

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Norton Science & Language Academy
CDS Code:	36103630115808
LEA Contact Information:	Name: Dr. Fausto Barragan Position: Principal Email: fbarragan@lcer.org Phone: 909-386-2300
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$11,504,501.00
LCFF Supplemental & Concentration Grants	\$2,458,447.00
All Other State Funds	\$1,922,656.00
All Local Funds	\$90,000.00
All federal funds	\$858,363.00
Total Projected Revenue	\$14,375,520

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$13,457,269.00
Total Budgeted Expenditures in the LCAP	\$3,187,826.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,490,011.00
Expenditures not in the LCAP	\$10,269,443

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$382,466.00
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$455,193.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$31,564
2020-21 Difference in Budgeted and Actual Expenditures	\$72,727

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Salaries for general teaching positions, Administrators, Classified Clerical Support, Technology, Food Services, Character Development Officers and Facilities Staff. We also budget for Special Education staff and student needs, along with general maintenance and utilities of the facility.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF	There are additional supports for High Needs Students not aligned to the Goals, but are important for the overall learning of our students. We have additional support for safety and security with our Character Development Officers, Before and After School paraprofessionals and

<p>supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Norton Science & Language Academy

CDS Code: 36103630115808

School Year: 2021-22

LEA contact information:

Dr. Fausto Barragan

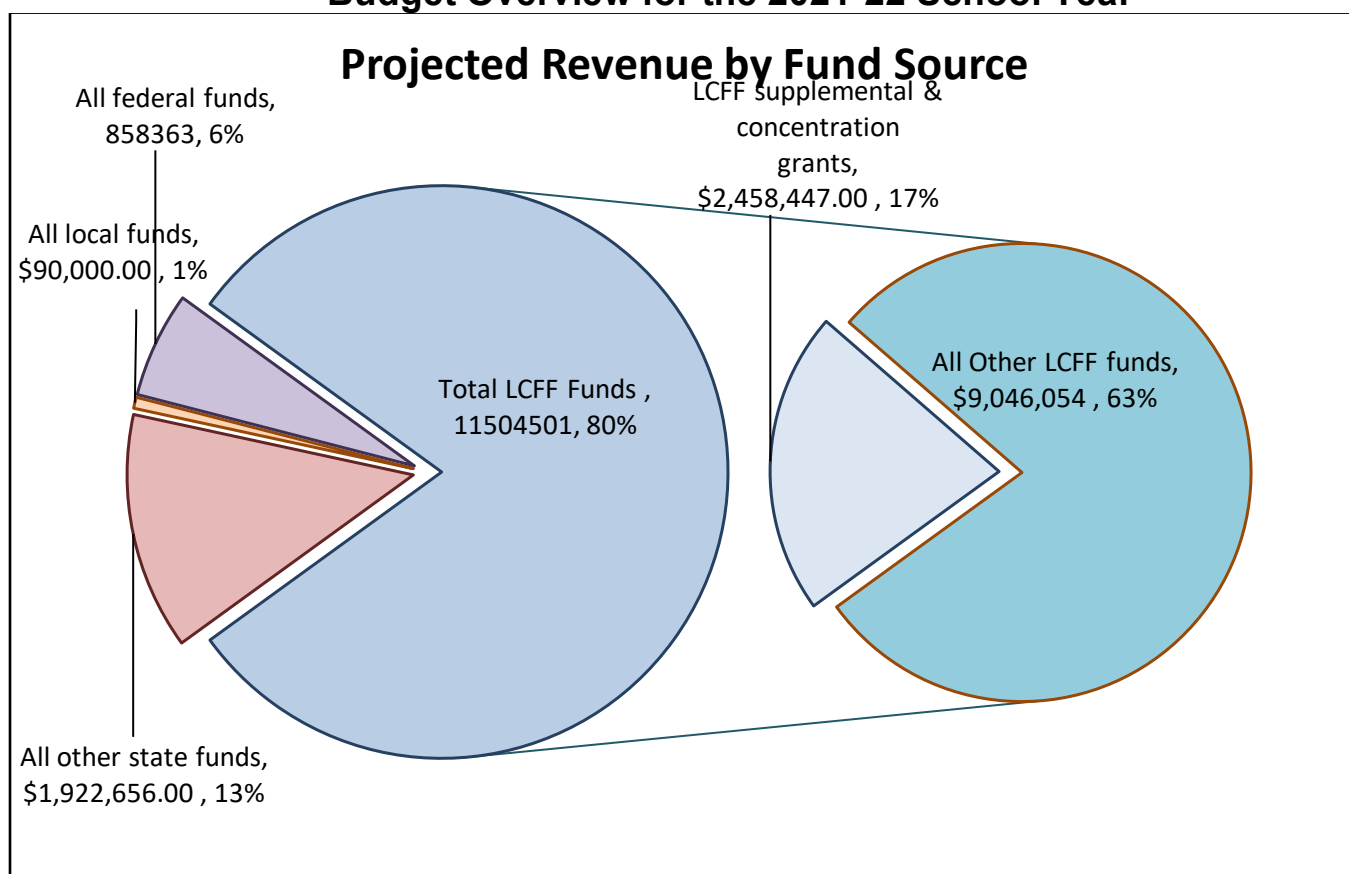
Principal

fbarragan@lcer.org

909-386-2300

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

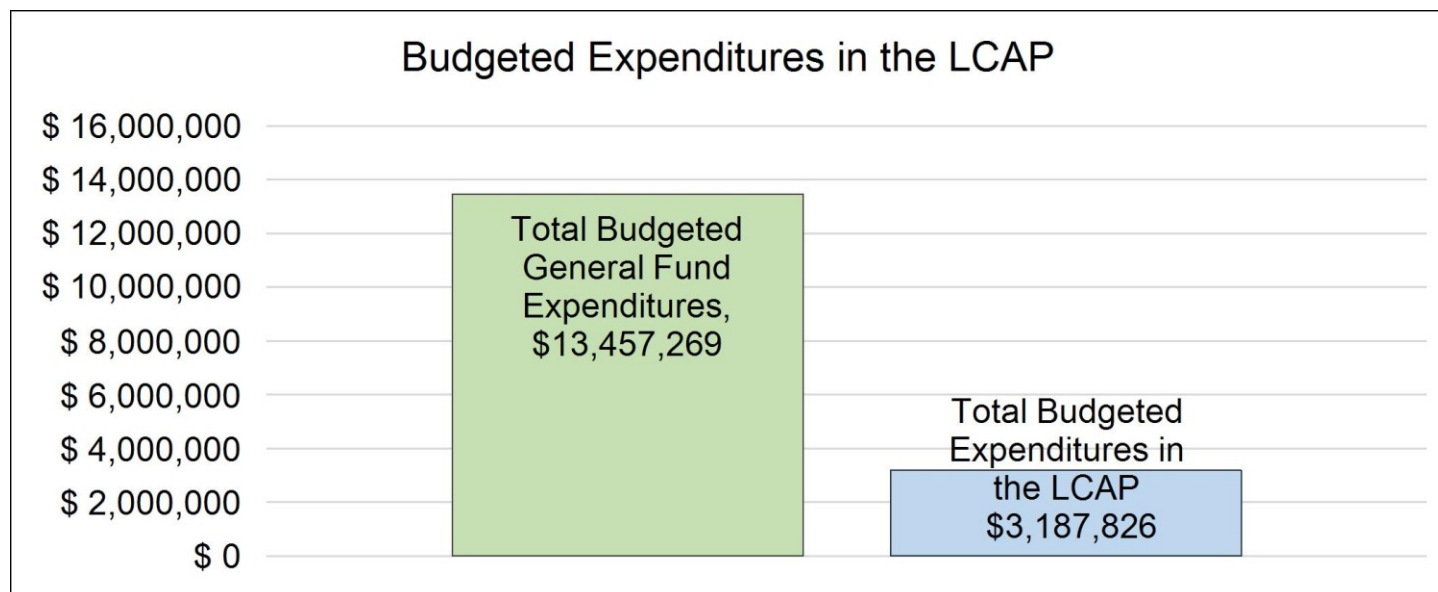


This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The total revenue projected for Norton Science & Language Academy is \$14,375,520, of which \$11,504,501.00 is Local Control Funding Formula (LCFF), \$1,922,656.00 is other state funds, \$90,000.00 is local funds, and \$858,363.00 is federal funds. Of the \$11,504,501.00 in LCFF Funds, \$2,458,447.00 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 Norton Science & Language Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Norton Science & Language Academy plans to spend \$13,457,269.00 for the 2021-22 school year. Of that amount, \$3,187,826.00 is tied to actions/services in the LCAP and \$10,269,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries for general teaching positions, Administrators, Classified Clerical Support, Technology, Food Services, Character Development Officers and Facilities Staff. We also budget for Special Education staff and student needs, along with general maintenance and utilities of the facility.

