to renew APEX credit recovery program to allow students to make up credits during the school year.	\$19,000	\$17,200
11. Continue practice of reviewing transcripts with students in grades 10-12.	0	0
12. Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grades 11-12. Staff will be hired to provide students instruction.	0	\$53,366
13. School will continue to support CIF Sports in football, volleyball, B/G basketball, B/G soccer, baseball, softball and track.	\$10,000	\$113,652
14. School will continue to support clubs on campus to connect students with various cultures, interest, college and careers. Students will participate in various field trips and activities to expose students to post-secondary community organizations.	\$7,000	\$10,695

### **Goal Analysis**

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

Funds budgeted for Actions/Services that were not implemented were reallocated in response to organizational needs, instructional program improvements/enhancements, or adjustments necessary to mitigate the impact of





COVID-19 that were not part of the 2019-20 LCAP, in many cases the funds were allocated to goals in the LCAP that were not budgeted originally.

Extra/Co-curricular programs and activities were suspended due to the closures beginning in March 2020. Most of the maintenance actions/services were continued, but adjustments were necessary in how they were implemented due to the closure in March 2020 (ex. attendance, SART, suspensions).

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

The second goal emphasizes school climate and student connection to LMA. Most of the actions address attendance, behavior, and extracurricular activities. Additional actions that were not fully detailed in the prior LCAP have also been added and prior to the closure due to COVID in March 2020, had an impact on the school climate: Positive Behavior and Support Interventions (PBIS), Capturing Kids Hearts (CKH), and restorative practices.

The attendance clerk monitors attendance and works with students and parents to promote positive attendance behaviors, and with staff to ensure accurate records are maintained. There is a process of communicating with families about habitual attendance patterns, which begins with the automated dialer. Due to COVID closures, there were challenges because 1) attendance/ADA stopped as of February 28, 2020 and 2) distance learning was supplemental and not to negatively impact grades, so participation was low. The attendance process also had to be adjusted to include more outreach and direct communications.

Rules and expectations are communicated to parents and students at orientation meetings, and regularly in formation and in the classroom. Parents are contacted by teachers and administrative staff to discuss positive and negative student behaviors, and when warranted, the school-based therapist and special education experts are included. Students have access to the therapist and social worker intern for social/emotional counselling. Additionally, LMA has implemented the use of strategies from PBIS, CKH, restorative practices, and other means of correction to resolve conflicts and keep students in school. There were new challenges during the COVID closure primarily because in-person communication was no longer possible. A strong outreach campaign was adopted to ensure families were informed, and could still access staff and resources through digital means and designated distribution plans. The social/emotional counselling provided by the social worker interns had to switch to video meetings, and students didn't have the convenience of "walk-in" services as when they were on campus.

Student participation in extra-curricular activities remained strong up to the closure. The pep squad supports athletic teams and promotes school pride. An eSports team was formed to compete against other county teams. ASB worked with other clubs and the community on events like Homecoming, holiday food drive, family and AVID night, blood drives, and movie night. ASB also helps operate the school store which accepts Wolfpack Bucks earned through PBIS on certain dates. Extra-curricular activities were also suspended due to COVID.

Another challenge due to COVID was the cancellation of the additional military activities. Up until the closure in March, students continue to participate in military competitions and activities and earn top awards. For the California Cadet Corps (CACC) inspection, the school received a rating of Excellent, and received a Superior rating in the Unit Discipline category which includes an in ranks inspection and drill. Approximately 70 students choose to participate in the CACC state drill championships of 2019, and students traveled to San Luis Obispo to participate in the state level Individual Major Awards over a weekend.

### Goal 3



Increase parental communication and engagement and through use of bilingual service to provide materials in English and Spanish.

State and/or Local Priorities addressed by this goal:

State Priorities: 3  
Local Priorities: Parent Engagement

### Annual Measurable Outcomes

Expected	Actual
<p>Parents are an important part of the education of the student. Our goal is to increase parental involvement by surveying parents and what services or resources they would like to see the school offer parents. We also wanted to see if our efforts are impacting parent participation. We want to monitor parent attendance and continue to talk with our parents to see what we can do to increase parent attendance at all school meetings.</p>	<p>The Expected Outcome in the 2017-20 LCAP only provided a qualitative overview of the goal and has been revised. The Actual Outcomes have quantifiable results and include:</p> <ul style="list-style-type: none"> <li>Wolfpack Community Partnership (formerly PAC) held monthly meetings</li> <li>ELAC was formed, elected members, and held regular meetings</li> <li>Promoted the Parent Portal for the student information system</li> <li>Provided multiple opportunities for parents to complete LCAP survey</li> <li>AVID and ASB hosted family events</li> <li>Included sign-in sheets at all school meetings</li> <li>Communications provided in both English and Spanish</li> <li>Parent participation in the LCAP process is same</li> <li>Majority (71%) of parents do not have portal accounts</li> </ul>

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Based upon results of the survey partnerships will be formed with community organizations that will provide necessary services to our parents.	\$5,000	\$2,636
2. Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	\$7,500	\$7,745
3. Continue to update and provide resources for parents on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.	\$1,500	\$7,500
4. Continue to monitor parent attendance at all meetings to gauge parental involvement in meetings.	0	0
5. Continue to use the automated parental notification system to inform	\$1,500	\$1,200



and confirm parental attendance to all school meetings.

### Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were reallocated in response to organizational needs, instructional program improvements/enhancements, or adjustments necessary to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP, in many cases the funds were allocated to goals in the LCAP that were not budgeted originally.

The maintenance actions/services were continued, but adjustments were necessary in how they were implemented due to the closure in March 2020 (ex. notifications and communication, in person meetings). Resources were reallocated to cover the additional outreach and communication necessary due to COVID-19 and keeping students and families informed and connected to the school.

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

The third goal emphasizes parent involvement. The actions seek to improve communications and provide resources to parents to help their student succeed. LMA has successfully been able to communicate with parents, even during the closure when in-person conversations and meetings were not permitted.

School communications are delivered in English and Spanish and through different channels. Parents receive information by phone, email, letter, flier, website, or in person. Parents can also register for the Parent Portal in the student information system to have immediate access to student grades, attendance, and teacher email. The front office includes three bi-lingual staff members, including the TOSA who provides academic and college/career guidance during individual senior meetings with families. Due to COVID, office staff at the site was reduced and families required appointments to visit which created some challenges. However, additional communications were sent out via email and direct phone calls to keep parents informed during the closure and to provide information on meal and device distribution procedures.

The parent group was renamed, Wolfpack Community Partnership (WPC) and met monthly until the closure. Meeting times were provided both during the day and in evenings. Guest speakers have attended meetings to present on topics of interest to parents. An English Learner Advisory Committee (ELAC) was also formed to provide input on the services and programs provided to EL students. The ELAC meets 3-5 times per year. The WPC and ELAC also discuss the LCAP and WASC processes and survey results. Remotely meeting via video (Zoom) creates some challenges for families unfamiliar with the technology or with limited access on their devices. Additionally, the additional demands on families during closures reduced participation in any stakeholder meetings.

## 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
Purchase PPE, thermometers, sanitation supplies and other supplies to maintain health and safety guidelines	\$86,000	\$45,000	N
Secure contract for social worker interns	\$7,000	\$7,034	Y
Implement a cohort plan to bring special student groups (SPED, EL, FY, SED) on site for in-person instruction	\$0	\$0	Y
Administer NWEA Map Growth assessments, HMH Reading, Math, and Phonics Inventories	\$3,500	\$3,360	Y
Replace/renew curricular resources and licenses for intervention classes (HMH, Apex)	\$17,200	\$21,000	Y

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.

Any substantive difference between the planned actions and/or budgeted expenditures were reallocated in response to organizational needs, cost adjustments, or unforeseen factors and costs.

### Analysis of In-Person Instructional Offerings

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

For the start of 2020-21, Riverside county schools were not permitted to be open for in-person instruction ([County of Riverside Advisory for the Operations of Schools](#)). Once the [California Department of Public Health \(CDPH\) posted guidance](#) to allow cohorts of student onto the site for in-person instruction, LMA initially reached out to families of students with disabilities (SWD) to offer a schedule to attend school in-person. By winter, plans to bring additional cohorts were considered. Although limited, the cohorts with in-person instruction have been effective, as evidenced by more consistent student participation, more direct support provided by special education teachers, and as reported by teachers.

One of the biggest challenges in implementing in-person instruction in the 2020-21 school year was coordinating and maintaining sufficient supervision and space to follow the safety protocols recommended by CDPH. This was only usually at lunch or breaks. Teachers reported another unanticipated challenge that students in the cohort initially created something of a distraction to the class session. This was attributed to students finally having an opportunity to socialize in-person. Another challenge was in creating a cohort of upper grade students at risk of not graduating on time because they had dis-engaged in distance learning. Some of these students were difficult to locate, connect, or convince to join the cohort. Staff has reported that some families preferred to have their older children (LMA students) stay home to care for their younger siblings while the parents are at work.

Because in-person instruction has been limited to cohorts, the successes in implementing in-person instruction is still limited to those students. Families of the SWD cohorts expressed gratitude and appreciation with the



special education team for having students return. Some students and families reached out to the school to see if they could also come to the site for in-person instruction. The creation of the cohorts also enhanced the family-school connection, due to the additional communication and sometimes daily updates with parents. Students in the re-engagement cohort benefited from dedicated extra time to spend on credit recovery classes. This small success has guided enhancing plans for extended opportunities for students to recover credits over the break and summer.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Replace/renew curricular resources and licenses for intervention classes (HMH, Apex)	\$17,200	\$10,000	Y
Purchase new instructional programs for teachers and expand existing accounts	\$10,500	\$11,000	N
Purchase Chromebooks and supporting technology & equipment	\$108,000	\$195,486	N
Adopt G Suite for Education and become a Google school, integrating Google with Aeries	\$1,200	\$1,200	N
Equip teachers' workstations for distance learning	\$2,000	\$6,400	N
Secure hotspots for internet access	\$4,500	\$6,000	Y
Provide PD and resources on new technologies, digital tools, and enhancing existing curriculum for distance learning.	\$0	\$0	N
Dedicate PD time on strategies to support EL and SPED students in distance learning	\$0	\$0	Y
Include 2 sections of the designated ELD course in the schedule	\$0	\$0	Y
Secure contract with special education administrator	\$30,000	\$29,000	Y
Include dedicated pull-out classes in the schedule for students with disabilities, consistent with IEPs and in-person instruction	\$0	\$0	Y
Teachers will incorporate individual accommodations for SPED students in instruction, including digital accessibility tools that maximize learning	\$0	\$0	Y
Teachers will incorporate integrated ELD strategies in instruction, including digital tools that help EL students access academic language and content using their primary language	\$0	\$0	Y
Secure contract for social worker interns	\$7,034	\$7,034	Y





actions.

Any substantive difference between the planned actions and/or budgeted expenditures were reallocated in response to organizational needs, cost adjustments, or unforeseen factors and costs.

## Analysis of the Distance Learning Program

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

The distance learning plan for LMA was detailed in the Learning Continuity and Attendance Plan (LCP) and adopted by the LMA Board of Directors on 9/17/2020. Distance learning at LMA is daily live interaction through synchronous virtual classes which includes direct instruction and communication with teachers in real time through Zoom and Google Classroom. The classes follow a block schedule, which contains daily dedicated time for individual and small group tutoring and support, daily academic intervention classes, and weekly professional development time for teachers.

### *Continuity of Instruction*

Classes adhere to the same standards-based curriculum and teachers have adopted engaging strategies and activities to use within the digital platform to ensure students have access to the same quality of instruction as in-person. Students are scheduled in the same courses planned to meet graduation and college entrance requirements.

According to teachers, maintaining the same pace of instruction as in-person instruction has been a challenge for teachers. To address it, they have adjusted pacing guides and instructional plans, adjusting the curricular activities to better fit the rate that students can maintain in distance learning. One common example is when most students cannot complete a reading assignment outside of distance learning. Teachers resolve this by spending the session teaching or reading the content so students can progress. Some additional factors that have slowed the pace include: adapting to new technology, tools, and routines; dividing attention among tabs/windows/screens, home and school, and other distractions; greater disparity among students in engagement, learning loss, and support needed (ex. technology, social-emotional, instructional).

The move to distance learning for 2020-21 has also had success with continuity of instruction. LMA teachers have spent considerable time recreating their in-person lessons into a digital format. As a result, they are delivering the same high-quality instruction and content as in-person, but through new media. Administrators have observed how teachers have developed and advanced their instructional craft by adapting. The benefit of this success will continue as teachers bring their new tools and strategies to in-person instruction.