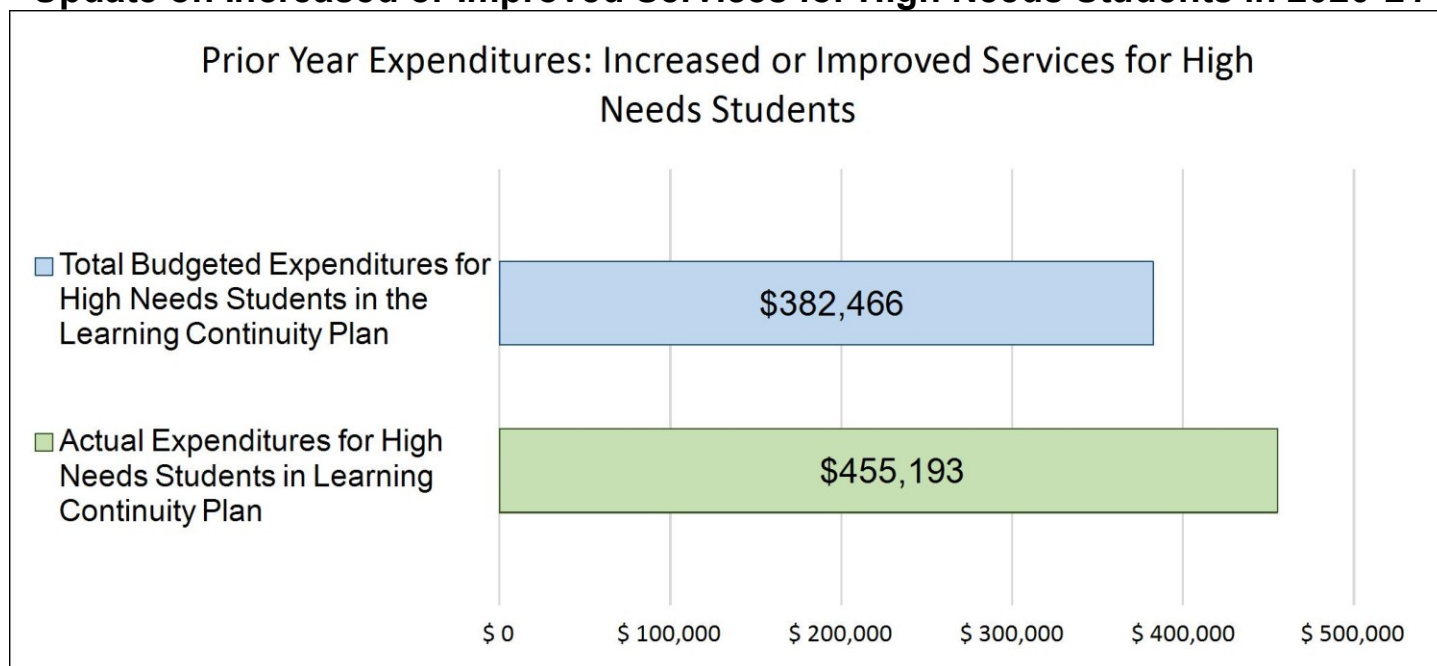
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Norton Science & Language Academy is projecting it will receive \$2,458,447.00 based on the enrollment of foster youth, English learner, and low-income students. Norton Science & Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Norton Science & Language Academy plans to spend \$2,490,011.00 towards meeting this requirement, as described in the LCAP.

There are additional supports for High Needs Students not aligned to the Goals, but are important for the overall learning of our students. We have additional support for safety and security with our Character Development Officers, Before and After School paraprofessionals and

LCFF Budget Overview for Parents

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



This chart compares what Norton Science & Language Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Norton Science & Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Norton Science & Language Academy's Learning Continuity Plan budgeted \$382,466.00 for planned actions to increase or improve services for high needs students. Norton Science & Language Academy actually spent \$455,193.00 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	Dr. Fausto Barragan Principal	fbarragan@lcer.org 909-386-2300

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

Goal 1

All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.

State and/or Local Priorities addressed by this goal:

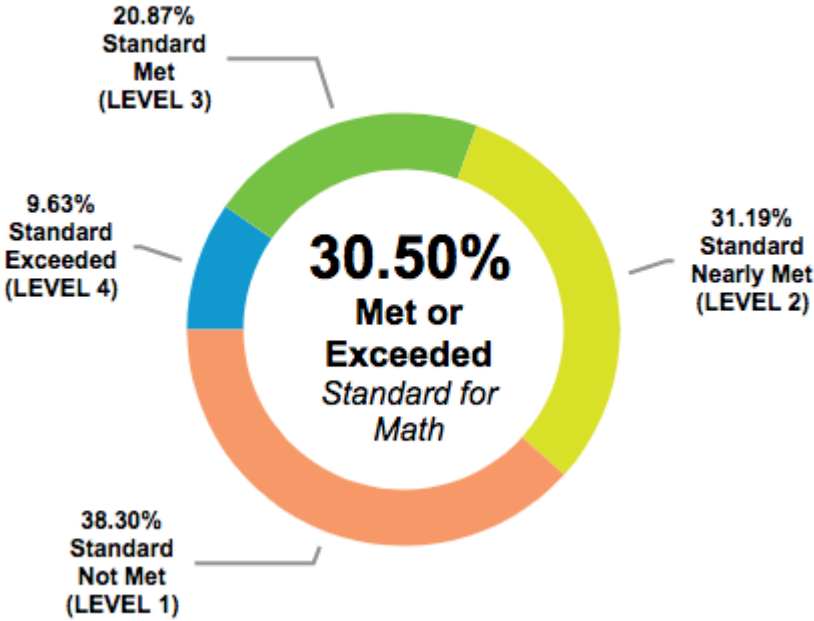
State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

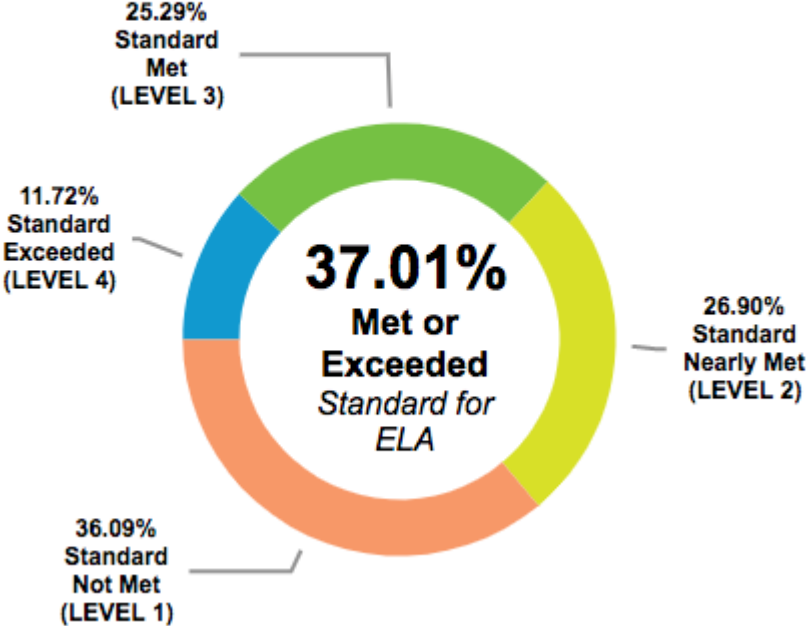
Local Priorities:

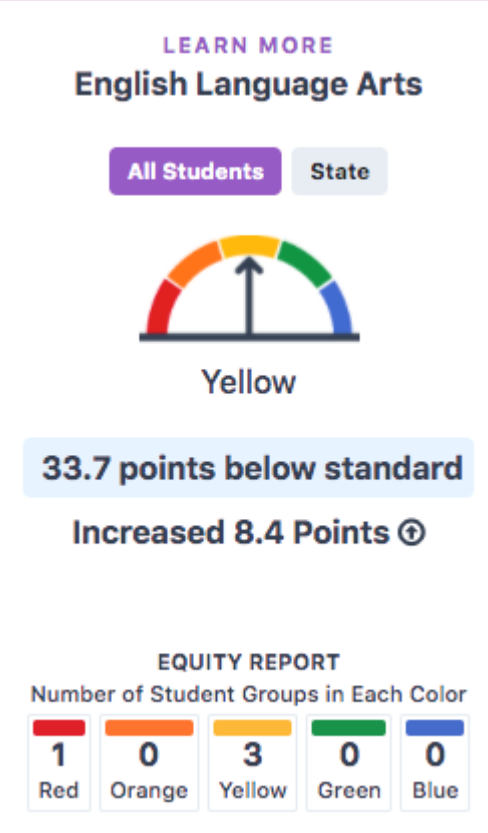
Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP SBA Math % of Met Standard and Exceeds Standard	CAASPP SBA Math % of students Met or Exceeded Standard
19-20 Met Standard: 24%	
Exceeds Standard: 13%	
Baseline Met Standard: 13%	
Exceeded Standard: 4%	