Another success in this area is evidenced by the NWEA MAP Growth assessments, a standards-based, norm-referenced assessment. Data from the pre-COVID assessment compared to the Fall 2020-21 administration showed that over half of students progressed at least 1 percentile in math and just over 40% in reading. Further, 20-30% of students progressed at least 10 percent.

### *Access to Devices and Connectivity*

Laptops were distributed over the spring of 2020 and summer so that before the school year started, over half of students already had a school device. To start the 2020-21 school year, most students did and those that had connectivity issues received a hotspot. At the start of the second semester, LMA adopted Google Education and switched to Chromebooks. The Chromebooks were issued over the break, and any laptops were returned so that 98% of students are on a Chromebook with GoGuardian, a Chromebook security and



firewall manager. As devices were distributed to students, staff provides instruction on how to login, navigate to teachers' pages, and access their email and Google classes. Staff supports the student as they complete the process, and confirm that the Chromebook, login, and Google codes are functional.

Although most students now have school devices, some families have requested alternatives to the digital class and assignments. Some families have multiple individuals at home working remotely or in distance learning, causing connectivity issues, or they live in areas in the community that even the hot spots have limitations. Another challenge to access involved the school laptops reportedly "not working" according to students. This challenge was usually resolved by bringing the laptop to the school, where extra applications and other non-educational downloads could be removed. A success came with the Chromebooks and GoGuardian, which allows teachers and staff to monitor what students are doing, and can prevent students from opening or downloading inappropriate material. Another success was with the mass distribution plans under health and safety protocols. For both the laptops and Chromebooks, staff collaborated on a plan so students were able to safely come to the site and receive a school issued device and instruction on how to use it to access their classes.

### *Pupil Participation and Progress*

Senate Bill 98 enacted additional attendance and participation requirements in distance learning. Teachers monitor student participation, specifically student attendance and engagement in their class session and activities, through several methods. In addition to regular attendance, teachers document delayed arrivals and early exits, participation in interactive activities, and work on assignments within the student information system using special absence codes and attendance notes. Teachers also track student participation within their gradebooks with notes on assignments and participation points. Negative attendance and participation information is also reported to the office for administrative follow up. This can be in the form of outreach (social worker interns, clerks, administration), home visits, and parent conferences, all which are the initial steps in re-engaging any student with habitual attendance issues. The additional reporting during distance learning has been successful at enhancing the attendance procedures in the office. This success is also affected by the changes in responsibilities of staff and the lack of students on campus requiring office staff attention.

In addition to individual progress monitoring in the classroom, teachers worked in department teams to address the content missed during the closures to recover from learning loss. It was determined that teachers will continue to adhere to the scope and sequence of standards in the course pacing guides and unit maps, and incorporate supporting lessons and activities to mitigate any missing instruction and skills. Teachers made adjustments to their pacing guides in the first semester to address the challenges of lessons and activities taking considerably longer (see also Continuity of Instruction). They reported that student attention is divided with home responsibilities and other distractions while they are in the class session. This was also evident in school wide assessments taking at least twice as long as when in-person. Conversely, some students have had greater academic success in the distance learning platform. Teachers have reported on individual students that were dis-engaged in in-person instruction, but engage and are doing well in the digital classes.

To systematically monitor student progress, LMA is using the NWEA MAP Growth assessments. Prior to closures in the 2019-20 school year, students were assessed to measure growth, determine areas for improvement, and help teachers adjust instruction and plan forward. Those assessment results provide baseline data to monitor student progress in distance learning. Comparative assessments continue in 2020-21 also show progress/regression from closures and summer as well as during distance learning. Data from the Fall 2020-21 administration showed that over half of students progressed at least 1 percentile from their pre-COVID assessment in math and just over 40% in reading. Further, 20-30% of students progressed at least 10 percent. This is a success; students progressed even after the void of the spring closure and summer.

### *Distance Learning Professional Development*

Once it was determined that schools could not open to students for in-person instruction, LMA adjusted the academic calendar and bell schedule. The first day was pushed back and non-student days were shifted so teachers will have 5 full contract days to plan for distance learning instruction before students started. The



calendar and schedule for 2020-21 included daily time for teachers to plan and collaborate, and every Friday participate in collaborative and individual professional development activities.

Professional development time was spent on curriculum, technology tools, instructional practices and plans, standards, assessment data, supporting EL and SWD, and social-emotional learning. It was a challenge to make professional development relevant to the variety of content and instructional methods of the teachers, and addressing their spectrum of skills with technology. It was a success to give teachers dedicated time to cover technology, standards, strategies, and support for student groups like EL and SWD.

#### *Staff Roles and Responsibilities*

Roles and responsibilities of staff have had to adjust to ensure the health and safety of everyone, continue operations working remotely, restructure fiscal resources, and address the changing conditions of closures and distance learning. The initial challenge was ensuring that all the new duties and responsibilities were assigned and addressed with the appropriate urgency. For example, the safety protocols needed to be implemented immediately, and the additional outreach efforts continued over the course of the school year. LMA successfully adjusted and reorganized responsibilities so that classified staff continued working during the closure and distance learning.

#### *Supports for Pupils with Unique Needs*

Students with unique needs may need additional support during distance learning, depending on their unique needs, conditions, and circumstances. To ensure equitable access to distance learning for all students, LMA provided devices and hotspots (when needed), and provided technical instruction and support to be able to access all the digital aspects of their classes. English learners (EL) continued to receive ELD support through the designated ELD class and within their other classes. In distance learning, EL students have additional digital tools that can help them understand academic language. These tools were shared with teachers through professional development time so they could incorporate things like translation tools, glossaries, and subtitles on videos, and support students in using similar features on their own. Teachers reported that it has been challenging to get students to respond aloud during the web session, and EL students even more difficult. The dELD teacher has had to incorporate new strategies just to get the verbal participation needed for language development. There has been success integrating more ELD strategies and supports across the curriculum as a result of dedicated professional development time on ELD standards.

Students with disabilities (SWD) continued to receive any specialized academic instruction and/or push-in support as detailed in their IEP. Special education teachers collaborate with general education teachers to plan supports and accommodations, including any digital tools that help students manipulate how they receive the information (ex. masking, magnify, read-aloud, glossary). Special education teachers regularly communicate with families to discuss any additional support. Parents have appreciated the extra efforts for their student, and enhanced the family-school connection for SWD. Families of the SWD cohorts also expressed gratitude and appreciation for having students return. There are still challenges supporting those students who are not able to join the cohorts, particularly since it is easier for students to be distracted and more difficult for teachers to redirect attention remotely.

Foster and homeless youth may experience additional challenges beyond technology. The regular communication between LMA and families encouraged a prompt response to provide support and available resources as appropriate. The biggest challenge in this area has been that these are the students most likely to disengage, disconnect, or disappear, so it has been a priority to locate, reach out, and keep contact with these students. Successes are on a case-by-case basis. Administration works with teachers and the families to find flexible solutions that work for the student.

## **Pupil Learning Loss**



### **Actions Related to the Pupil Learning Loss**

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administer NWEA Map Growth assessments, HMH Reading, Math, and Phonics Inventories	\$3,500	\$3,360	Y
Disaggregate assessment data by special student groups	\$0	\$0	Y
Dedicate time for departments to analyze data and plan instructional strategies	\$0	\$0	Y
Professional development for staff on analyzing assessment data by standard and student group	\$0	\$0	Y
Implement a cohort plan to bring special student groups (SPED, EL, FY, SED) on site for in-person instruction	\$0	\$0	Y
Replace/renew curricular resources and licenses for intervention classes (HMH, Apex)	\$17,200	\$10,000	Y
Include 2 sections of the designated ELD course in the schedule	\$0	\$0	Y
Include dedicated pull-out classes in the schedule for students with disabilities, consistent with IEPs and in-person instruction	\$0	\$0	Y
Administer stakeholder feedback surveys and other outreach efforts	\$3,400	\$2,800	Y

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

Any substantive difference between the planned actions and/or budgeted expenditures were reallocated in response to organizational needs, cost adjustments, or unforeseen factors and costs.

### **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.

Student learning loss was measured with NWEA MAP Growth, the same system used to monitor student progress. Prior to closures in the 2019-20 school year, students were assessed to measure growth, determine areas for improvement, and help teachers adjust instruction and plan forward. Those assessment results provide baseline data to measure learning loss and monitor student progress in distance learning. Comparative assessments continue in 2020-21 also show progress/regression from closures and summer as well as during distance learning. Data from the Fall 2020-21 administration showed that over half of students progressed at least 1 percentile from their pre-COVID assessment in math and just over 40% in reading. Further, 20-30% of students progressed at least 10 percent. This is a success; students progressed even after the void of the spring closure and summer. There has been success with students who continue to attend and participate in



distance learning, as evidenced by the assessment data. The challenge is that a portion of students are not participating and therefore were not assessed, so there is no data to measure learning loss from 2019-20, nor their progress in 2020-21. Teachers have reported that in addition to learning loss, some students seem to be experiencing a loss of academic habits during distance learning which present a challenge. Possible factors could be the home environment, and new, less familiar digital practices (ex. taking notes, annotations).

## **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.

All teachers have been trained with strategies to conduct social emotional check-ins with students. Teachers dedicate time for team building and other activities to create a safe and respectful classroom culture. In distance learning, teachers have allowed students response with a hand signal and/or private message to let them know the student needs to step away from class to deal with something personal. Teachers have designated office hours to reach out to students and families, and report any concerns to administration for support in outreach. All of these efforts lend to letting the students know the teachers care and are empathetic. The challenge is that not all students acknowledge their stress and emotions and may act out in negative ways in class, or in some way that cannot be detected by staff.

LMA has social worker interns available to counsel and work with students. Staff, families, and students are all provided means to connect or refer a student with the social worker intern. They meet with students individually to help them cope with their struggles and to support coping with any additional stressors due to the pandemic. The social workers have also been a big part of the re-engagement outreach, contacting about 2/3 of students at some time in the year to follow up with an attendance or participation concern. This outreach has been successful at keeping a number of students connected to school.

In the second semester, students attended two modules of a social emotional presentation by Kaiser Permanente Educational Theatre. The presentation addressed common teen and pandemic stressors and healthy and unhealthy coping strategies. The social worker interns were available after the presentations, and Kaiser forwarded reports on any student responses that may signal distress for them to follow up. The presentations were attended by the majority of students that were present for distance learning, and several participated through the chat, direct messages, and verbal responses.

Staff also attended two modules of a presentation on trauma-informed teaching by Kaiser Permanente Educational Theatre. The presentation addressed causes and effects of trauma on students and shared healthy strategies to use for self-care and in the classroom. Staff shared positive feedback on presentations.

## **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.

LMA has maintained regular contact with students and their families to keep them informed and connected to the LMA community. Staff and teachers coordinate information, and direct calls were made to families in which the student had not connected with the school at all. Communication is provided in English and/or Spanish. Through multiple means of outreach, LMA worked with individual families and students to identify resources needed for distance learning. The success of this outreach is evident in the fact that 98% of students received a school Chromebook.





Teachers track attendance and engagement in distance learning in accordance with SB98 through new features in the student information system. This includes recording student attendance and notes for absences and non-participation. Often, teachers call parents during class to get the student to attend. Teachers also report attendance concerns to the office staff for follow up, including the social worker interns. There are several reports that identify students who are habitually absent or disengaged, but the concerted efforts and communication among teachers, parents, and staff are the start of the re-engagement process. These efforts have been successful at identifying attendance concerns early and keeping both families and staff informed. The biggest challenges may be when the parent is not able to actively assist in supporting positive attendance behaviors.

## Analysis of School Nutrition

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

LMA successfully provides multiple meals to families to cover several days at a time. The amount of perishable foods have been reduced and the amount of foods that do not require special preparation or storage have been increased. Families were provided distribution schedules at registration, through email, automated dialers, and through classroom announcements. To minimize contact, maximize distance, and follow health and safety guidelines, families follow a single direction flow through the MPR on the side street of the campus. A challenge has been that because families must travel to pick up meals during the day, not all of our students are receiving meals. For example, in 2019-20, over 85% of LMA students qualify for free/reduced meals.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A				

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.

N/A

## 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.

Several actions within the 2021-24 LCAP consider lessons learned from programs in 2020-21 during the pandemic. The actions are stated so that these considerations are part of an already anticipated action. For example, Goal 1, Action 1-4 involves maintaining the facilities to be safe and in good repair, including the



additional health and safety protocols put into place in 2020 to prevent the spread of COVID.