Expected	Actual												
	<p>Mathematics</p> <p>Percent of students within each achievement level</p>  <table border="1"> <thead> <tr> <th>Achievement Level</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Standard Met (LEVEL 3)</td> <td>20.87%</td> </tr> <tr> <td>Standard Exceeded (LEVEL 4)</td> <td>9.63%</td> </tr> <tr> <td>Standard Not Met (LEVEL 1)</td> <td>38.30%</td> </tr> <tr> <td>Standard Nearly Met (LEVEL 2)</td> <td>31.19%</td> </tr> <tr> <td>Met or Exceeded Standard for Math</td> <td>30.50%</td> </tr> </tbody> </table>	Achievement Level	Percent of Students	Standard Met (LEVEL 3)	20.87%	Standard Exceeded (LEVEL 4)	9.63%	Standard Not Met (LEVEL 1)	38.30%	Standard Nearly Met (LEVEL 2)	31.19%	Met or Exceeded Standard for Math	30.50%
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Met or Exceeded Standard for Math	30.50%												
<p>Metric/Indicator California Accountability Dashboard points for Math proficiency subgroups</p> <p>19-20 English Learners: Close the gap by 4.9 points Socioeconomically Disadvantaged: Close the gap by 5.1 Students with Disabilities: Close the gap by 11.9 points Hispanic Students: Close the gap by 4.5 points African American Students: Close the gap by 5.1 points</p>	<p>California Accountability Dashboard points for Math proficiency subgroups</p> <p>English Learners: 76 points below standard. Increased 7 points. Socioeconomically Disadvantaged: 63 points below the standard. Increased 8.6 points. Students with Disabilities: 105.9 points below standard. Declined 38 points. Hispanic Students: 53.2 points below standard. Increased 5.2 points. African American Students: 68.1 points below standard. Increased 21.5 points.</p>												

Expected	Actual
<p>Baseline English Learners: 90.1 points below level 3 Socioeconomically Disadvantaged: 93.9 points below level 3 Students with Disabilities: 130.3 points below level 3 Hispanic Students: 82.7 points below level 3 African American Students: 94.1 points below level 3</p>	
<p>Metric/Indicator Math benchmark % of Met Standard and Exceeds Standard 19-20 Grades 1-8 Meeting and exceeding standard: 40%</p> <p>Baseline Grades 1-8 Meeting and exceeding standard: 25%</p>	<p>Math benchmark % of Met Standard and Exceeds Standard Grades 1-8 Meeting and exceeding standard: 33.7%</p>
<p>Metric/Indicator CAASPP SBA ELA % of Met Standard and Exceeds Standard 19-20 Grades 3-8 Met Standard: 28%</p> <p>Exceeded Standard: 10%</p>	<p>CAASPP SBA ELA % of Met Standard and Exceeds Standard</p>

Expected	Actual												
<p>Baseline Grades 3-8</p> <p>Met Standard: 19%</p> <p>Exceeds Standard: 7%</p>	<p>ELA</p> <p>Percent of students within each achievement level</p>  <table border="1"> <caption>ELA Achievement Levels Data</caption> <thead> <tr> <th>Achievement Level</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Standard Met (LEVEL 3)</td> <td>25.29%</td> </tr> <tr> <td>Standard Exceeded (LEVEL 4)</td> <td>11.72%</td> </tr> <tr> <td>Standard Not Met (LEVEL 1)</td> <td>36.09%</td> </tr> <tr> <td>Standard Nearly Met (LEVEL 2)</td> <td>26.90%</td> </tr> <tr> <td>Met or Exceeded Standard for ELA</td> <td>37.01%</td> </tr> </tbody> </table>	Achievement Level	Percent of Students	Standard Met (LEVEL 3)	25.29%	Standard Exceeded (LEVEL 4)	11.72%	Standard Not Met (LEVEL 1)	36.09%	Standard Nearly Met (LEVEL 2)	26.90%	Met or Exceeded Standard for ELA	37.01%
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<p>Metric/Indicator California Accountability Dashboard points for ELA</p> <p>19-20 Grades 3-8</p> <p>Close the gap by 10 points</p> <p>Baseline Grades 3-8</p> <p>All students: 55.3 points below level 3; 6.6 points decline</p>	<p>California Accountability Dashboard points for ELA</p>												

Expected	Actual
	 <p>The screenshot displays the 'English Language Arts' dashboard. At the top, it says 'LEARN MORE' and 'English Language Arts'. Below this are two buttons: 'All Students' (highlighted in purple) and 'State'. A semi-circular progress indicator shows the current status as 'Yellow'. Below the indicator, it states '33.7 points below standard' and 'Increased 8.4 Points' with an upward arrow icon. At the bottom, an 'EQUITY REPORT' section shows the 'Number of Student Groups in Each Color': 1 Red, 0 Orange, 3 Yellow, 0 Green, and 0 Blue.</p>
<p>Metric/Indicator ELA benchmark % of Met Standard and Exceeds Standard</p> <p>19-20 Grades 5-8 Meeting and exceeding Standard: 20%</p> <p>Baseline Grades 5-8 Meeting and exceeding Standard: 10%</p>	<p>ELA benchmark % of Met Standard and Exceeds Standard</p> <p>Grades 5-8 Meeting and exceeding Standard: 28.7%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement Swun Math Curriculum for grades TK-8 Implement ongoing, embedded professional development for teachers in grades TK-8 with a contracted Math Coach.	Math Curriculum Consumable Costs 5000-5999: Services And Other Operating Expenditures Concentration \$30,700 Math Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$55,000	Math Curriculum Consumable Costs 5000-5999: Services And Other Operating Expenditures Concentration \$30,700 Math Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$55,000
Implement STAR Math (Renaissance Learning) norm-referenced assessment on a monthly basis to monitor progress of CCSS in grades 3-8.	Renaissance Subscription 5000-5999: Services And Other Operating Expenditures Concentration \$2,800	Renaissance Subscription 5000-5999: Services And Other Operating Expenditures Concentration \$2,800
Implement instructional planning from grades TK-8 on a monthly basis to do the following: <ul style="list-style-type: none"> Analyze data Share best practices Refine instruction 	Illuminate Subscription 5000-5999: Services And Other Operating Expenditures Concentration \$9,100 VP 1000-1999: Certificated Personnel Salaries Supplemental \$135,000	Illuminate Subscription 5000-5999: Services And Other Operating Expenditures Concentration \$9,100 VP 1000-1999: Certificated Personnel Salaries Supplemental \$135,000
Professional development for GLAD (Guided Language Acquisition Design)	GLAD Professional Development Professional Development Title II \$12,000	GLAD Professional Development Professional Development Title II \$12,000
Instructional assistants within classrooms to support all learners.	Instructional Assistants 2000-2999: Classified Personnel Salaries Title I \$96,000 TK 2000-2999: Classified Personnel Salaries Supplemental \$15,000	Instructional Assistants 2000-2999: Classified Personnel Salaries Title I \$96,000 TK 2000-2999: Classified Personnel Salaries Supplemental \$15,000
Implementation of NGSS	NGSS Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000	NGSS Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Amplify NGSS Curriculum 6-8 4000-4999: Books And Supplies Supplemental \$10,613 NGSS Curriculum TK-5 4000- 4999: Books And Supplies Supplemental \$75,000	Amplify NGSS Curriculum 6-8 4000-4999: Books And Supplies Supplemental \$10,613 NGSS Curriculum TK-5 4000- 4999: Books And Supplies Supplemental \$75,000
Implementation of Junior Achievement	Teacher 1000-1999: Certificated Personnel Salaries Base \$13,000 Junior Achievement 5000-5999: Services And Other Operating Expenditures Supplemental \$2,860	Teacher 1000-1999: Certificated Personnel Salaries Base \$13,000 Junior Achievement 5000-5999: Services And Other Operating Expenditures Supplemental \$2,860
ELA CCSS aligned curriculum	Benchmark Curriculum 4000- 4999: Books And Supplies Supplemental \$5,200 Newsela subscription 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600	Benchmark Curriculum 4000- 4999: Books And Supplies Supplemental \$5,200 Newsela subscription 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600
Support personnel to ensure all student emotional and academic needs are met.	Librarian 2000-2999: Classified Personnel Salaries Supplemental \$22,500 TOA 1000-1999: Certificated Personnel Salaries Supplemental \$114,000	Librarian 2000-2999: Classified Personnel Salaries Supplemental \$22,00 TOA 1000-1999: Certificated Personnel Salaries Supplemental \$114,000
1-to-1 device program implementation including device acquisition, infrastructure, and maintenance to support student learning.	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000 IT Support team 2000-2999: Classified Personnel Salaries Supplemental \$55,000	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000 IT Support team 2000-2999: Classified Personnel Salaries Supplemental \$55,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Systems Analyst 2000-2999: Classified Personnel Salaries Supplemental \$48,000 1-to-1 Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental \$68,000	Systems Analyst 2000-2999: Classified Personnel Salaries Supplemental \$48,000 1-to-1 Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental \$68,000
Enrichment courses to support and engage all learners.	Enrichment 2000-2999: Classified Personnel Salaries Supplemental \$108,000 Teacher Electives 1000-1999: Certificated Personnel Salaries Supplemental \$61,000	Enrichment 2000-2999: Classified Personnel Salaries Supplemental \$108,000 Teacher Electives 1000-1999: Certificated Personnel Salaries Supplemental \$61,000

Goal Analysis

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

All budgeted expenditures were expended during the school year.

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

There were some excellent successes in the 2019-2020 school year. The school saw gains in math proficiency of 6.5% according to the 2019 Smarter Balanced results. The school has continued to see these gains in math proficiency over the last three years. Subgroups all increased in math proficiency. In ELA, the school saw proficiency increase by 11%. The school was able to purchase a new science curriculum for grades TK-5 aligned to NGSS.

Goal 2

Provide safe and well-maintained facilities with a positive learning climate and instructional practices that are culturally responsive, and support the academic, social, emotional, and physical needs of all students.


State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension rate as reported by the California Accountability Dashboard 19-20 Suspension Rate: 1.5% Status should be Green (medium level) Baseline Suspension Rate: 4.4% Status: Red/High	Suspension rate as reported by the California Accountability Dashboard

Expected	Actual
	<div><div><div>LEARN MORE</div><div>Suspension Rate</div><div>All StudentsState</div><div></div><div>Orange</div><div>3% suspended at least once</div><div>Increased 0.8% ⓘ</div><div><div>EQUITY REPORT</div><div>Number of Student Groups in Each Color</div><div><div><div>1</div><div>Red</div></div><div><div>2</div><div>Orange</div></div><div><div>2</div><div>Yellow</div></div><div><div>2</div><div>Green</div></div><div><div>0</div><div>Blue</div></div></div></div></div></div>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support staff for students.	<p>Dean of students 1000-1999: Certificated Personnel Salaries Supplemental \$99,357</p> <p>Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$76,390</p> <p>CDO staff 2000-2999: Classified Personnel Salaries Supplemental \$182,000</p>	<p>Dean of students 1000-1999: Certificated Personnel Salaries Supplemental \$99,357</p> <p>Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$76,390</p> <p>CDO staff 2000-2999: Classified Personnel Salaries Supplemental \$182,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development and Support for Administrators, Character Development Officers (CDOs) and Teachers to: <ul style="list-style-type: none"> Improve capacity to manage behavior and discipline within their classrooms and on the school campus Enhance staff's cultural understanding Reduce student misbehavior and improve classroom and school climate Promote emotional, physical and social well being of all students through programs, activities, and incentives.	Materials and Supplies 0000: Unrestricted Supplemental and Concentration \$5,000	Materials and Supplies 0000: Unrestricted Supplemental and Concentration \$5,000
Complete Phase I of construction for campus build out.	Campus build out. 6000-6999: Capital Outlay Base \$550,000	Campus build out. 6000-6999: Capital Outlay Base \$550,000

Goal Analysis

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

All budgeted expenditures were expended in the school year.

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

The school began construction of its new TK-12 facility this year and the school continued its programs to promote social emotional health of students. The school did not reach the improvement expected for suspensions as the suspension rate increased by 0.8%.

Goal 3

To actively engage parents in meaningful collaboration and shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including all learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Expected Measurable Outcomes for the 18-19 school year will be an increase of 10% from the number of parents that attended site parent council meetings (SSC, ELAC) during the 17-18 school year. 19-20 Parent Attendance: 20% Baseline Parent Attendance: 10%	25% of parents attended council meetings during the 19-20 school year.
Metric/Indicator There will be an average 5% increase in parent attendance to Exhibition Night, Parent-Teacher Conferences, Back-to-School Nights, Parents and Pastries, and school sponsored workshops. 19-20 Average Attendance: 45% Baseline Average Attendance: 40%	55% of families attended on-site parent engagement opportunities before the school's shut down in spring 2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Meaningful parent engagement will be facilitated in the following ways to support all students, TK-8: 1) Provide opportunities and options for parent engagement and participation, such as PTO, parent nights, open house, special events, parent conferences, parent newsletters, updated school web page. 2) Translation will be available to assist in providing information to parent/guardians in their primary language.	Community speakers 0001-0999: Unrestricted: Locally Defined Title III \$5,000	Community speakers 0001-0999: Unrestricted: Locally Defined Title III \$0
Parent trainings will be offered centered on academic support, navigating the school system, student advocacy, and other trainings that fulfill the goals of the LCAP.	Materials 0001-0999: Unrestricted: Locally Defined Title I \$5,000	Materials 1000-1999: Certificated Personnel Salaries Title I \$5,000
	Support staff 2000-2999: Classified Personnel Salaries Supplemental \$22,727	Support staff 2000-2999: Classified Personnel Salaries Supplemental \$22,727
	Parent Square 5000-5999: Services And Other Operating Expenditures Supplemental \$2,388	Parent Square 5000-5999: Services And Other Operating Expenditures Supplemental \$2,388

Goal Analysis

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

Due to the school's shut down in the spring of 2020, the planned community speakers and field trips were canceled. All other budgeted expenditures were expended as planned.

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

Most of the planned parent engagement activities were implemented. The school saw gains in the attendance of parents and pastries, back to school night, and parent-teacher conferences. Increased communication was a key factor in this. The school's improved website provided alerts for parents and the use of Parent Square, a school-to-home messaging system. Even though the school site closed down, communication was still able to take place in the spring of 2020 letting families know the status of the school closure, distance learning, and up-to-date information. Parents were also engaged during the school closure with surveys on returning to school, distance learning, and personal protective measures.

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
Personal Protective Equipment/Health Materials. To mitigate the spread of germs and viruses including COVID-19, the LEA will purchase face coverings, thermometers, nursing supplies, hand sanitizer, hand sanitizer stations, spray bottles, disinfectant, paper towels, gloves, goggles, disinfectant foggers, and plexiglass for office areas.	25,000.00	35,195.69	No
Hydration Stations. Conversion of current drinking fountains to bottle filling stations providing safe access to drinking water for staff and students.	250.00	636.00	No
Handwashing Stations. Additional handwashing stations throughout the campus where sink access is insufficient. Handwashing is a preventative measure for germs and viruses including COVID-19.	5,000.00	3,000.00	No
Classroom Air Quality Improvement. Merv 13 air filters, ionizers for all classrooms with exterior accessibility, air purifying station to help mitigate the transmission and spread of germs and viruses including COVID-19.	5,000.00	4,380.00	No
Visual Cues and Materials for Social Distancing. Directional signs, capacity signs, distancing signs, handwashing signs, face-covering signs, entry and exit signs.	2,500.00	1,440.90	No

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

There were substantive differences between the planned actions and budgeted expenditures for in-person instruction. Due to limited restroom facilities and sinks, additional handwashing stations were leased to provide staff and students access to sanitation.

The school prioritized the health and safety of all school community members and purchased PPE based on feedback from all stakeholders, county health officials, and CDC. Over 518 students in grades TK-8 attended school in person. Additionally, over 50

staff members worked on campus. All students were provided with a plexiglass shield for individual desks. The school also purchased surplus sanitizers, disinfectant wipes, sprays, and paper towels to ensure that cleanliness protocols were followed. The difference in budgeted and expended costs was based on the county's updated regulations and the CDC. The difference can also be attributed to the high amount of students and staff on campus. The cost of visual cues and materials for social distancing was less than budgeted because the school can create these materials directly on-site.

Analysis of In-Person Instructional Offerings

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

Successes:

Norton Science and Language Academy provided a schedule of four days of synchronous learning and one day of asynchronous learning for all students in grades TK-8. Teachers were able to build relationships with students and differentiate instruction based on student needs. All staff members and families were flexible when the instructional program transitioned from in-person instruction to various phases of the distance learning model. As the percentage of daily positive cases decreased in San Bernardino County, the school transitioned different grade level spans to hybrid learning. Families had the option of attending virtually or in person. Teachers assessed students and targeted instruction based on student needs. The school met the needs of our Special Education students, Foster Youth, low-income students, and English learners. Staff used creative alternatives to celebrating schoolwide activities and special events. The school implemented the traditional interventions through the Rocket Lab intervention program, which provided targeted interventions to small groups of students based on teacher recommendations and data analysis.

Challenges

There were several challenges when implementing in-person instruction in the 2020-2021 school year. Cohorting made us rethink the way we provided education, PE, lunches, sports, and recess. The Lewis Center executive team had to review the guidance and frequent changes requiring updates to plans constantly. Additional mandates were placed on schools that were open for in-person learning. Cafeteria staff had to be flexible about providing meals when we had to transition to distance learning. Office staff and teachers had to be trained in how to handle COVID cases. COVID contact tracing took a considerable amount of time for staff members. Custodial staff had to change cleaning protocols requiring more cleaning during the day. When students or staff had positive COVID results or were identified as close contact, we had to shift to distance learning at a moment's notice. We could not have parent volunteers on campus, which limited our ability for extra activities/programs that maintain the home-to-school solid partnerships that are a vital component of the Norton Science and Language Academy's Instructional program. Enforcing mask requirements were sometimes problematic with parents picking up and dropping off their students from school. Middle school sports were put on hold for the year. PE lessons were changed to include social distancing protocols and hybrid physical education so that students attending virtually and in-person had access to physical education. This greatly limited what PE teachers could offer in the way of organized games. We had to implement staggered drop-offs and dismissal times for cohorts. Seating charts/cohorting were implemented for the cafeteria, classrooms, and offices. Staff meetings were offered remotely. Teachers and staff were asked to eat lunch with 6-foot spacing and not to congregate in break rooms. COVID fatigue happened at different times in the school year. Staff

and students' mental health became increasingly important to address. We had to eliminate all on-campus assemblies and parent engagement events. Assemblies and parent meetings/forums were held via zoom and other technology platforms.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic Assessments. Reading A-Z Training, iReady Diagnostic Training.	4,500.00	4,500.00	Yes
Devices and Connectivity. Hotspots for connectivity, Chromebooks, iPads, Swivl, Zoom license, GoToMeeting license, drawing pads, document cameras, TVs and mounts, firewall upgrades and wired and wireless infrastructure upgrades to support distance and hybrid learning, technology support.	224,000.00	468,465.00	Yes
Additional Role Assignments. Instructional Assistants, Character Development Officers, Facility Technicians, Custodial, Kitchen Support.	140,000.00	20,935.00	No

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

There were substantive differences between the planned actions and budgeted expenditures.