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

Student progress and learning loss will be measured through the same system of assessments. Goal 2, Action 2-1 addresses the comprehensive assessment system, and subsequent Actions support data analysis (Action 2-2) and interventions (Action 2-3) for students. These actions will help measure the degree of regression, identify instructional areas to target, and provide the appropriate academic support.

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

Any substantive difference between the planned actions and/or budgeted expenditures were reallocated in response to organizational needs, cost adjustments, or unforeseen factors and costs.

## **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.

Overall, data indicate that the actions within the LCAP and Learning Continuity and Attendance Plan are having the intended positive effect on student outcomes. Therefore, much of the actions' focus remained in developing the new LCAP. They were refined within the new template and for the new LCAP cycle to 1) address stakeholder feedback, 2) meet the required metrics, and 3) broadened to be more comprehensive and encompassing.

Data indicated a need to focus on student academic performance and engagement, and for the start of 2019-20 year, gains were made in those areas. Due to the pandemic and school closures, data is not available or not comparable. However, local data indicate improvement, particularly to suspension rates prior to the closures. Additionally, stakeholders report qualitatively that climate and engagement is improved. Local data on academic performance also has some positive outcomes. School wide growth metrics show less loss than expected from the pandemic closures, and an average amount of improvement, despite the challenges of distance learning.

## **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](mailto:lcff@cde.ca.gov).*

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

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

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

## **Annual Update**

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

## **Actions Related to In-Person Instructional Offerings**

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

## **Analysis of In-Person Instructional Offerings**

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

## **Actions Related to the Distance Learning Program**

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

## **Analysis of the Distance Learning Program**

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as



applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education  
January 2021



**LEADERSHIP MILITARY  
ACADEMY**

## 2021-2024 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leadership Military Academy	Jill McCormick, Curriculum Coordinator Santos Campos, Executive Director	<a href="mailto:jmccormick@lmaschools.org">jmccormick@lmaschools.org</a> <a href="mailto:scampos@lmaschools.org">scampos@lmaschools.org</a> (951) 421-8450

### Plan Summary [2021-2022]

#### General Information

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

Leadership Military Academy (LMA) is a public, military themed charter school, providing classroom based instruction to students in grades 9 through 12. The Moreno Valley site opened in the 2011-12 school year and has grown to serve about 250 students from Moreno Valley and the surrounding area. In the future LMA plans to expand to serve more students and grade levels.

Riverside County Board of Education is the charter's authorizer. The charter opened to serve at risk/at promise students otherwise served by Riverside County Office of Education. The CDS code and school type (county community school) defines LMA as a Dashboard Alternative School Status (DASS) school. The DASS status and small population have a significant impact on the Dashboard indicators. For example, the graduation rate is calculated differently for DASS than traditional schools.

A demographic profile of LMA students is available to the public on [DataQuest](#) and the California School Dashboard. Over the last few years, the distribution of student subgroups at LMA has been relatively consistent with a large proportion of low-income/socioeconomically disadvantaged students (87.8%), and a large proportion of Latinx students (71.4%) and African American students (18.7%). For the 2020-21 school year, there are 262 students, compared to 263 in 2019-20.

The students at LMA include 21% English learners (55), 23.3% are students with disabilities (61), and 6.5% are foster (3) or homeless youth (13). Each of these subgroups increased from the 2019-20 school year, and when reviewing data for the whole school, the SED, EL, and SWD groups are numerically significant enough to be disaggregated. Since the enrollment of foster and homeless youth is low, data is usually suppressed to protect student privacy. This is also the case for EL and SWD when data is grade level specific. For example, only grade 11 students are tested on CAASPP, so EL and SWD data is not publicly available. It is also important to note that due to the small size of student population, percentage changes may be based on relatively few students; so with the enrollment of 262, 3 students make up 1.1%.



LMA continues to maintain a low student to teacher ratio and small class size. CALPADS report 3.1 for 2019-20 shows the average class size between 16 and 17 students. In 2020-21, class rosters (course sections) were adjusted to accommodate a hybrid instructional model if/when it could be implemented during the pandemic. This model did not change the number of students, but just divided the class roster into 2. As a result, CALPADS report 3.1 shows a considerably smaller number for 2020-21.

*\*The May Revision includes a proposal to increase the concentration grant component of the LCFF. LMA may include additional actions or services in the LCAP on approval of the proposal to be included in a 45-day budget revision.*

## Reflections: Successes

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

After a review of the state and local data, including the stakeholder survey and other input from stakeholder groups, LMA is proud to report the following successes despite challenges encountered during the pandemic:

A record number of parents participated in the stakeholder survey, almost triple the number of parents in past years. Some of this success can be attributed to the additional outreach and promotion efforts in distribution of the survey. Parents had provided feedback that email and text messages were preferred methods of communication, so the survey links were emailed and texted directly to parents for their convenience. LMA has adjusted all outreach and communications to ensure email and/or text messaging will maximize the effort and outcome.

Similarly, expanded outreach to communicate and keep students and families connected to the school included direct email, text messaging, and direct phone calls. Evidence of the success was seen in the high participation rates in the stakeholder survey, student counselling and support, meal distribution, device and materials distributions. LMA will maintain relationships and links with families by continuing to use more direct communication methods and increasing the opportunities for staff to coordinate their efforts to keep families and students connected.

LMA issued devices to students in need at the start of the school year. At the break, LMA adopted Google for Education and Chromebooks for student use. A detailed recovery and distribution plan included procedures, scheduling, and even home visits. In that exchange, LMA successfully provided over 97% of students with school issued Chromebooks for distance learning, including students that originally used their own technology. LMA will build upon that success by working to increase the efficiency of the device collection and distribution process.

LMA implemented NWEA MAP Growth assessments in the last school year, just before closures. In addition to measuring student growth, there was a new need to measure learning loss and progress during distance learning. LMA had successful remote administrations of the assessments as scheduled in the fall, winter, and again in the spring. Results show that approximately half of students made gains since last year (over the summer) which also shows the positive influence of the extended learning opportunities and summer sessions. LMA will build upon the success of implementation by taking measures to share individual results with students and increase authentic participation.

With the initial closure in spring 2020, staff assessed and pooled all available resources for expanded learning opportunities, but in planning for distance instruction, teachers had the summer to explore and learn more about digital options. In order to provide a quality distance learning program in all content areas, LMA improved and enhanced the technology and digital resources based on assessments from the spring of 2020 and on teacher requests for new platforms and technology. The biggest growth in implementation came from early adopters sharing the new activities, and department teams collaborating to launch a set of entirely new digital platforms in instruction schoolwide. This success will continue by



continuing to provide staff with opportunities for staff to share and collaborate on using features within the programs and technology.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The pandemic has caused some limitations and gaps in available viable data for the 2019-20 and 2020-21 school years. Therefore, the data review must consider trends and patterns over time and alternate local measures. After a review of all the available state and local data, including the stakeholder survey and other input from stakeholder groups, LMA has identified the following needs:

Despite improvements, assessments show on average that academic performance falls below the national norms, and most students do not meet standards in ELA and math. Additionally, local data indicate that EL students and students with disabilities underperform compared to their peers. LMA recently implemented intervention programs to address these performance gaps; Goal 2, Action 2-3 continues and expands these efforts.

Due to factors created by the pandemic, there is an increase in the amount of credit deficient students and those in danger of not meeting graduation requirements. Goal 3, Action 3-6 focuses on supporting students in meeting graduation requirements and will include additional efforts designed to address this specific need.

There is disproportionality among student groups represented in suspension rates and academic performance. LMA has implemented programs to create a positive school environment and reduce the suspension rate, which are incorporated in Goal 3, Action 3-5. Additionally, efforts to improve academic performance are in Goal 2, Action 2-3 and Goal 1, Action 1-7 which seeks to ensure that EL students have access to content and standards.

Chronic absenteeism has been high, and in distance learning is reflected in a lack of engagement and participation. Programs and services directed toward improving attendance and re-engagement strategies are part of Goal 3, Action 3-5.

## LCAP Highlights

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

LMA remains committed to the intentions in the goals in previous LCAP cycles, so the 2021-24 LCAP reflects the same overarching focal points and objectives. The broad goals have been restructured to align with the organization of the State Priorities in the Whole Child Resource Map and system of supports, provide a succinct organization of the statutory metrics required in the LCAP (EC 52060), and help better outline the information to communicate with and get input from stakeholders. This also a more even balance of the priorities across the goals and their respective metrics.

The 2021-24 LCAP focuses on three broad goals to address the State Priorities. Goal 1 encompasses the Conditions of Learning (Priorities 1,2, 7); Goal 2 involves Student Outcomes (Priorities 4, 8); and Goal 3 focuses on Engagement (Priorities 3, 5, 6). LMA opted to develop broad goals, because they focus on improving performance across a wide range of metrics. Similarly, the actions also describe broad and comprehensive plans, so each can include a variety of efforts aimed at improving a specific outcome, like attendance or parent participation, and better meet the unique and changing needs of the LMA school community.



## 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.

Not applicable

### Support for Identified Schools

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

Not applicable

### Monitoring and Evaluating Effectiveness

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

Not applicable

## Stakeholder Engagement

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

The stakeholder process is based primarily on multiple communications with the different stakeholder groups. Information is shared and collected using direct and structured methods, like surveys, as well as indirect and less structured methods like conversational dialog. Parents and community stakeholders are initially informed through calls, automated texts, and emails. Parent and community stakeholders often provide their feedback and input in day-to-day conversations with teachers, staff, and administration. Parents have shared that email, text, and direct calls are the best ways to reach them. Additionally, the school website, marquee, social media accounts, and teachers also share information and announcements. This creates multiple opportunities for LMA stakeholders to respond and engage in the school community, programs, and LCAP process.

For parent stakeholders, the process most often begins with outreach by LMA. In addition to disseminating information to families, parents are invited to participate in meetings. These may be schoolwide, grade level, or interest groups like the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Small group and individual meetings are often scheduled according to parent convenience. School Site Council and ELAC meetings are coordinated with the members in advance to schedule times that maximize participation. Aspects of the LCAP and related data are shared as applicable. For example, the ELAC was provided an abbreviated version of the LCAP, focusing on any actions that would have an impact on EL students.

During distance learning, there has been an increase in frequency for some groups to meet. For example, staff met twice weekly for professional development and updates. A summary of the meetings is included at the end of this section. The list shows the variety and multitude of opportunities stakeholders have to receive information and share feedback on services and programs.

The process also includes the public opportunity to review and comment. A draft version of this LCAP, and links to an online shared copy of the document were made available and shared with the public at the March 11, 2021 and subsequent LMA Board meetings. As required, all LMA Board of Directors meeting agendas are posted in advance. Frequently, information on topics within the LCAP are shared



with the Board, like CAASPP assessment results ([Metrics SP4A](#)) or the status of our seniors which will influence the graduation and dropout rates ([Metrics SP5D and SP5E](#)). Information about any of the required accountability reports (Operations Written Report, Learning Continuity and Attendance Plan, LCAP, Local Indicators, etc.) is included, and the public hearing is held in accordance with Education Code. Parents and the community are invited to comment following the protocol for public comments.

All stakeholder groups (students, parents, staff, community) participate in the stakeholder survey each winter. Survey items are directly related to the state priorities, and for the 2020-21 survey, items based on the Learning Continuity and Attendance Plan were added. The results of the survey are shared in early Spring to be discussed and considered in the final LCAP. Since the 2020-21 LCAP requirement was waived due to COVID, the 2020 survey feedback was reviewed again with this 2021-22 LCAP.

Survey links were shared via email and text, in addition to the webpage, Board Meeting, and in classes for students. Email and text links were the primary method used to promote the survey with families because over the summer, parents communicated that those methods were preferred and the most effective. This information was confirmed again in the stakeholder survey, second only to phone calls. The email and text campaign contributed to an unprecedented number of parents and family members participating in the survey at nearly three times past numbers. For this reason, LMA reviewed parent/family responses separately as well with the overall results, for additional feedback and input specifically from those stakeholders.