Technology, including one-to-one devices for all students and backup devices to provide immediate access to families if a device was damaged, was purchased to ensure that students had ongoing access to the technology that would give them access to daily learning. Additionally, technology that supports teachers with teaching in-person and at-home students at the same time was purchased. Devices for instruction included television monitors, SWIVL cameras, ipads, document cameras, Chromebooks, and software licenses. The infrastructure of the campus also had to be upgraded to support connectivity and access.

The total budgeted funds and estimated actual expenditures for additional role assignments, including instructional assistants, character development officers, facility technicians, custodial, and kitchen support, differed substantially due to the majority's lack of in-person instruction of the school year. Additionally, there were several vacancies in positions due to a lack of recruitment opportunities.

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.

One of the greatest successes we've seen throughout the ups and downs of distance learning during the 2020-2021 school year was the resiliency of our teachers and students. We all assumed that we'd be back in person at the start of the year but as the first day of school approached, it became clear that distance learning would need to continue. Our teachers took all they learned from the spring shutdown and applied them to our students as they welcomed them the first day and worked hard to make the experience as similar to in-person learning as they could but through a screen. While disappointed, our families set up their children for virtual learning and patiently waited for the school to open up for hybrid learning. Communication about assignments and classroom news was delivered through Google Classroom, a common platform used by all TK-8 classrooms.

In late September, we were able to successfully bring back our population of students in most need, students with disabilities. To try and achieve the most realistic classroom possible, we purchased additional technology to implement asynchronous and synchronous learning for all students. Instead of just a laptop and projector, now teachers had a robot, an iPad, massive TV, and microphones to learn how to use all at once. It was quite a challenge for all but through training and practice, teachers were able to present to students the dynamic teaching we normally would see in person.

All students were provided a one-to-one device. Students in grades 3 through 8 were already used to having a device and had little difficulty acclimating to the distance learning environment. Students in TK-2 and their parents had a bit of a learning curve but were able to successfully get their children online for distance learning. Any difficulties families had were supported by their child's teacher(s) or our IT department. Families who needed WiFi were able to pick up a hotspot from school that included free internet service for the year. For families who could not safely come by the school for pick up, hotspots and devices were hand-delivered to their homes. With all these available services, all families had access to distance learning.

Attendance during distance learning was consistent. Teachers continually reached out to families whose attendance was not 100% to see how they could help. The administration supported these efforts with follow-up calls and home visits to ensure the health and safety of the family.

Professional development for distance learning was continuous throughout the year. The IT department provided several workshops and one-on-one support for teachers including how to work all the technology together for synchronous learning. Instructional support was provided by our teacher-coaches in the form of small workshops and one-on-one support. Teachers were also provided training through the adopted curricula. Most publishers created specific curriculum for distance learning and provided free training for implementation.

Staff roles and responsibilities were adjusted to facilitate distance learning. Our Character Development Officers (CDOs) had the greatest shift in responsibility. CDOs assisted in sanitizing and maintaining facilities, meal distribution, and outreach to families. CDOs also provided supervision of our staff childcare.

Students with unique needs were provided synchronous learning as directed by their IEP and were the first students to return full-time to school. Other services such as speech and counseling were provided virtually and outside of their synchronous learning time.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online Programs for Assessment and Learning. iReady, STAR Renaissance Spanish, Reading A-Z and IXL to facilitate remote testing and instruction.	31,315.00	18,786.00	Yes
Home Visits. Mileage reimbursement to staff delivering materials and devices to families unable to travel to the school site.	3,000.00	0.00	Yes

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

There were substantive differences in the expenditures for actions related to pupil learning loss.

Historically, the school has adopted curricula that include a strong instructional technology component. Therefore, the school took full advantage of the available resources and only needed to purchase resources that were essential to mitigate learning loss.

While school and home visits did take place during distance learning, staff members voluntarily visited homes without seeking mileage reimbursements.

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.

Successes: Whether in distance learning or hybrid, teachers were able to continue teaching the standards at their grade level successfully. Through planning, teachers were able to adjust their instruction to focus on essential standards during synchronous and asynchronous learning. Many supplemental programs such as Reading A-Z, IXL, and iReady Instruction were easily implemented virtually enhancing synchronous instruction. Teachers used diagnostic and formative data to organize small group instruction to mitigate learning loss and ELD. As students returned to in-person instruction, teachers observed not only were students happy to return, they were more productive in learning.

Challenges: One of the greatest challenges has been getting students to attend small group instruction virtually. The bell schedule created at the start of distance learning facilitated time for teachers to meet with small groups in the afternoon and during office hours on Wednesday. Average attendance at this small group time has been 50% or less at most grade levels. Office hours are flexible for

students to come in and ask questions or get help with their assignments. It is rare to have more than a few students during these times unless coming for a special project. Another challenge teachers have encountered is students not turning their cameras on and engaging in active synchronous learning. It is difficult to monitor student understanding when you can't see the body language or participate in an active discussion. We have found support with these challenges in reaching out to parents and have seen some improvements but often students revert back to nonattendance and disengagement.

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.

Starting with challenges, the main issue is the lack of proper tools to collect Post-COVID-related or Post-pandemic-related data. Most of the existing surveys and questionnaires being used do not include items or constructs collecting pre or post-pandemic data or data reflecting the effects of the pandemic. Many assumptions are being made regarding the effects of the pandemic without concrete, research-based data. What we know is that there has been an impact and while some struggled, others thrived during this period. Surveys and questionnaires do not properly capture or measure true levels of anxiety and depression in the home environment. Needs in Mental Health are typically assessed through direct contact, intake assessments, and interviews with the individual. Connecting at this level with students and parents has been difficult due to connectivity issues, lack of involvement, and an overall disconnection and detachment caused by the pandemic. For example, without direct access to students, it has been difficult to provide counseling to students who typically respond better in person. Individual counseling has been an important source of information in terms of data collection and monitoring.

For these reasons, it is imperative that we cautiously analyze cases and groups and allocate the appropriate supports based on need. In order to determine and establish these supports, a qualified Mental Health professional needs to be directly involved in this process since Mental Health supports and counseling should be considered on a case-by-case basis. Most critical cases require customized and individualized approaches and solutions. School climate, on the other hand, should be managed via broad-spectrum surveys and interventions. The challenges with climate surveys are that, in the past, data collected reflected staff interactions on-site, at the school. In spite of advances in technology and accessibility of resources, parents and students remain somewhat disengaged or disconnected from essential school communications. To improve engagement and connectedness, our MTSS teams have recently reviewed and modified SEL surveys and discussed the frequency of administration. The goal is to collect data more often to make informed decisions.

Thanks to the efforts of our school community, returning to in-person instruction has opened up traditional channels of communication. Our students are currently experiencing improved socio-emotional levels per verbal reports provided by parents and teachers. Adjustment to the school environment seems to be a greater challenge than anxiety or depression. As we continue to expand our in-person instructional day, our students will continue to improve in terms of SEL and academics. Students with special needs and students who have experienced anxiety or depression in the past will require additional counseling supports to regain adaptive and socio-emotional skills lost during the pandemic. In addition to in-person instruction, our school is providing onsite support and heavy involvement from outside Mental Health agencies.

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.

NSLA's student engagement and outreach strategically integrate the recommendations and guidance from federal, state, and county Public Health and Education Offices in conjunction with Senate Bill 98.

Student engagement and outreach measures focus on meeting the needs of the school community, including foster youth, families in transition, low-income, English learners, and students with special needs through a solution-oriented and equitable approach to building a partnership with the students and families reinforcing that we want and need the students to be present and participate in learning opportunities daily. The Lewis Center for Educational Research and Norton Science and Language Academy executive and administration teams have communicated with students and families about the expectations for daily attendance and engagement, with attendance being reported for student participation in both synchronous and asynchronous learning experiences.

Teachers document daily attendance and engagement every school day for each scheduled instructional period within all instructional models offered throughout the 2020-2021 school year. If students are not present for a learning experience, they have access to recorded lessons and their Google Classroom accounts. If absences are excessive, contact is made informing the parent or guardian that the student was not present in class and a staff member from the school also reaches out to the family to identify the reason for absence and if the school can provide any supports to the family to ensure the student is attending school on a consistent daily basis. Administrators and support staff also made home visits to support families with various needs, including technology support, materials delivery, and meal delivery, among other things.

Outreach to families to ensure daily student participation and strategies to address learning challenges is provided by the classroom teacher, school site staff, site administrators, and staff across the district focused on engaging all students within equitable learning environments. Communication outreach is provided in multiple languages. Students that are disconnected are provided with strategic tiered support with home visits, increased outreach, wrap-around services, and trauma-informed responses of support to provide both the student and family members the support needed to ensure the student is attending school every day and that their social-emotional well-being needs are being met in the process. Ongoing communication occurs between the school and families with phone calls, emails, social media outreach, mailers, training and workshops, meetings, and support. All meetings, forums, training, etc., are communicated via Infinite Campus and through social media. Meetings are conducted using different platforms such as GoTo Webinar and Zoom.

The Student Support Services Department continues to develop a school counseling program. The Director of Student Support Services, School Psychologists and Counselors, provide training, structure, and support to the school's support services.

To ensure that our students receive equitable services, the school continues to implement (MTSS) Multi-tiered Systems of Support to reach all students. The school MTSS team coordinates the MTSS to identify students struggling to attend school daily proactively, meet grade-level expectations, design, provide, monitor, measure the impact of interventions and services, and ensure equitable support. Each school counselor is responsible for providing professional development to their staff covering topics dealing with the social-emotional, academic and college, and career needs of our students, such as self-management: focusing on goals despite

obstacles, avoidance of distractions as well as processes and tactics to aid in cognitive work of thinking, remembering or learning and concentrating on skills that improve social interactions, and prioritization of higher pursuits in life. School counselors provide consultation and professional development to teachers and school teams on supporting the whole child, including trauma-informed strategies, child development, social-emotional learning, culturally and linguistically responsive procedures, community building and relationships, and restorative practices. School counselors consult with teachers on their Foster/Families in Transition/English learners/Special Education students on identifying needs and providing strategies and support; school counselors also provide tiered support to teachers by offering strategies to engage and partner with families.

Successes:

Staff embraced multiple communication platforms in order to reach families. Staff spent more time having conversations with families and identifying individual needs in order for students to be successful. Meals were provided for all students and families. The support staff was flexible in providing support where needed. The Executive Team listened to parent's concerns and provided multiple instructional models. Zoom and Go To Webinar links were provided to families for meetings/conferences while providing feedback safely. The School quickly transitioned to offering virtual meeting options for our stakeholders. This option allowed for more participation from families. The School used a variety of communication strategies to build relational trust with families and boost student engagement. Our staff understood the importance of providing parents and students with consistent structures and processes—such structures include morning meetings to check in on student and family well-being, regular one-on-one conversations, daily schedules, and weekly email updates. Parents were provided with regular updates on student outcomes to support distance learning. Individualized communication with students and families was used to share student progress, highlight learning gaps, and set expectations for engagement. The School provided ready-to-use resources and training for parents to use to help students learn foundational concepts through daily activities offline, including reading to students, listening to students read, learning math through household activities, and learning science concepts and skills through cooking. We also asked parents what they needed help with—related to student learning—and provide educational opportunities around key issues such as navigating Google Classroom.

Challenges:

The School was unable to have parent volunteers on campus. Norton Academy had to rethink how family engagement events like parent conferences, Back to School Night, Parents and Pastries, School Site Council, ELAC, field trips, and multicultural celebrations. Distance learning for our youngest students was challenging for them, their families, and their teachers because of the implemented new technology platforms.

Analysis of School Nutrition

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

During the 2020-2021 school year, Food Services had a goal to continue providing meals to as many students as possible and help meet a basic need for our families. A challenge that was faced was that meals were no longer being offered free of charge to all children and our program reverted back to the charging system where students had to be on a qualifying program or pay the costs of the meals. Families believed it was more of a burden to pick up meals and due to children not being on campus the collection of

Free/Reduced Meal applications become challenging. Our sites launched an online application to help in getting more applications submitted and many attempts were made in reaching out to families that had yet to apply. Our food service department was able to identify over 38% of students that indeed qualified for the program.

Upon the meal program reverting back to the Seamless Summer Feed Offering, we were able to provide more meals to families in need. Families were able to pick up meals for all of their children as opposed to just the children that attended our school. This increased the number of families that we were able to provide some help too. By changing systems, families were very appreciative as it helped provide a basic need for their families and although we did not have a high volume of meals served, those that participated greatly benefited. Lastly, our school purchased Meal carts with COVID funds in order to better support a Meal To-Go service. We hope that this will help with the separation of students and provide more accessible meals to all of our students as they return to school.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Individual plexiglass barriers for indoor eating areas to mitigate the spread of germs and viruses including COVID-19.	9,500.00	0.00	No
Mental Health and Social and Emotional Well-Being	Second Step Social Emotional Learning Curriculum to guide instruction on social emotional learning topics.	14,585.00	12,758.00	Yes
In-Person Instructional Offerings	Additional custodial staff for increase sanitation protocols for Phases 2 and 3.	25,000.00	12,650.00	No

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

Due to school not operating for in person during the lunch period, the school elected to not spend the money on plexiglass barriers in the cafeterias. We were able to hire a new custodian in late October to support in the sanitation needs during the regular school day.

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.

Many lessons were learned this school year from implementing distance learning and hybrid programs:

- Staff worked hard to keep students in cohorts while following all safety protocols and delivering quality instruction.
- Student engagement became a high priority whether the instruction is delivered remotely or in person.
- COVID changed how the school community members interacted together and increased the importance of safety practices and cleaning protocols.
- Students, parents, and staff learned to use technology in new ways.
- The administrative staff has become creative in delivering other school traditions.
- There is a continued need for socio-emotional learning.

The school will continue to focus on engaging students, providing high-quality instruction, addressing the social-emotional well-being of each student, providing a safe and clean learning environment for all. The school will use what was learned this past year to refine our school systems, programs, and teaching models.

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

During the 2021-2024 LCAP period, we will continue to assess learning loss to better meet the needs of all learners. Data from the end-of-year 2020-2021 assessments have helped to plan extended learning and professional development at the start of the 2021-2022 school year. This end-of-year data includes diagnostic and benchmark assessments, Smarter Balanced assessments, and final grades. Each year students will be assessed with the following to monitor growth and plan future programming:

- iReady diagnostic assessments for reading and math three times a year
- iReady growth assessments to monitor growth between diagnostics for students who are two or more grade levels below
- Trimester and semester benchmark assessments to measure progress on standards for ELA and math
- Smarter Balanced assessments in ELA, math, and Spanish
- Smarter Balanced interim assessments to measure specific domains in ELA, math, and Spanish
- STAR Renaissance Spanish reading
- Continuous Orton Gillingham assessments to measure English literacy skills
- Lexile level reading assessments each trimester to measure literacy skills
- Daily observations and informal assessments

Teachers will review this data in their PLC and determine the best approach to meeting the students where they are at. Students in elementary will have built-in daily time for differentiated instruction where students will receive intervention for Tier I, Tier II, and Tier III without missing any core instruction. Every third Wednesday will be professional development time for teaching staff. Using current data, Coordinators will develop PD or secure PD to address the needs of students.

Extended learning will be offered to all students including our Summer Academy, before and after-school tutoring, and enrichment classes. Pupils with unique needs will receive all these opportunities along with our before and after-school library hub for studying and support, compensatory education services and extended school year (ESY) services.

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.

Food service preparations before students returned in hybrid was to have students eat indoors with sneeze guards in place to keep students safe and socially distanced. We were able to procure more outdoor seating areas where students were able to stay socially distanced for breakfast and snack times without the sneeze guards. Therefore, there was no additional cost for these.

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.

Based upon continual progress monitoring and stakeholder engagement, the goals in the 2021-2022 through 2023-2024 LCAP have been continued from the previous LCAP cycle. Multiple data measures have supported the ongoing need to address student learning gaps in the areas of English Language Arts and Mathematics. Each goal has been modified to expand actions to support extended learning opportunities for our students at all grade levels. With the implementation of iReady diagnostic assessments, we are able to individualize needs and target support services accordingly. NSLA Administration will work closely with the Academic Leadership Team and MTSS Team to monitor student achievement and allocate the appropriate resources to support the actions described in the LCAP.

Additional actions have been added for this next LCAP cycle to support the health, safety, and wellness of students. We have put supports in place to support our students' transition back to full-time, in-person instruction. These tiered supports include additional grade-level curriculum, school-wide SEL resources, and counseling services from the onsite counselor and school psychologist.

The 2021-2022 through 2023-2024 LCAP also includes additional certificated and classified professional development in the areas of academic supports, student engagement, differentiating instruction, and social-emotional 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.

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,911,235.00	1,885,935.00
Base	563,000.00	563,000.00
Concentration	42,600.00	42,600.00
Supplemental	1,127,635.00	1,107,335.00
Supplemental and Concentration	5,000.00	5,000.00
Title I	101,000.00	101,000.00
Title II	67,000.00	67,000.00
Title III	5,000.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,911,235.00	1,885,935.00
0000: Unrestricted	5,000.00	5,000.00
0001-0999: Unrestricted: Locally Defined	10,000.00	0.00
1000-1999: Certificated Personnel Salaries	498,747.00	503,747.00
2000-2999: Classified Personnel Salaries	549,227.00	528,927.00
4000-4999: Books And Supplies	90,813.00	90,813.00
5000-5999: Services And Other Operating Expenditures	195,448.00	195,448.00
6000-6999: Capital Outlay	550,000.00	550,000.00
Professional Development	12,000.00	12,000.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,911,235.00	1,885,935.00
0000: Unrestricted	Supplemental and Concentration	5,000.00	5,000.00
0001-0999: Unrestricted: Locally Defined	Title I	5,000.00	0.00
0001-0999: Unrestricted: Locally Defined	Title III	5,000.00	0.00
1000-1999: Certificated Personnel Salaries	Base	13,000.00	13,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	485,747.00	485,747.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	5,000.00
2000-2999: Classified Personnel Salaries	Supplemental	453,227.00	432,927.00
2000-2999: Classified Personnel Salaries	Title I	96,000.00	96,000.00
4000-4999: Books And Supplies	Supplemental	90,813.00	90,813.00
5000-5999: Services And Other Operating Expenditures	Concentration	42,600.00	42,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental	97,848.00	97,848.00
5000-5999: Services And Other Operating Expenditures	Title II	55,000.00	55,000.00
6000-6999: Capital Outlay	Base	550,000.00	550,000.00
Professional Development	Title II	12,000.00	12,000.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	963,373.00	943,073.00
Goal 2	912,747.00	912,747.00
Goal 3	35,115.00	30,115.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$37,750.00	\$44,652.59
Distance Learning Program	\$368,500.00	\$493,900.00
Pupil Learning Loss	\$34,315.00	\$18,786.00
Additional Actions and Plan Requirements	\$49,085.00	\$25,408.00
All Expenditures in Learning Continuity and Attendance Plan	\$489,650.00	\$582,746.59