A summary of stakeholder communication opportunities:

Stakeholder	Communication Platform	Frequency
Board of Dir.	Board meeting	monthly
Staff	Whole staff meetings	weekly
	Professional Development	weekly
	PLC meetings	monthly
	Subcommittee meetings	as needed
	Principal's meetings	monthly
	Leadership meetings	weekly
	Individual Conferences	as needed
Parents/Guardians	ELAC meetings	3-4 times/year
	SSC/LCAP meetings	2-3 times/year
	Individual (senior meetings, parent teacher conferences)	as needed
	Events (virtual for 2020-21)	2-3 times/year
	Formation (postponed during closure)	
	Parent Portal	unlimited
	Dialer, mailer, email, direct contact	unlimited
Students	Website & social media	unlimited
	Grade level/school presentations	2-3 times/year
	Individual (senior meetings, parent teacher conferences, guidance meeting)	2-3 times/year
	Formation (postponed during closure)	
	Student Portal	unlimited
	Direct contact (in person, virtual, phone)	daily
	Email, text	as needed
	Google classroom	unlimited
Community	Remind.com	as needed
	Website & social media	unlimited
	Board meeting	monthly
	ELAC meetings	3-4 times/year
	SSC/LCAP meetings	2-3 times/year
	Formation (postponed during closure)	
	Website	unlimited





## A summary of the feedback provided by specific stakeholder groups.

In addition to the opportunities listed above, the most structured and comprehensive stakeholder feedback is received through the stakeholder survey. The 2020-21 stakeholder survey was adjusted to include items on distance learning based on the Learning Continuity and Attendance Plan. This increased the length of time to complete the survey but allowed for differentiating the feedback on factors that were affected by the closure and distance learning, and under normal circumstances. The survey contained 80 items, plus opportunities for open ended, free responses. There was an unprecedented number of parents and family members participating in the survey so, LMA reviewed parent/family responses separately as well with the overall results, for additional feedback and input specifically from those stakeholders.

Considering the state priorities, stakeholders (overall) most agreed that basic services (priority 1) were being met, particularly the availability and student access to devices for distance learning. This was also the top item students agreed upon.

The second most agreed priority overall was parent engagement (priority 3), particularly when it comes to communication, and providing parents access to student progress and engagement. Parent stakeholders reported feeling “welcome at the school site” (92.3%). This is down slightly, but the significant increase in parent responses and the reduction of opportunities for parents to visit in-person due to health and safety restrictions, make this information more generalizable to the families of LMA than before. It also confirms that the outreach, direct contact, and efforts taken to make LMA safe are contributing to promoting a positive and welcoming environment. All stakeholders also agreed that there is a lack of family activities (#1 at the bottom overall, and by parents), which is an accurate reflection of restrictions during the pandemic. It also has been an area of low agreement in the past (#11 from the bottom in 2019-20 survey) and indicates the need for enhancement and improvement.

Parent/family stakeholders also ranked some items on student engagement (priority 5) at the top. The items positively viewed LMA attendance monitoring (#1, #10 overall), school expectations of students to “work hard” (#2, #4 overall), and their access to attendance and student participation (#9). Conversely, all stakeholders consistently responded to indicate that LMA can improve student engagement by adopting more culturally relevant coursework (#7 from the bottom overall and by parents). This indicates that there are some successes and areas for improvement at keeping students engaged.

Stakeholders overall agreed the least on items regarding student access to a broad course of study (priority 7). Specifically, items involving programs that are not regularly offered at LMA, like Advanced Placement, CTE, and dual enrollment classes (#3, #4, and #5 from the bottom, respectively). Low ranking on these items is to be expected and has been fairly consistent, but this is the first time they rank so low on the list. This indicates that: 1) stakeholders acknowledge the lack of programs as an area for improvement, and 2) these items have replaced some items on school climate (priority 6) that have traditionally been found on the bottom. For example, the items about students treating each other with respect (#1 at the bottom in 2019-20) and feeling connected to school (#6 from the bottom in 2019-20) did not appear in the bottom ten this year. The change of focus also reflects that stakeholders feel more positively about the school climate than before.

Some stakeholder groups also provide feedback through more direct lines of communication in meetings and during discussions. For example, short surveys, polls, and questions within professional development and department/PLC meetings gain teacher and staff input on instructional services and programs. Based on their feedback, teachers wanted more information and training on the digital tools used in distance learning, and more support keeping students engaged and increasing student participation. Similarly, parents in the SSC and ELAC meetings responded very positively to the extended outreach efforts and the new security features on the Chromebooks (GoGuardian) in their meetings.



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

Stakeholder feedback through the survey and other methods listed is considered and may influence aspects of the LCAP. Below is a list of LCAP actions that have been influenced by stakeholders.

Action 1-3 considers the quality of instructional materials. Cultural relevance is an area for growth, based on parent and student feedback. Teachers provide input on the currency and adherence to state standards for instructional materials.

Action 1-5 considers professional learning in the implementation of standards, which is related to subsequent actions 1-6 through 1-8. Each action addresses a different aspect of implementing standards and considers information from different stakeholders. A significant portion of parents and students are not aware that LMA curriculum follows state standards, or have been provided more information on the standards. Additionally, staff and leadership have shared that improvements can be made in this area, starting with providing more opportunities for teachers to develop in regards to standards implementation, including ELD standards.

Action 1-10 considers the broad course of study available to students. Stakeholder feedback acknowledges that not all courses are available to students, so 1-10 specifically includes AP, CTE, and dual enrollment based on those responses. Additionally, actions 2-5, 2-8, and 2-11 specifically consider providing CTE, AP, and college course options to students.

Action 2-1 considers school wide assessments. Most stakeholders agree on the relevance of assessments. Leadership has provided input on the need for additional standardized assessments to measure individual and school wide progress, which initiated creating the action. Additional feedback from staff and the need for alternate assessments due to the pandemic contributed to expanding the action with a comprehensive assessment plan.

Action 2-5 considers CTE offerings. Stakeholders agreed on a lack of CTE programs. Enrollment, interest, and available local options are limiting factors for a full program, so based on the feedback, the action includes considering options that will benefit students in ways similar to CTE programs.

Action 2-11 considers enrollment in college courses. Stakeholders agreed on a lack of concurrent/dual enrollment courses. Size and interest are limiting factors for a site-based college course, so the action includes support for individual interests in dual enrollment as well.

Action 3-2 considers parent participation. Stakeholders agree that there is a lack of family activities. The action includes family activities as possible platforms to increase feedback.

Action 3-7 considers a safe and positive learning environment. Past feedback and metrics indicated a need for improvement in this area. Stakeholder acknowledgement of improvement and satisfaction with adopted programs indicated a need to continue forward, specifically with the implementation of structured intervention strategies and programs: Capturing Kids Hearts (CKH), Positive Behavioral Intervention and Supports (PBIS), restorative practices, and when possible using other means of discipline than suspension.

Action 3-8 considers student activities. Survey results showed that parents were the least informed about the extra activities available to students. The action includes more communication with parents and efforts to include them.

Action 3-10 considers student social-emotional wellness. The majority of stakeholders were aware that support for students coping with

stress during distance learning was available. However, the shortage indicates a need for more communication in this area which is included in the action.



# Goals and Actions

## Goal 1

Goal #	Description
1	Provide all students access to an equitable, high quality learning/educational experience (Conditions of Learning, Priorities 1, 2, 7)

An explanation of why the LEA has developed this goal.

The Conditions of Learning to support the Whole Child are the focus of the 1<sup>st</sup> goal, which addresses State Priorities 1, 2, and 7. The related data and measurable outcomes in the goal table include the applicable required metrics for those priorities. This goal is revised from the previous LCAP to realign according to the organization of the State Priorities within the Whole Child Resource Map and system of supports, provide a succinct organization of the statutory metrics required in the LCAP (EC 52060), and help better outline the information to communicate with and get input from stakeholders. This first goal is primarily a maintenance goal.

Some examples of metric data for this goal may include the School Dashboard Local Indicator Reflection Tools, LMA course enrollment for EL and SWD, and SARC reports. Actions include efforts to maintain, improve, or enhance facilities, curricular resources, course offerings, services to SWD and unduplicated pupils, staff capacity and professional development, and standards instruction and implementation.

The metrics and actions follow a numbering system to make it easier to determine the state priority (SP#), statutory metric (A, B, C...), sequence and goal number. Metrics begin with the state priority number, then the corresponding sub-section letter/number aligning with the statutory metrics within the priority. Actions begin with the goal number, followed by the state priority and metric, then sequence for that metric.

The majority of metrics and actions are used to maintain expectations. For example, keeping a safe facility, providing current standards-based materials to all students, and implementing content standards in classes. Areas for improvement are indicated by internal, local performance data on our English Learners (EL) and students with disabilities (SWD) and include ensuring more access to content, support interventions, and enhancing the instructional programs for those students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SP1.1 Teacher misassignments	0 2019-20 SARC				0
SP1.2 Access to standards aligned materials	0% Students WITHOUT access 2019 Dashboard Local Indicator				0%



	2019-20 SARC				
SP1.3 Facilities	0 Instances NOT "Good Repair"  2019-20 SARC				0
SP2.1 Standards implementation  (Correlates to SP1.2)	Standard Met  2019 Dashboard Local Indicator				Standard Met
SP2.2 EL access to ELD standards  (Correlates to SP7.2)	83.6% (46/55) EL enrolled in dELD course  2020-21 CALPADS 2.4				91% EL enrolled in dELD course
SP7.1 Broad course of study	Standard Met  2019 Dashboard Local Indicator				Standard Met
SP7.2 Broad course of study includes EL instructional programs: Sufficient dELD course seats to match EL enrollment	Nearly Met  55 EL students  2020-21 CALPADS 2.4  2 periods (2nd+INT) dELD offered ≈ 50 seats  2020-21 Aeries Spring MST				Standard Met
SP7.3 Broad course of study includes SWD instructional programs: SAI offerings meet IEP requirements	Standard Met  13 sections (6 periods) of SAI (pull-out)  2020-21 CALPADS 3.7 (Instr Strat = 700)  9 periods of RSP/Collab (push-in)  2021-21 Aeries Spring MST				Standard Met



## Actions

Action #	Title	Description	Total Funds	Contributing
1-1	Williams: Teachers	Monitor new hire placement and maintain teacher assignments in concordance with CTC <i>Administrator's Assignment Manual</i> . This will be measured and reported in the annual SARC and CalSAAS ( <u>Metric SP1.1</u> ).	\$10,000	N
1-2	Williams: Materials CHK	Monitor and maintain sufficiency of instructional materials, including digital and technology resources so that 100% of students will have individual access to instructional materials. This will be measured and reported in the SARC ( <u>Metric SP1.2</u> ).  <i>NOTE: This action and Metric SP1.2 correlate with Metric SP7.1, the Dashboard Local Indicator Self-Reflection Tool #2 Instructional Materials.</i>	\$4,500	N
1-3	Williams: Materials BUY	Continue to replenish or replace instructional materials as needed and on a rotation schedule. The rotation schedule will be monitored to review the currency of materials and alignment with state standards and state board adoption schedule. Evidence of necessity will occur when there are insufficient usable quantities, materials are outdated, or materials are not aligned with standards. Cultural relevance will also be considered with material adoption. Instructional materials will be measured with Action 1-2 and reported in the SARC ( <u>Metric SP1.2</u> ).	\$24,800	N
1-4	Williams: Facilities	Continue to conduct routine inspections of the facilities for safety and cleanliness and have repairs/upgrades completed as deemed appropriate. This includes informal inspection by staff as well as formal inspection through the facility owner (RCOE). Conditions will remain in a state of "good repair" or better.  This also includes health and safety protocols established due to the pandemic. As appropriate to the site and per county and state guidelines, staff will ensure that there is proper sanitation, PPE, social distancing, health screening/tests, and other related procedures.  The site will be formally assessed using the Facilities Inspection Tool (FIT) or similar document and reported on the SARC ( <u>Metric SP1.3</u> ).	\$53,682	N
1-5	Standards: PD	Continue to assess staff development needs to identify areas of improvement and provide professional development (PD) to support staff in implementing and aligning with state content standards. Administration will	\$2,400	N



		<p>collect data on individual staff needs and site needs regularly through classroom observation. This will also be measured by the PD calendar and activities.</p> <p>Professional development on content standards implementation will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (<u>Metric SP2.1</u>).</p>		
1-6	Standards: Classroom	<p>Ensure that standards-based curriculum and best instructional practices are implemented in all classes. The process will include collaborative planning to design unit maps and lesson plans. Evidence will be found in the increased use and increased variance of instructional strategies in classroom observations. Additional evidence that instructional materials align with standards is found in Action 1-2 and 1-3 (<u>Metric SP1.2</u>).</p> <p>Implementation of standards in the classroom will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (<u>Metric SP2.1</u>).</p>	\$445,454	N
1-7	Standards: EL Access	<p>Increase access to content through integration of ELD standards and CCSS Literacy standards into academic courses. This includes dedicated professional development (PD) time to support teachers with ELD and CCSS Literacy standards (separate from Action 1-5, <u>Metric SP2.1</u>).</p> <p>Data indicates a need for more deliberate integration of literacy strategies and integrated ELD (iELD) instruction across the content areas. Additionally, academic performance data on EL students shows that they perform lower than their peers. This action will contribute to the increasing/improving services requirement because ELD standards directly support EL students.</p> <p>Integration of ELD and CCSS Literacy standards will be evidenced by documenting and refining unit and lesson plans of core courses to include language and literacy standards, as well as instructional strategies for language development. Administrative walkthroughs will confirm that CCSS literacy and ELD standards are evident in instruction.</p> <p>EL access to content standards will be measured in part by the Local Indicator Self-Reflection Tool and reported on the Dashboard (<u>Metric SP2.1</u>) and academic performance of EL students (<u>Metrics SP4A</u>).</p>	\$1,720	Y
1-8	Standards: dELD	<p>Increase direct access to ELD standards through a designated ELD (dELD) curriculum. This includes enrolling all EL students in tiered courses and/or ELD interventional support, and will also increase EL access to content</p>	\$3,700	N





		<p>standards by supporting language development. Data indicate a need for an increase in ELD support for EL students in both iELD and dELD. Past data on reclassification rates also supports the need.</p> <p>This action will be evidenced through ELD offerings on the master schedule and EL enrollment. It will be measured by course enrollment (<u>Metrics SP2.2 and SP7.2</u>).</p> <p><i>(NOTE: funds for ELD materials and PD are included in Actions 1-3 and 1-7 respectively)</i></p>		
1-9	Broad Course: All	<p>Continue to provide all students, including EL, low-income, and students with disabilities access to the full catalog of courses available in the schedule. Student interest will remain the key prerequisite for enrollment in elective courses.</p> <p>This action will contribute to the increasing/improving services requirement because access and enrollment to courses is not predicated by performance criteria, so unduplicated student groups have the same choices in course offerings. Additionally, past CAASPP data on SED and local data on EL students shows that both groups perform lower on statewide tests. Additionally, local data show that SWD also perform considerably lower than other student groups. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>Access to a broad course of study is evidenced by the non-exclusive enrollment in A-G, AP, and AVID courses and will be monitored through the scheduling process. Implementation will be measured annually with a Local Indicator Self-Reflection Tool and reported on the Dashboard (<u>Metric SP7.1</u>)</p>	\$7,500	Y
1-10	Broad Course: Courses	<p>Maintain a schedule of courses that continues to offer courses that meet graduation requirements and/or be prepared for post-secondary goals. This includes a range of elective options to supplement core classes, credit recovery options, intervention programs, and courses approved to meet university A-G requirements. Adjust courses as needed to meet any changes in standards or A-G requirements; increase courses to include CTE pathways, classes at MVC, and new courses.</p> <p>This will be evidenced by the master schedule, course catalog, and A-G Course List and measured annually during the scheduling process by administration. It will also be measured annually with a Local Indicator Self-Reflection Tool and reported on the Dashboard (<u>Metric SP7.1</u>).</p>	\$19,000	N



1-11	Broad Course: EL	<p>Expand ELD program and services to meet the needs of the EL population and students' progress toward reclassification. This includes a standard system to assess and enroll EL students in a language acquisition program (ELD), monitor progress toward proficiency, targeted support for the ELPAC, and reclassification processes. Administration of the ELPAC, the state test for English language development is also part of the ELD program and will include appropriate staff training and opportunities for students to practice the test. This action is necessary to support Actions 1-7 and 1-8 and will support EL students in a broad course of study through academic language development.</p> <p>It will be evidenced by dELD class rosters, student progress toward proficiency, and related communications with families and the ELAC. It will be measured by the percentage of EL students enrolled in dELD courses (<u>Metric SP2.2</u>) and by the ratio of dELD courses on the master schedule (<u>Metric SP7.2</u>).</p>	\$ 1,250	N
1-12	Broad Course: SWD	<p>Maintain processes to schedule and provide appropriate services to students with disabilities (SWD) according to their individualized education program (IEP). The information systems that are responsible for scheduling and IEP services are not integrated, so the process must be a collaboration between special education staff and master scheduling staff.</p> <p>This also includes dedicated professional development (PD) and collaboration time to support both general and special education teachers with implementing appropriate accommodations and best instructional practices for SWD.</p> <p>Special education teachers will monitor their caseload of SWD to ensure appropriate services are scheduled and provided. This will be evidenced by the special education (SPED) teachers' schedules and section rosters. It will be measured by the ratio of courses dedicated to SWD services on the master schedule (<u>Metric SP7.3</u>).</p>	\$980	N

## Goal 2

Goal #	Description
2	Enhance instructional and interventional programs to support and improve all students' preparation for post- secondary goals (Student Outcomes, Priorities 4, 8).



An explanation of why the LEA has developed this goal.

Student Outcomes which support the Whole Child are the focus of the 2<sup>nd</sup> goal, which addresses State Priorities 4 and 8. The related data and measurable outcomes in the goal table include the applicable required metrics for those priorities. This goal is revised from the previous LCAP to realign according to the organization of the State Priorities within the Whole Child Resource Map and system of supports, provide a succinct organization of the statutory metrics required in the LCAP (EC 52060), and help better outline the information to communicate with and get input from stakeholders.

Some examples of metric data for this goal may include state and local assessment data, academic performance indicators, A-G rates, EL progress and reclassification, and college/career readiness indicators. Actions include efforts to maintain or improve academic performance in all students at all grade levels, enhance programs focused on post-secondary success, and collect data to measure growth and guide instruction.

The metrics and actions follow a numbering system to make it easier to determine the state priority (SP#), statutory metric (A, B, C...), sequence and goal number. Metrics begin with the state priority number, then the corresponding sub-section letter/number aligning with the statutory metrics within the priority. Actions begin with the goal number, followed by the state priority and metric, then sequence for that metric.

Due to COVID and school closures in 2019-20, some data is not available or has limited comparability. Where available, alternate data is included with the baseline data for additional reference. Alternate data is not directly comparable, and Desired Outcomes assume that standardized data will become available in subsequent years of this LCAP.

For some metrics, LMA performs at or above that of other alternative education campuses (AEC) in California (Ex. academic performance, graduation rate, chronic absenteeism). County and state data provide a basis for analysis of areas for improvement as well as desired outcomes in 3 years. Areas for improvement based on internal/local performance data on our English Learners (EL) and students with disabilities (SWD) and include ensuring more access to content, support interventions, As a result of being a small school, some programs are limited, leaving the metrics “Not Applicable”. For example, there are no CTE pathways offered, and AP classes are only available when there is adequate student interest. Some rationales are provided to help explain the basis of the Desired Outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SP4A.1 Distance from standard (DFS) for ELA <i>CDE protects student privacy by suppressing data on groups &lt;10</i>	ALL: 61.1 points below standard (low) SED: 55.4 points below standard (low) <i>2019 Dashboard Academic Indicator</i> ALL: 18.7 below Norm Reading RIT				ALL: 24.5 points below standard (low) (change +12 DFS/yr) SED: 22.1 points below standard (low) (change +11 DFS/yr) <i>Based on <a href="#">Tableau</a> projection to</i>



	<p>Winter 2020-21 NWEA Grade Report</p>				<p>green in 5 years from 2019</p> <p>ALL: at or above Norm Reading RIT</p> <p>Based on 2020 NWEA Normative data</p>
<p>SP4A.2</p> <p>Distance from standard (DFS) for Math</p> <p><i>CDE protects student privacy by suppressing data on groups &lt;10</i></p>	<p>ALL: 160.6 points below standard (low)</p> <p>SED: 154.1 points below standard (low)</p> <p>2019 Dashboard Academic Indicator</p> <p>ALL: 15.2 below Norm Reading RIT</p> <p>Winter 2020-21 NWEA Grade Report</p>				<p>ALL: 100 points below standard (low) (change +20 DFS/yr)</p> <p>SED: 97 points below standard (low) (change +19 DFS/yr)</p> <p>Based on <a href="#">Tableau</a> projection to green in 5 years from 2019</p> <p>ALL: at or above Norm Math RIT</p> <p>Based on 2020 NWEA Normative data</p>
<p>SP4A.3</p> <p>Met or exceeded (met+) standard for ELA</p> <p><i>CDE protects student privacy by suppressing data on groups &lt;10</i></p>	<p>ALL: 16.67% met+</p> <p>SED: 18.42% met+</p> <p>2018-19 CAASPP Test Results</p> <p>EL: 0% met+</p> <p>SWD: 0% met+</p> <p>2018-19 CAASPP Student Score Data Extract</p> <p>ALL: 13.3% met+</p>				<p>ALL: 35% met+</p> <p>SED: 35% met+</p> <p>EL: 7% met+</p> <p>SWD: 7% met+</p> <p>Based on 2018-19 surrounding district results</p>



	<i>Winter 2020-21 NWEA Projected Proficiency Summary Report</i>				
SP4A.4 Met or exceeded (met+) standard for Math <i>CDE protects student privacy by suppressing data on groups &lt;10</i>	ALL: 4.16% met+ SED: 5.26% met+ <i>2018-19 CAASPP Test Results</i> EL: 0% met+ SWD: 0% met+ <i>2018-19 CAASPP Student Score Data Extract</i> ALL: 7% met+ <i>Winter 2020-21 NWEA Projected Proficiency Summary Report</i>				ALL: 24% met+ SED: 24% met+ EL: 6% met+ SWD: 6% met+ <i>Based on 2018-19 surrounding district results</i>
SP4B A-G Completion	20.6% of graduates meet CSU/UC requirements <i>2019-20 DataQuest 4 year Cohort</i>				42% of graduates meet CSU/UC requirements <i>Based on 2019-20 DataQuest 4 year Cohort for charter schools in Riverside County</i>
SP4C CTE Completion rate	NOT APPLICABLE				NOT APPLICABLE
SP4D A-G & CTE Completion rate	NOT APPLICABLE				NOT APPLICABLE
SP4E EL progress	34.4% progress at least 1 level <i>2019 Dashboard ELPI</i>				43% progress at least 1 level <i>Based on 2019 Dashboard ELPI for surrounding district</i>



SP4F EL Reclassification	4.5% RFEP  2019-20 DataQuest EL Data				14% RFEP  <i>Based on 2019-20 DataQuest EL Data for State of CA</i>
SP4G AP Pass rate  <i>(AP availability based on student interest)</i>	0%  (APUSH)  2019-20 College Board *COVID closure impact unknown				10%  <i>(if offered)</i>  <i>Based on previous AP pass rates</i>
SP4H.1 Early Assessment Program (EAP) for ELA: Ready or Conditionally Ready for college level ELA  <i>(Same metric as SP4A.3)</i>	ALL: 16.67% SED: 18.42%  2018-19 CAASPP Test Results  EL: 0% SWD: 0%  2018-19 CAASPP Student Score Data Extract  ALL: 13.3% met+  <i>Winter 2020-21 NWEA Projected Proficiency Summary Report</i>				ALL: 35% met+ SED: 35% met+ EL: 7% met+ SWD: 7% met+  <i>Based on 2018- 19 surrounding district results</i>
SP4H.2 Early Assessment Program (EAP) for Math: Ready or Conditionally Ready for college level Math  <i>(Same metric as SP4A.4)</i>	ALL: 4.16% SED: 5.26%  2018-19 CAASPP Test Results  EL: 0% SWD: 0%  2018-19 CAASPP Student Score Data Extract  ALL: 7% met+  <i>Winter 2020-21 NWEA Projected Proficiency Summary Report</i>				ALL: 24% met+ SED: 24% met+ EL: 6% met+ SWD: 6% met+  <i>Based on 2018- 19 surrounding district results</i>





<p>SP8.1 College Career Indicator <i>CDE protects student privacy by suppressing data on student groups &lt;10</i></p>	<p>ALL: 9.8% prepared SED: 6.7% prepared ALL: 53.7% approaching prepared SED: 56.7% approaching prepared <i>2020 Dashboard Additional Reports *COVID closure impact unknown</i></p>				<p>ALL: 30.5% (low) (change +9%/yr) SED: 29.1% (very high) (change +9%/yr) <i>Based on <a href="#">Tableau</a> projection to yellow in 3 years from 2019</i></p>
<p>SP8.2 College Going Rate: Enrollment within 1 year</p>	<p>31% of the class of 2019 enrolled <i>11/20/20 NSC Student Tracker</i></p>				<p>37% enrolled <i>Based on 4 year LMA average</i></p>