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$37,750.00	\$44,652.59
Distance Learning Program	\$140,000.00	\$20,935.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$34,500.00	\$12,650.00
All Expenditures in Learning Continuity and Attendance Plan	\$212,250.00	\$78,237.59

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$228,500.00	\$472,965.00
Pupil Learning Loss	\$34,315.00	\$18,786.00
Additional Actions and Plan Requirements	\$14,585.00	\$12,758.00
All Expenditures in Learning Continuity and Attendance Plan	\$277,400.00	\$504,509.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	Dr. Fausto Barragan Principal	fbarragan@lcer.org 909-386-2300

Plan Summary [2021-22]

General Information

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

Norton Science and Language Academy (NSLA) is an independent, direct-funded charter school that was first authorized in 2008 by the San Bernardino County Superintendent of Schools. NSLA is located close to the San Bernardino International airport and several multinational technology and trade companies. In recent months, several business developments have been constructed surrounding the school's neighborhood. The 2021-2022 school year will bring significant changes to NSLA as our brand new campus opens. The new location is only a couple of miles from our current location, allowing us to continue serving the downtown San Bernardino community. The high school program will start with 9th grade in the fall of 2021. An additional grade level will be added each subsequent year until complete build out in the fall of 2024 making us a TK-12 school.

NSLA currently serves a TK-8 population of approximately 836. The demographic breakdown of the 836 student population is 6.3% African American, 1.2% Asian, 87.0% Hispanic, and 4.6% White. Students qualifying as unduplicated are low-income (76.0%), English learner (31.7%), homeless youth (3.5%), and foster (0.2%). Students with disabilities account for 10.8% of the population.

NSLA provides a Dual Immersion Program that supports the charter's educational goals. Spanish is used as the primary language of instruction in the first years of school, with 90% of a kindergartener's day spent in Spanish immersion. After that, English instruction increases by 10% each grade until a 50/50 balance is reached in 4th grade. All students receive a high-quality instructional program centered on academic success in both Spanish and English. The program's goal is for all students to become bi-literate and bilingual in two languages - English and the "target" language Spanish. NSLA's goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years. NSLA puts research-proven programs into best practice in teacher training, curriculum development, and pedagogy. Offering a safe haven for educational enhancement and activities allows the underserved children in the surrounding area to increase learning opportunities.

NSLA has strong partnerships with local community businesses and organizations. Norton Academy shares partnerships with Jet Propulsion Laboratory and leading science organizations that enhance the science offerings to students.

MISSION

The mission of the NSLA is to ensure learning for a diverse and often underserved population of students who will be college and career-ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education.

VISION

NSLA is a Dual Immersion Program School that supports our charter educational goals, including teaching science every day starting in Kindergarten. Our goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years.

NSLA Student Learning Outcomes:

Community

- Demonstrate an internalized set of 3 personal standards; Show Respect, Make Good Decisions, Solve Problems.
- Build relationships by working collaboratively with peers, staff, families, and the community

Language

- Recognize and celebrate the value of multiculturalism

- Become global citizens by applying bilingual and bi-literate skills

Academic Achievement

- Use acquired knowledge and skills to be college and career ready
- Create data-driven goals and implement action plans to ensure success

Science

- Apply knowledge of science, technology, and math across the learning disciplines
- Be proficient in the use of technology to support learning

Empowerment

- Foster a growth mindset when faced with challenges
- Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community, and global causes

Reflections: Successes

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

The California School Dashboard reported NSLA made progress in the areas of ELA and Math as measured by the Smarter Balanced assessments in both areas. ELA increased by 8.4 points, and Math increased by 5.1 points, demonstrating steady progress in students moving towards proficiency. NSLA has shown continuous growth in both areas since 2017 due to the adoption of standards-based curricula and continued professional development for teachers.

We saw an increase in proficiency in almost every student group for ELA: English Learners increased by 8.3 points, Homeless population increased by 9.3 points, and Socioeconomically Disadvantaged increased by 9 points. We also saw these types of increases in almost every student group for Math:

- English Learners increased by 7 points.
- Homeless population increased by 21.7 points.
- Socioeconomically Disadvantaged increased by 8.6 points.

38% of our English Learners are making progress towards proficiency.

During the COVID-19 pandemic, NSLA provided a variety of learning options for students in hopes of mitigating learning loss and maintaining proficiency levels. Students continued to attend school through distance learning in the spring of 2020 and six months of the 2020-2021 school year. We successfully brought students back in person on April 5, 2021.

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.

While most student groups saw increases in ELA and Math, our students with disabilities declined by 10.2 points on the 2019 Smarter Balanced ELA assessment. They declined 38 points on the Smarter Balanced Math assessment. While we have seen gains in the Smarter Balanced assessments, we still have some growth to make in both areas. The California School Dashboard also reported an increase in suspensions of 0.8%, with us continuing at a level orange for the year.

Local measures show a decline in both areas of reading and math in the 2020-2021 school year. According to our iReady Diagnostic measure for English reading grades 3-8, 29% of students are at or above grade level, 23% of students are one grade level below, and 48% are two or more grade levels below. DRA measures English reading levels in grades 3-5 and reports that 53.3% of students are proficient. Our on-site end-of-year benchmarks for ELA report 22% of students proficient, 20% of students approaching proficiency, and 58% of students not yet proficient. Spanish Language Arts benchmarks report 35% of students proficient, 15% of students approaching proficiency, and 50% of students not yet proficient.

iReady Diagnostic measure for Math in grades 3-8 report 16% of students are at grade level, 38% of students are one grade level below, and 46% are two or more grade levels below. Our on-site end-of-year benchmarks for math in grades K-8 report 31% of students proficient, 14% of students approaching proficiency, and 55% of students not yet proficient.

To address these areas of improvement, we will continue to provide professional development for staff in the areas of reading and math, both embedded in our adopted curricula and research-based strategies such as Project GLAD (Guided Language Acquisition Design). We will include extended learning opportunities such as our Summer Academy, before and after-school tutoring, and field trips. In addition to services designated by the individual education plan for our students with disabilities, compensatory education will occur before and after school, led by an Education Specialist.

We know that students need to feel safe and cared for to succeed both emotionally and academically. As we return to school full-time in the fall of 2021, we will focus on preparing staff with social-emotional strategies to support students and implement a socio-emotional learning curriculum at all grade levels.

LCAP Highlights

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

It's an exciting year at NSLA as we begin to move into our new school in the fall of 2021 and extend our grade levels to include 9th grade. Our school includes several new classrooms such as a Science Lab and Art Lab, both needing new materials and equipment. We will be adding Robotics and eSports teams, upgrading our network servers, and providing technology to every student. After over a year in distance learning, we are excited to bring back our enrichment courses at all levels. These courses include music, PE, STEM, Spanish, Mandarin, Computer Science, and ASB. This allows all students to apply what they have learned in the classroom and explore areas they may not get during their regular schedule. Classroom furniture is included in the LCAP to provide for the various new classrooms and replace broken furniture. Increased custodial services and PPE have been purchased for the continued health and safety of our students.

Extended learning is a critical component in our LCAP and is provided in several ways. First, stakeholders requested we bring back field trips, and we applied a large amount of funding to support this request. NSLA will use these funds to pay for field trips at every grade level fully. This will extend what students are learning in the classroom and allow them to apply this learning in a real-world application. Second, for the first time, NSLA will be offering a Summer Academy for two sessions during the summer of 2021. This was the second most requested event by our stakeholders, and we are happy that we can grant this request. Our Summer Academy will be project-based, experiential learning over three weeks at all grade level bands taught by highly qualified teachers. We will also be offering Saturday cultural field trips for our students. This will be an excellent opportunity for students to apply their language skills and experience a different culture.

Professional development has proven to increase academic achievement for our students and will continue throughout the following year. Staff will be provided training for socio-emotional learning to help students acclimate back into the full-time classroom emotionally and socially. Teachers will receive training throughout the school year to support our adopted math curriculum and training for language acquisition and early literacy. Our new teachers will be paired with a mentor to work closely with over two years, developing their instructional, planning, and management skills. Our most significant asset to learning at our school is our intervention Rocket Lab. Students receive Tier II and Tier III interventions outside of the classroom. Our bell schedule specifically outlines a dedicated time at each grade level daily. Students who come to Rocket Lab are not missing instruction in the school. All students are receiving differentiated instruction at this specific time that is intentional and measured. Rocket Lab is headed by our Teacher On Assignment (TOA) and a team of Paraprofessionals.

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.

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Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Parents, teachers, and school staff were engaged in the development of this plan through various surveys. We found that online school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys that centered around extended learning were sent to families, certificated, and classified staff. Questions were asked about whether families and staff would like to see extended learning opportunities such as summer sessions, after-school tutoring, intersessions (during school breaks), field trips, and Saturday school. The majority of responses indicated their top requests were field trips, summer sessions, and after-school tutoring. When asked what areas they'd like these extended learning opportunities to focus on, STEM and fitness were at the top, with math, social, and reading activities close behind. Based on this information, two summer sessions will be offered that focus on hands-on, inquiry-based learning in the areas of science, technology, art, engineering, fitness, and math. We will use this data during the school year to develop an after-school program and offer field trips.