## Actions

Action #	Title	Description	Total Funds	Contributing
2-1	Academic: Assessments	<p>Fully implement a comprehensive assessment plan to measure individual student growth and proficiency against normative data. This will provide data to analyze for use in instructional planning (Actions 2-2, 1-7). Data will show individual and group performance at all grade levels to target support before students take statewide assessments in grade 11(Smarter Balanced in ELA and Math) and 12 (California Science Test).</p> <p>The assessments will also provide a regular means to measure and monitor learning loss and/or progress due to COVID and during distance learning. Students can take assessments anytime they return to instruction.</p> <p>This action will contribute to the increasing/improving services requirement because past CAASPP data on SED and local data on EL students shows that both groups perform lower on statewide tests. Additionally, local data show that SWD also perform considerably lower than other student groups. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>The assessment plan will be evidenced by the assessment calendar, professional development, and data analysis</p>	\$4,500	Y



		reports. Implementation will be measured through regular administrator evaluations, and efficacy of the assessment system will be reflected in academic performance data ( <u>Metrics SP4A</u> ) and will also contribute to the College Career Indicator ( <u>Metric SP8.1</u> ).		
2-2	Academic: Data	<p>Provide dedicated professional development (PD) time focused on assessments and the use of assessment data. Time is needed to address a variety of assessments from common formative assessments (CFAs), 3rd party standardized assessments (ex. NWEA MAP), interim and practice trials, to state required assessments. Staff will be able to collaborate on design, evaluation, and analysis of assessment.</p> <p>According to qualitative data, assessment results were minimally applied to regular instructional planning, and not by all teachers. This action will provide teachers and subject departments opportunities to use results not only to support individual learner needs, but to guide instruction, and plan class activities that directly support the appropriate skills and standards.</p> <p>This will contribute to the increasing/improving services requirement because past CAASPP data on SED and local data on EL students shows that both groups perform lower on statewide tests. Additionally, local data show that SWD also perform considerably lower than other student groups. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>Dedicated data analysis will be evidenced by the PD calendar, PD agendas and materials, and instructional plans. It will be measured by the analysis products in PD opportunities. Efficacy of these efforts will be reflected in assessment data (<u>Metrics SP4A</u>) and will also contribute to the College Career Indicator (<u>Metric SP8.1</u>).</p>	\$380	Y
2-3	Academic: Intervention	<p>Expand the implementation of the math and ELA intervention programs. This could include more full period offerings of the programs on the master schedule, increased enrollment, targeted instructional supports for student groups, professional development and support for staff, and evaluation and refinement of the intervention programs.</p> <p>This will contribute to the increasing/improving services requirement because past CAASPP data on SED and local data on EL students shows that both groups perform lower on statewide tests. Additionally, local data show that SWD also perform considerably lower than other student groups.</p>	\$7,280	Y



		<p>NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>This will be evidenced by the master schedule, professional development calendar, and student performance in the programs. The effects will be measured within the programs, by the growth assessments, A-G completion rates (<u>Metric SP4B</u>), EAP (<u>Metric SP4H</u>), the annual statewide assessments (<u>Metrics SP4A</u>) and will also contribute to the College Career Indicator (<u>Metric SP8.1</u>).</p>		
2-4	Academic: A-G	<p>Continue offering a full set of A-G courses that meet graduation requirements and implement the level of rigor expected by UC/CSU to prepare students for college level coursework.</p> <p>Administration will monitor and maintain the A-G course list through the UCOP Course Management Portal. This includes facilitating submissions for the approval of new and revised courses.</p> <p>Teachers will follow approved A-G course outlines and LMA instructional plans that include strategies designed to support all students in mastering standards and meeting the rigor of A-G coursework. These instructional plans are part of the course planning guides that help ensure standards-based curriculum in Action 1-6 (2.1).</p> <p>Evidence of implementation of A-G courses will include the UCOP A-G course list and outlines, LMA course planning guides, and administrative walkthroughs. The effects will be measured in part by decreased D and F grades, and A-G completion rates (<u>Metric SP4B</u>) which will also contribute to the College Career Indicator (<u>Metric SP8.1</u>).</p> <p><i>NOTE: Actions 1-9 (7.1) and 1-10 (7.1) address the availability of A-G courses and curriculum as needed.</i></p>	\$1,120	N
2-5	Academic: CTE	<p>Explore options to provide a CTE pathway or other similar partnership in career apprenticeship that leads to experience, employment, certification, and/or a degree. Part of the research will include if a program will be viable with minimal enrollment.</p> <p>In the beginning stages, this will be evidenced by new contacts and partnerships with local community colleges, businesses, or community-based organizations, and measured by student participation in related programs. If a viable program is implemented it can be measured in the CTE Completion Rate on the Dashboard (<u>Metric SP4C</u>).</p>	\$600	N



2-6	Academic: ELPI	<p>Expand ELD program to include comprehensive support to EL students at all proficiency levels. This is at the systemic program level and is in addition to providing EL students access to ELD standards as detailed in Actions 1-7 and 1-8 and the individual support detailed in Action 2-6.</p> <p>Data indicates that there is a need for additional supports, which can include progress monitoring, and collaboration with teachers and family toward reclassification. It will be evidenced through systematic scheduling of EL students, tiered dELD classes, EL progress records, and/or additional language support services.</p> <p>This action will contribute to the increasing/improving services requirement because it is directly for EL students and their progress toward language proficiency.</p> <p>It will be measured by an increase in students progressing in proficiency levels, a decrease in proficiency regression, and an increase in the reclassification rate (<u>Metrics SP4E and SP4F</u>).</p>	\$2,750	Y
2-7	Academic: Reclassification	<p>Expand ELD program to enhance services that promote individual support for reclassification and the reclassification process. This includes measuring and monitoring proficiency data, communicating with students and families on progress and goals, targeting support, ELPAC preparation and ELPAC administration. This is at the individual student level, and is in addition to providing EL students access to ELD standards as detailed in Actions 1-7 and 1-8 and the systemic program support detailed in Action 2-6.</p> <p>Data indicates that there is a need for more consistency in progress monitoring and collaboration with teachers and family toward reclassification.</p> <p>This action will contribute to the increasing/improving services requirement because it is directly for EL students and their progress toward language proficiency.</p> <p>It will be evidenced through EL academic and ELD counselling, administrative walkthroughs focusing on EL strategies, EL records/files, ELPAC training and administration, and reclassification processes. It will be measured by an increase in students progressing in proficiency levels, a decrease in proficiency regression, and an increase in the reclassification rate (<u>Metrics SP4E and SP4F</u>).</p>	\$420	Y



2-8	Academic: AP	<p>Develop the AP program to increase interest and enrollment in AP courses, improve AP scores, and support students with the rigor needed to succeed in college-level courses. Although LMA pays for AP exams on behalf of students, the need for this action is indicated in past data, which shows inconsistency in offering AP courses and low success rates on the AP exams.</p> <p>This action includes training AP teachers to meet College Board program requirements, provide resources to support student success, and reduce barriers to participation in the AP program.</p> <p>Student participation will be evidenced in course requests and the master schedule, and through student use of supplemental and College Board resources. Administrative walkthroughs will observe instructional support, and annual score reports will be evidence of progress. The strength of the program will be measured by AP pass rates (<u>Metric SP4G</u>).</p>	\$2,700	N
2-9	CCI: College	<p>Continue to enhance programs that promote college preparation, application and attendance. This includes academic guidance, the AVID program, support with college and FAFSA/CADAA applications, and SAT and PSAT school day. Data show low FAFSA/CADAA completion and student enrollment in college, which indicates the need for more monitoring and support services.</p> <p>This will contribute to the increasing/improving services requirement because SAT/PSAT data has corroborated with CAASPP data on standard performance. CAASPP data on SED and local data on EL students shows that both groups perform lower and do not meet the college benchmark readiness threshold. Additionally, local data show that SWD also perform considerably lower than other student groups. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>Activities of these college-going programs will be evident on the calendar, included in invitations and communications with students and staff, and observed on campus. A few assessments include a benchmark to measure college readiness, including the CAASPP, SAT, and PSAT (<u>Metric SP8.1</u>).</p>	\$7,180	Y
2-10	CCI: Career	<p>Explore and implement more opportunities for students to explore careers and gain real world experience. This includes enhancing the use of the ASVAB resources, career exploration curriculum and resources, CTE pathways, and community partnerships. Additionally, enhancing the</p>	\$1,870	N



		<p>military curriculum to meet the criteria for A-G and the Dashboard CCI. Data show that most career exploration has been done in individual courses, so a more schoolwide approach is needed.</p> <p>Programs within this action will contribute to the Dashboard CCI indicator (<u>Metric SP8.1</u>).</p> <p><i>NOTE: The Dashboard CCI indicator has academic criteria in addition to the career components.</i></p>		
2-11	CCI: RCC	<p>Continue to promote concurrent enrollment opportunities and support students in the enrollment process. This includes increasing student and family awareness of the local college timelines, processes and course offerings available to high school students enrolling on their own. This will be evidenced in applications for concurrent enrollment, services to support students in their courses, and partnerships with community colleges.</p> <p>This will contribute to the Dashboard CCI indicator (<u>Metric SP8.2</u>).</p> <p><i>NOTE: The Dashboard CCI indicator has academic criteria in addition to the career components.</i></p>	\$640	N

### Goal 3

Goal #	Description
3	Foster a collaborative and positive school environment that engages students and parents (Engagement, Priorities 3, 5, 6).

An explanation of why the LEA has developed this goal.

Engagement supports the Whole Child and is the focus of the 3<sup>rd</sup> goal, which addresses State Priorities 3, 5, and 6. The related data and measurable outcomes in the goal table include the applicable required metrics for those priorities. This goal is revised from the previous LCAP to realign according to the organization of the State Priorities within the Whole Child Resource Map and system of supports, provide a succinct organization of the statutory metrics required in the LCAP (EC 52060), and help better outline the information to communicate with and get input from stakeholders.

Some examples of metric data for this goal may include School Dashboard Local Indicator Reflection Tool, stakeholder surveys, attendance rates, suspension rates, graduation rates, and data on participation/engagement. Actions include efforts to maintain, improve, or enhance programs that decrease suspension and absenteeism and increase engagement, connectedness, graduation rates, and diverse opportunities for students.

The metrics and actions follow a numbering system to make it easier to determine the state priority (SP#), statutory metric (A, B, C...), sequence and goal number. Metrics begin with the state priority number, then the corresponding sub-section letter/number aligning with the





statutory metrics within the priority. Actions begin with the goal number, followed by the state priority and metric, then sequence for that metric.

The metrics and actions related to parent/family engagement have been modified from prior LCAPs to be more reflective of the intent of priority 3 and less focused on the means of communication. The effects of COVID and closures has had a significant impact on engagement and aspects of this goal. Data shows during the closure and distance learning, there was more outreach and parent communication than in years prior. Additionally, some data is not available or has limited comparability. For example, the chronic absenteeism rate will not be published, and the suspension rate for a partial year is not comparable to prior (full) school years.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SP3A.1 Parent participation	Standard Met <i>2019 Dashboard Local Indicator</i>				Standard Met
SP3A.2 Parent participation in decision making process	18.1% parents participate in survey; 15.5% of all responses <i>2019-20 Stakeholder survey participation</i> 22.4% parents attended <i>2019-20 WCP &amp; ELAC participation</i>				25% parents participate in survey <i>(Appx. +5/yr)</i> 25% parents attend <i>(Appx. +2/yr)</i>
SP3A.3 Parent participation in programs for EL: ELAC composition	ELAC exceeds EL population by 29% (50% (3/6) of ELAC are EL parents; 21% EL enrollment) <i>2020-21 ELAC membership;</i>				ELAC exceeds EL population by at least 25%



	2020-21 CALPADS 1.1				
SP3A.4 Parent participation in programs for SWD	NO DATA <i>Determined a need for an additional platform specifically for SWD parents</i>				75% of parents of SWD participate in survey
SP5A Attendance: ADA/Enrollment (Annual/CBEDS)	93.23% 2018-19 <i>Internal Fiscal ADA report</i>				95%
SP5B Chronic absenteeism	ALL: 34.7% SED: 33.7% EL: 28.3% SWD: 28% FY: 16.7% HY: 55.6%  <i>2018-19 DataQuest Chronic Absenteeism Rate</i> ALL: 34.93%  <i>2019-20 CALPADS 14.1</i>				ALL: 16% <i>Based on 2018-19 RCOE average</i>
SP5C Middle school dropout rate	NOT APPLICABLE				NOT APPLICABLE
SP5D High school dropout rate <i>CDE protects student privacy by suppressing data on student groups &lt;10</i>	ALL: 14.3% SED: 14.6% <i>2019-20 DataQuest 4 year cohort</i> <i>*COVID closure impact unknown</i>				ALL: 9% SED: 9% <i>Based on 2019-20 DataQuest 4 year cohort</i>
SP5E Graduation rate <i>CDE protects student privacy by suppressing data</i>	ALL: 87.7% (high) SED: 85.4% (high) 2019 <i>Dashboard</i>				ALL: 90.5% (very high) (change +0.9%/yr) SED: 90.5% (very high) (change +1.7%/yr)



on student groups <10	ALL: 87.8% SED: 83.3%  2020 Dashboard Additional Reports *COVID closure impact unknown				Based on <a href="#">Tableau</a> projection to blue in 3 years from 2019
SP6A Suspension rate  CDE protects student privacy by suppressing data on student groups <10	ALL: 32% SED: 31.8% EL: 33.3% SWD: 41.2%  2019 Dashboard ALL: 12.7% SED: 14% EL: 14.5% HY: 14.3% SWD: 7.9%  2019-20 DataQuest suspension rate *COVID closure impact unknown				ALL: 26% (very high) (change - 2%/yr) SED: 25.8% (very high) (change - 2%/yr) EL: 10% (high) (change -7.8%/yr) SWD: 10% (high) (change -10.4%/yr) AA: 10% (high) (change -7.9%/yr) Hispanic: 24% (very high) (change - 2%/yr)  Based on <a href="#">Tableau</a> projection to yellow in 3 years from 2019
SP6B Expulsion rate	0%  2019-20 DataQuest expulsion rate				0%  Based on 4 year LMA average
SP6C Other: students feel safe and connected to school	51.8% of students feel "safe" 40.1% of students feel "connected"  2020 Stakeholder survey				56.5% of students feel "safe" (change +1.5/yr) 65% of students feel "connected"(change +5/yr)  Based on 4 year LMA average improvement

## Actions

Action #	Title	Description	Total Funds	Contributing
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3-1	Parents: Communication	<p>Expand communication with parents by increasing outreach activities, using multiple modes of communication in English and Spanish.</p> <p>This will be evidenced through systematic communication on attendance, grades, and events, and should result in increases in the following: active parent email and portal accounts, parent attendance at stakeholder meetings, survey responses.</p> <p>Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (<u>Metric SP3A</u>). LMA will also monitor portal usage, webpage visits, auto-dialer/text receipts, as part of this action and related metric.</p>	\$9,900	N
3-2	Parents: Participation	<p>Increase and provide a variety of opportunities for parents to share feedback that is considered in evaluating school programs and making decisions. Local data indicates there has been higher parent participation in committees and meetings when there is a collaborative effort on behalf of the staff, and incentives for students/families to attend. Additionally, participation is higher when the event includes student activities, like sports or awards, or a social feature like movie night.</p> <p>LMA will work to consider factors affecting participation to find additional ways to gain input from parents. This could include at athletic, social, and school community events. This will be evidenced in more solicitation of parent input, and increased flexible options for parents.</p> <p>Parent participation will be measured through surveys and committee/meeting attendance (<u>Metric SP3A.2</u>).</p>	\$1,200	N
3-3	Parents: EL	<p>Provide a regular forum for parent groups to be informed and engaged in discussions on student needs, performance, and programs for unduplicated pupils, particularly EL students. The English Language Advisory Committee will provide the primary platform for such action and it will be evidenced in the schedule of parent meetings and related agendas. Local data indicates that the ELAC has low interest and participation, so this action must include the efforts necessary to strengthen the ELAC first through increased participation.</p> <p>This action contributes to the increasing/improving services requirement because the ELAC is specifically interested in the unduplicated student groups of EL students.</p> <p>Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the</p>	\$620	Y



		Dashboard ( <u>Metric SP3A.1</u> ). Parent participation in regards to EL programs will be measured through ELAC participation and membership ( <u>Metric SP3A.3</u> ).		
3-4	Parents: SWD	<p>Local data indicates the primary means parents participate in programs for students with disabilities (SWD/SPED) is through the IEP process. SWD is a significant student group within the LMA population so it was determined that LMA needs to provide another way for parents to discuss SPED programs and services. LMA will work to consider additional opportunities outside of the IEP process for parents of SWD to discuss the SPED programs without compromising student/family privacy. This could include developing a parent survey or questionnaire to assess SPED program needs and determine key topics from parents.</p> <p>Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (<u>Metric SP3A.1</u>). If a survey/questionnaire is developed, it will measure participation and parent opinion (<u>Metric SP3A.4</u>).</p>	\$880	N
3-5	Attendance	<p>Administration will maintain the system of attendance procedures, including automated and direct communication, counselling, and the SART/SARB process. In the cases of distance learning, additional outreach and steps will be taken to re-engage the student. This may include working with the family to find alternate means for the student to participate in lessons.</p> <p>Although data indicate that unduplicated student groups have a lower chronic absenteeism rate, homeless youth exceed the school average. Like with distance learning, additional outreach and re-engagement steps as well as alternate methods of participation will be of particular benefit this student group.</p> <p>This action will be evidenced through daily/weekly/monthly attendance reports, logs on attendance calls and letters, parent conferences, home visits, re-engagement plans, and the annual audit. Two metrics will measure attendance, ADA (<u>Metric SP5A</u>) and chronic absenteeism rate (<u>Metric SP5B</u>).</p>	\$280	N
3-6	Graduation	Enhance direct services that support student progress toward meeting graduation requirements. This includes dedicated academic counselling with students and parents, extended learning opportunities for credit deficient students, and celebrating the accomplishments of graduates.	\$28,000	Y



		<p>In the cases of credit deficiency caused by COVID and distance learning, there will be a coordinated effort working with families on re-engagement strategies, credit recovery and diploma options, and other possible paths to a diploma.</p> <p>This action will contribute to the increasing/improving services requirement because although 2018-19 Dashboard data show that all student groups increased or maintained graduation rates, low-income students (SED) had a slightly lower graduation rate and higher dropout rate than ALL students. Internal data show that EL students had a higher rate, but because of the small number of students in the group, it is not comparable and this action would contribute to EL as well. NOTE: CDE protects student privacy by suppressing data on student groups &lt;10.</p> <p>Evidence will be in graduation checklists and credit recovery completion rates. This will be measured by dropout and graduation rates (<u>Metrics SP5D and SP5E</u>), and the 1 year DASS graduation rate on the Dashboard.</p>		
3-7	Suspension: All	<p>Continue to implement and enhance a system of supports and services that promote a safe and positive learning environment. This includes evaluating the efficacy of current programs and making modifications as well as adopting new programs. Additionally, when dealing with student discipline concerns, there will be collaboration with a team of staff, family, and the student to determine root causes, barriers, and a plan for positive outcomes.</p> <p>Past data indicated higher than average rates for all student groups, particularly SWD and African American students. This led to an evaluation of discipline procedures and incident types, leading to adopting more structured intervention strategies and programs: Capturing Kids Hearts (CKH), Positive Behavioral Intervention and Supports (PBIS), restorative practices, and when possible other means of discipline than suspension.</p> <p>For both the regular school year of 2018-19 and partial closure year of 2019-20 EL students had a higher suspension rate than the average for ALL students, so this action will contribute to the increasing/improving services requirement for EL. SED students had a slightly lower rate for 2018-19, but for the partial year of 2019-20 SED were suspended at a higher rate, also contributing to increasing/improving services for SED.</p>	\$7,745	Y





		This will be evidenced by the observation of consistent use of intervention strategies, and positive student attitudes and behaviors. It will be measured by suspension rates ( <u>Metric SP6A</u> ), expulsion rates ( <u>Metric SP6B</u> ), and stakeholder survey items ( <u>Metric SP6C</u> ).		
3-8	Climate: Activities	<p>Continue to provide extra/co-curricular activities and events to students that provide an additional connection to the school community. This includes a variety of sports, clubs, military events, leadership groups, and after-school activities and can expand according to student interests. There will be an increase in communication with families about events, and when appropriate they will be invited and encouraged to attend.</p> <p>Student participation will be evident in team rosters or attendance sheets, material needs (ex. uniforms), transportation, and observed audience attendance. It will be measured by local survey items (<u>Metric SP6C</u>) but should also have an impact on <u>Metrics SP5A</u> and <u>SP5B</u>.</p>	\$40,000	N
3-9	Climate: Recognitions	<p>Implement a system of student recognitions to incorporate existing events that acknowledge student accomplishments as well as adopt new reasons and occasions. Past data show irregularity with acknowledging student successes, so a standard system that includes a schedule will improve regularity, enhance existing recognitions/awards, and give staff and students an expectation to proactively evaluate criteria for recognition.</p> <p>This action will be evidenced by a calendar of recognition type events, more opportunities for students work toward awards, and more conversation/communication on positive acknowledgements.</p> <p>This will be measured through local survey items (<u>Metric SP6C</u>).</p>	\$2,000	N
3-10	Climate: Safety/SEL	<p>Continue and increase the services that support students' social-emotional health and safety. In a response to COVID, additional health and safety procedures were adopted. As more individuals are permitted to be in-person at the site, these procedures will be adjusted to meet county health requirements and address stakeholder concerns. Additionally, data show that the counselling services for students increased to include more outreach as part of the re-engagement strategies and follow up to two social-emotional wellness (SEL) presentations. There will also be more efforts to increase awareness of the available SEL</p>	\$45,000	Y



		<p>resources as data show not all students nor parents were aware of available support.</p> <p>A number of our students and their families have had negative outcomes due to COVID and may have a greater need for additional support in this area. Local data indicates that foster and homeless youth are more affected, so this action will contribute to the increasing/improving services requirement.</p> <p>Safety and social-emotional wellness will be evidenced by the safety precautions/procedures at the site, SEL instructional programs, and counselling tallies. It will be measured through local survey items (<u>Metric SP6C</u>).</p>		
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## Goal Analysis [2021-22]

*NOTE: This section is not used for 2021-22, but will be used to analyze each goal as part of the development of the 2022-23 LCAP (Reference CDE [Tuesdays @ 2 Webinar, 2/2/21](#))*

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.

Not Applicable LCAP Year 2021-22

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

Not Applicable LCAP Year 2021-22

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

Not Applicable LCAP Year 2021-22

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.

Not Applicable LCAP Year 2021-22

**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
32.65%	<b>\$770,185 *</b> <i>*The May Revision includes a proposal to increase the concentration grant component of the LCFF. LMA may include additional actions or services in the LCAP on approval of the proposal to be included in a 45-day budget revision.</i>

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.

#### English Learners (EL)

After assessing the needs, conditions and circumstances of EL students, the data show that EL students are performing academically below their peers on the CAASPP state assessments, they do not meet college readiness benchmarks on assessments, and are not making progress in proficiency level nor toward reclassification at the same rate as local averages. Their performance is not likely due to attendance issues as EL student have lower chronic absenteeism rates. Low academic performance can also affect graduation status, and even though the data is suppressed for the small number of EL in each cohort, internal data indicate that EL may be at greater risk of not graduating than their peers. EL students are also suspended at a slightly higher rate than their peers. College going rates are suppressed for EL, but local data indicates that the rate is lower than the average of the cohort.

#### Low-Income (SED) Students

After assessing the needs, conditions and circumstances of SED students, the data show that SED students have been performing below the state, county, and regional average on the CAASPP state assessments until 2019 and most SED students do not meet college readiness benchmarks on assessments. SED students have a lower graduation rate and slightly higher dropout rate. College going rates are suppressed for SED, but local data indicates that the rate is below the average of the cohort.

The size of the SED student population keeps SED rates close to the rates for all students. For example, suspension and chronic absenteeism rates for SED students fluctuate above or below the average for all students each year such that for 2018-19 SED students had better rates than their peers, but for the portion of 2019-20 had a higher suspension rate. On the CAASPP, SED students have been scoring on average with their peers until 2018-19 when they had slightly better academic performance. For this reason, some actions continue to be contributing for SED students.

#### Contributing, School Wide Actions

Goal 1, Action 1-7 (2.1) will ensure inclusion of the ELD standards and CCSS Literacy standards across the curriculum to help increase EL students' access to content, and provide additional language development supports with the academic language in their classes. It will help ensure that other content



areas plan for the language needs of EL students by providing professional development time dedicated around ELD standards, strategies, and instructional planning.

Implementation of ELD standards and CCSS Literacy standards across content areas is being provided across the entire school. We expect that through a deliberate school wide effort at integrated ELD, this action will reduce the performance gap on the CAASPP between EL and their peers ([Metrics SP4A](#)) and increase the percentage of students progressing at least 1 level in English proficiency ([Metric SP4E](#)) which moves them closer to reclassification ([Metric SP4F](#)). Additionally, the CCSS Literacy standards will support SED students and improve their performance on CAASPP toward county and state averages. It is expected that the net outcome from this action will be an improvement on CAASPP scores for both EL and SED students.

*Goal 1, Action 1-9 (7.1)* will ensure that EL have the same access to the full course catalog offered so they can engage in the same academic rigor with the support of integrated ELD. This is available to all students, but EL will have greater access to courses than they might otherwise because they will not be excluded from enrolling in courses that might have performance, language proficiency, or other criteria elsewhere, providing equal opportunities/access to enroll in courses ([Metric SP7.1](#)).

*Goal 2, Actions 2-1 (4A) and 2-2 (4A)* focus on academic performance through a comprehensive system of assessments and data analysis. The assessments will create and provide individual student data on progress toward ELA and math standards. Teachers will be able to use this data to target specific literacy and ELD strategies and supports to use with individual students during instruction. Assessment data will also measure individual student progress during their time at LMA. For EL, results from portions of the assessments can also be used in conjunction with other measures to determine ELD proficiency and reclassification.

The assessment system is being administered to all students and the analysis is by all teachers, but we expect EL students to make more significant gains in academic performance than their peers ([Metrics SP4A](#)) because of the gap among them in CAASPP results. Similarly, we expect that SED students will have gains toward meeting grade level standards. We also expect that the additional practice on assessments and the assessment-driven targeted support from teachers will contribute further to the improvement in both EL and SED students' scores.

*Goal 2, Action 2-3 (4A)* also focuses on academic performance through ELA and math intervention programs. Students who struggle specifically with math and ELA will have individualized standards-based support and practice in these areas. The intervention programs include internal assessments that set progress goals and adapt instruction. The internal assessments can also be used to corroborate with the assessments in Actions 2-1 and 2-2 to measure growth and target supports, and used in conjunction with other measures to determine ELD proficiency toward reclassification.

The intervention programs are being administered school wide as deemed appropriate according to assessment data. Any student needing ELA or math support may be enrolled, but we expect that EL students will make more significant gains in academic performance in ELA and math than their peers ([Metrics SP4A](#)) because of the gap between them in CAASPP results, and because the interventions address the ELA and math standards, as opposed to any ELD barriers that prevent access to content (addressed in Goal 1, Actions 1-7 and 1-8). We expect that SED students will also make significant gains toward meeting grade level standards.

*Goal 2, Action 2-9 (8.1)* will enhance programs focused on college. This action promotes college as a post-secondary goal and supports academic preparation for college. An additional circumstance for many of our students that we take into consideration is that college is not an expectation of the family, so efforts promoting college help address that for our EL and SED.

These programs are school wide, but we expect that EL and SED students will make greater gains in academic performance ([Metrics SP4A](#)) from actions detailed above, which contributes to the college career indicator ([Metric SP8.1](#)). Some programs are of specific benefit to EL students because they



focus on populations that are underserved or underrepresented in college (ex. AVID). Additionally, supports in the area of financial aid will serve SED students that could not afford college without it.

*Goal 3, Action 3-3 (3A.3)* will provide more opportunity for parents to engage in groups regarding EL programs and services. Open to all parents, the ELAC is the primary group focusing on EL student programs, and part of the action seeks to increase participation. We expect that even though EL parents on the ELAC exceeds the rate of EL enrollment, more parents of EL students will attend and participate in ELAC activities ([Metric SP3A.3](#)). We also expect that the students of ELAC parents will benefit from the additional engagement in the EL programs.

*Goal 3, Action 3-6 (5D, 5E)* will enhance services that support student progress toward meeting graduation requirements. These services ensure that students and families receive academic guidance on credits and graduation requirements, and the school offers opportunities for students to recover the credits they may be missing.

These services are provided on a school wide basis. Since the number of EL students in each cohort is below what will be publicly released in graduation and dropout rates, internal data reflect that the difference of a single student can place EL student graduation rates below the average for all students. We expect that enhancing these services will benefit EL students by keeping their graduation and dropout rates at least on average with all students ([Metrics SP5D and SP5E](#)).

SED students will benefit from these services, particularly from academic advisement with parents. Too often the initial transcript analysis is the first time both parents and students understand the graduation criteria. We expect that SED will make gains in graduation rates and decrease dropout rates to be at the average of their peers.

*Goal 3, Action 3-7 (6A, 6B)* will enhance the learning environment to be a safe and positive place for students. Teachers and administration will find proactive ways to prevent negative behaviors, and when possible use other methods to deal with negative behaviors instead of suspension and lost time in the classroom. Past data had indicated a higher than average suspension rate for all student groups, particularly when compared to county and state averages. This action will continue and enhance the programs put into place to reduce the suspension rate.

Efforts toward reducing suspension rate will be administered school wide, although we expect that student groups with higher than average rates will benefit more as some services seek to address disproportionality directly. It is expected that the suspension rate ([Metric SP6A](#)) for EL will decrease more significantly than the rate for all students because of their higher rate. Additionally, SED students were suspended at a slightly higher rate last year and should also have a greater improvement.

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

*Goal 2, Action 2-6 (4E) and 2-7(4F)* will expand the English language development (ELD) program for English learners (EL). Action 2-6 focuses on the instructional aspects of the ELD program, and Action 2-7 focuses on the processes in monitoring student progress and reclassification.

As appropriate for the EL at LMA, efforts toward designated ELD (dELD) can include increasing the course offerings and improving the courses and placement by providing tiered classes for the different levels of language proficiency. Efforts toward integrated ELD (iELD) will include increasing and improving the application of strategies and supports directed toward the ELD standards in the content areas, increasing professional development time dedicated to iELD in the classroom, and improving the methods used to monitor students' proficiency.





# Expenditure Tables

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$727,940	\$ -	\$ 13,745	\$ 28,500	\$ 770,185	\$ 557,116	\$ 207,069

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1-1	Williams: Teachers	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
1	1-2	Williams: Materials (CKH)	All	\$ 4,500	\$ -	\$ -	\$ -	\$ 4,500
1	1-3	Williams: Materials (BUY)	All	\$ -	\$ -	\$ -	\$ 24,800	\$ 24,800
1	1-4	Williams: Facilities	All	\$ 53,682	\$ -	\$ -	\$ -	\$ 53,682
1	1-5	Standards: PD	All	\$ 2,400	\$ -	\$ -	\$ -	\$ 2,400
1	1-6	Standards: Classroom	All	\$ 439,454	\$ -	\$ 6,000	\$ -	\$ 445,454
1	1-7	Standards: EL Access	All	\$ 1,720	\$ -	\$ -	\$ -	\$ 1,720
1	1-8	Standards: ELD	All	\$ -	\$ -	\$ -	\$ 3,700	\$ 3,700
1	1-9	Broad Course: All	All	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
1	1-10	Broad Course: Courses	All	\$ 19,000	\$ -	\$ -	\$ -	\$ 19,000
1	1-11	Broad Course: EL	All	\$ 1,250	\$ -	\$ -	\$ -	\$ 1,250
1	1-12	Broad Course: SWD	All	\$ 980	\$ -	\$ -	\$ -	\$ 980
2	2-1	Academic: Assessments	All	\$ 4,500	\$ -	\$ -	\$ -	\$ 4,500
2	2-2	Academic: Data	All	\$ 380	\$ -	\$ -	\$ -	\$ 380
2	2-3	Academic: Intervention	All	\$ 7,280	\$ -	\$ -	\$ -	\$ 7,280
2	2-4	Academic: A-G	All	\$ 1,120	\$ -	\$ -	\$ -	\$ 1,120
2	2-5	Academic: CTE	All	\$ 600	\$ -	\$ -	\$ -	\$ 600
2	2-6	Academic: ELPI	All	\$ 2,750	\$ -	\$ -	\$ -	\$ 2,750
2	2-7	Academic: Reclassification	All	\$ 420	\$ -	\$ -	\$ -	\$ 420
2	2-8	Academic: AP	All	\$ 2,700	\$ -	\$ -	\$ -	\$ 2,700
2	2-9	CCI: College	All	\$ 7,180	\$ -	\$ -	\$ -	\$ 7,180
2	2-10	CCI: Career	All	\$ 1,870	\$ -	\$ -	\$ -	\$ 1,870
2	2-11	CCI: RCC	All	\$ 640	\$ -	\$ -	\$ -	\$ 640
3	3-1	Parents: Communication	All	\$ 9,900	\$ -	\$ -	\$ -	\$ 9,900
3	3-2	Parents: Participation	All	\$ 1,200	\$ -	\$ -	\$ -	\$ 1,200
3	3-3	Parents: EL	All	\$ 620	\$ -	\$ -	\$ -	\$ 620
3	3-4	Parents: SWD	All	\$ 880	\$ -	\$ -	\$ -	\$ 880
3	3-5	Attendance	All	\$ 280	\$ -	\$ -	\$ -	\$ 280
3	3-6	Graduation	All	\$ 28,000	\$ -	\$ -	\$ -	\$ 28,000
3	3-7	Suspension: All	All	\$ -	\$ -	\$ 7,745	\$ -	\$ 7,745
3	3-8	Climate: Activities	All	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
3	3-9	Climate: Recognitions	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
3	3-10	Climate: Safety/SEL	All	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000
*	*	<i>Concentration Grant Increase</i>		\$ 30,134				\$ 30,134

\*The May Revision includes a proposal to increase the concentration grant component of the LCFF. LMA may include additional actions or services in the LCAP on approval of the proposal to be included in a 45-day budget revision.





## Contributing Expenditures Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 105,350	\$ 113,095
<b>LEA-wide Total:</b>	\$ 105,350	\$ 113,095
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1-1	Williams: Teachers				\$ 10,000	\$ 10,000	No
1	1-2	Williams: Materials (CKH)				\$ 4,500	\$ 4,500	No
1	1-3	Williams: Materials (BUY)				\$ -	\$ 24,800	No
1	1-4	Williams: Facilities				\$ 53,682	\$ 53,682	No
1	1-5	Standards: PD				\$ 2,400	\$ 2,400	No
1	1-6	Standards: Classroom				\$ 439,454	\$ 445,454	No
1	1-7	Standards: EL Access	LEA-wide	EL	All	\$ 1,720	\$ 1,720	Yes
1	1-8	Standards: ELD				\$ -	\$ 3,700	No
1	1-9	Broad Course: All	LEA-wide	EL, SED	All	\$ 7,500	\$ 7,500	Yes
1	1-10	Broad Course: Courses				\$ 19,000	\$ 19,000	No
1	1-11	Broad Course: EL				\$ 1,250	\$ 1,250	No
1	1-12	Broad Course: SWD				\$ 980	\$ 980	No
2	2-1	Academic: Assessments	LEA-wide	EL, SED	All	\$ 4,500	\$ 4,500	Yes
2	2-2	Academic: Data	LEA-wide	EL, SED	All	\$ 380	\$ 380	Yes
2	2-3	Academic: Intervention	LEA-wide	EL, SED	All	\$ 7,280	\$ 7,280	Yes
2	2-4	Academic: A-G				\$ 1,120	\$ 1,120	No
2	2-5	Academic: CTE				\$ 600	\$ 600	No
2	2-6	Academic: ELPI	LEA-wide	EL	All	\$ 2,750	\$ 2,750	Yes
2	2-7	Academic: Reclassification	LEA-wide	EL	All	\$ 420	\$ 420	Yes
2	2-8	Academic: AP				\$ 2,700	\$ 2,700	No
2	2-9	CCI: College	LEA-wide	EL, SED	All	\$ 7,180	\$ 7,180	Yes
2	2-10	CCI: Career				\$ 1,870	\$ 1,870	No
2	2-11	CCI: RCC				\$ 640	\$ 640	No
3	3-1	Parents: Communication				\$ 9,900	\$ 9,900	No
3	3-2	Parents: Participation				\$ 1,200	\$ 1,200	No
3	3-3	Parents: EL	LEA-wide	EL	All	\$ 620	\$ 620	Yes
3	3-4	Parents: SWD				\$ 880	\$ 880	No
3	3-5	Attendance				\$ 280	\$ 280	No
3	3-6	Graduation	LEA-wide	EL, SED	All	\$ 28,000	\$ 28,000	Yes
3	3-7	Suspension: All	LEA-wide	EL, SED	All	\$ -	\$ 7,745	Yes
3	3-8	Climate: Activities				\$ 40,000	\$ 40,000	No
3	3-9	Climate: Recognitions				\$ 2,000	\$ 2,000	No
3	3-10	Climate: Safety/SEL	LEA-wide	FY	All	\$ 45,000	\$ 45,000	Yes
*	*	Concentration Grant Increase				\$ 30,134	\$ 30,134	

\*The May Revision includes a proposal to increase the concentration grant component of the LCFF. LMA may include additional actions or services in the LCAP on approval of the proposal to be included in a 45-day budget revision.