Outside of surveys, families have also participated in developing the plan through Cafecito, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations. In addition, the NSLA staff meets regularly to discuss their needs for in-person, hybrid, and distance learning, including technology and PPE, ensuring a robust and safe learning experience for all.

From the community, we work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs their office is observing in the community and how they can help our school address these needs, providing support for staff and families.

A summary of the feedback provided by specific stakeholder groups.

Of the families that responded to our needs survey, the following results were used in the development of the LCAP for the 2021-2022 school year:

- 87% of families would participate in extended learning time.
- Field trips were the number one item families would like to see brought back.
- After school programs were the next highest demand.
- Summer Academy placed third in demand followed by Intersession Programs, Saturday activities, and other. Other comments asked for before school tutoring and STEM workshops.
- Families asked for extended learning opportunities in the areas of reading, math, STEM, fitness and social activities. Other comments asked for more performing arts classes, computer programming, and support for Spanish immersion.
- Families also asked for more Spanish activities for students to be able to build their capacity and STEM, hands-on learning.

Overwhelmingly, we heard throughout the year that families want their children back in school full-time in a safe and supportive environment.

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

Field trips were high on the list from both families and staff. The school has not been able to have fundraising events for over a year due to COVID-19, which is where field trip money would normally stem from. Families would also help supplement field trip costs if the fundraising was not enough to provide the total cost of the trip. With the COVID-19 funds provided, we are budgeting to offer two field trips for each grade level including our annual 8th grade Science camp and 7th grade Ocean Institute field trip. We are hopeful that field trips will be in-person and run as normal for the 2021-2022 school year. In addition to these, we will be providing cultural field trips on Saturdays throughout the year where students can experience different cultures and practice their language skills in neighboring communities. Various grants and funds will help to fully fund field trips giving our Parent Teacher Organization (PTO) time to begin rebuilding our future funds and allow our families the relief of not having to find money to supplement field trips.

A summer academy in July of 2021 and another in August of 2021 will provide students with an engaging, in-person learning experience. Certificated teachers will organize and plan inquiry-based activities for students to apply their knowledge to real-world problems including Space Science, team building, STEM, and fitness. These extended learning opportunities will continue into the 2021-2022 school year with after-school extended learning that focuses intentionally on the identified needs of students. Students will work on their identified areas of need and will be monitored to ensure they are making growth. NSLA will use its current library as a hub for students before and after school and lunchtime to provide students with a quiet, structured environment to continue their work. A paraprofessional will monitor the lab and be available to help as needed. Students will be able to use the school's Wi-Fi to access their applications for school work and recharge their devices.

Enrichment courses have been a long-standing offering to our elementary students both during and after school. These courses have been on hold during the pandemic but will be brought back for the 2021-2022 school year. We will offer enrichment classes for STEM, PE, Mandarin, and Music for all students in grades K-5. Enrichment courses provide an extension of learning for our students in areas that are sometimes difficult to include in daily instruction. We will have an elective zero period before school offering Mandarin, Spanish, Associated Student Body (ASB), and Computer Science for both middle school and high school.

High school students will have the opportunity to enroll in courses offered by the local community college that meet general education requirements for associate's and bachelor's degrees. These courses will be offered during the school day and taught by the college professor. College and Career Access Pathways (CCAP), allows students to earn college credit concurrently pursuing their college degrees and meeting some a-g requirements. The program also helps the school broaden its current offerings to students outside of its master schedule.

NSLA will provide students with the best STEM opportunities possible. We will continue our one-to-one device program supplying all incoming 3rd graders with a Chromebook so all students in grades 3-9 will have a school-supplied one-to-one device. Classrooms in TK-2 will have a full class set of iPads for use during the school day. NSLA plans to add a Robotics Team and eSports team for high school which will include additional technology.

Teachers will receive professional development throughout the school year to support in-person instruction of the adopted curricula, early literacy, and Love & Logic. New teachers will receive Induction training where they are paired with a teacher coach, working together to provide the best instruction and environment for the students served. There will be an emphasis on the social-emotional health of staff and students through consistent training during the 2021-2022 school year. NSLA will work together with the DM SELPA to implement trauma training for students, staff, and families to support strategies that address anxiety and behavior issues with the return to an in-person school environment. Mindfulness training for staff will provide strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system designed to quickly identify, test, and qualify students for mental health support. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

Students need to have all their needs met in order to learn especially their nutritional needs. NSLA will continue to provide breakfast and lunch to all students free of charge throughout the 2021-2022 school year.

Goals and Actions

Goal

Goal #	Description
1	All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.

An explanation of why the LEA has developed this goal.

For students to leave NSLA ready for their future success, it's imperative that we give them every opportunity to be proficient in the areas of math and reading, both in Spanish and English, beginning in Kindergarten through their senior year. Both of these areas will give students the ability to be successful in other subject areas such as science, the arts, PE, and social studies.

Students in elementary are displaying a decline in math proficiency since the last CAASPP assessment data in 2019. Since our diagnostic exams and summative benchmarks measure all standards at a grade level, it's important that all standards are covered within a given year. With the spring shutdown in 2020 and a modified attendance schedule throughout the 2020-2021 school year, instruction focused on essential standards. 16% of students show proficiency at the end of the school year, which is a drop from previous years. Data also revealed the domain of Geometry and Measurement & Data as the lowest-performing areas. These are often taught towards the end of the year so these results were not unexpected.

Without a strong reading foundation, students will struggle throughout their school years not being prepared for the work given to them. Recent data reported that 33.7% of primary students were proficient in reading at their grade level. As students promote to the next grade level there will be a need for more intervention both in class and out to help students become fluent readers by the time they get to 3rd grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress (CAASPP) Math and ELA 2019	37.01% of students showed proficiency in ELA 30.5% of students showed proficiency in math				40% of students will show proficiency in ELA 34% of students will show proficiency in math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Diagnostic Assessment for Reading	Reading: 29% of students on or above grade level 23% of students one grade level below 48% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments				Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below
iReady Diagnostic Assessment for Math	Math: 16% of students on or above grade level 38% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments				Math: 25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below
DRA (Developmental Reading Assessment) English grades 3-5	53.3% of students met standard 15.7% of students nearly met standard 31% of students standard not met as demonstrated in the EOY 2021 assessments				60% of students will meet the standard 20% of students will nearly meet the standard 20% of students standard not met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
On-site Benchmarks for Math and ELA	21.5% of students showed proficiency in ELA 30.6% of students showed proficiency in math as demonstrated in the EOY 2021 assessments				35% of students will show proficiency in ELA 35% of students will show proficiency in math
EDL (Evaluación del desarrollo de la lectura® 2; Spanish reading assessment) grades K-2	33.7% of students showed proficiency in SLA as measured by EDL at the end of year 2020-2021				40% of students will show proficiency in SLA as measured by EDL

Actions

Action #	Title	Description	Total Funds	Contributing
1	Field Trips	All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the classroom to real world experiences.	\$147,500.00	No
2	iReady Diagnostic and Instruction for Reading and Math	Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific student need. Reading and Math instruction is included to supplement adopted curriculum and meet the individual needs of each student. Note: Funding accounted for during the 2020-21 school year with a 6 year adoption.		No

Action #	Title	Description	Total Funds	Contributing
3	New Teacher Induction	Induction for new teachers	\$39,947.00	No
4	Elementary Enrichment	Enrichment courses in elementary during the school day.	\$152,225.00	No
5	Dual Enrollment	Textbooks for dual enrollment courses with San Bernardino Valley Community College	\$5,000.00	No
6	Secondary Academic Counselor	New academic counselor for high school.	\$120,401.00	No
7	Summer Space Camp	Summer extended learning opportunities for STEM.	\$6,000.00	No
8	Rocket Lab	Targeted intervention for students needing tier II and tier III supports.	\$243,196.00	No
9	Library Hub	Before and after school library hub.	\$10,700.00	No
10	Secondary Extended Learning	Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish).	\$60,000.00	No
11	Love & Logic	Professional development for all staff.	\$6,000.00	No
12	Summer Academy	Extended learning for the summer in 2021 and 2022.	\$160,000.00	No
13	Elementary Enrichment Music	Music enrichment materials.	\$25,000.00	No
14	eSports	eSports lab set up.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
15	Robotics Team	Creation of a robotics team.	\$60,000.00	No
16	Science Lab	Expansion of secondary science lab, materials and curriculum.	\$100,000.00	No
17	Art Lab	Expansion of secondary art lab, materials and curriculum.	\$100,000.00	No
18	Summer Academy Facility	Facility for the summer academy 2021.	\$37,000.00	No
19	One-to-One Devices	Additional Chromebooks at 3rd grade.	\$100,000.00	No
20	Swun Math Professional Development	Training for teachers implementing Swun Math with concentration in grades 3-8.	\$55,000.00	No
21	CABE Early Literacy Professional Development	CABE (California Association for Bilingual Education) Early Literacy PD for primary teachers.	\$2,500.00	No
22	Home Visits	Materials and supplemental funds for home visits.	\$10,000.00	No Yes
23	Physical Education Materials	Additional PE Materials for growth of campus and additional grade level.	\$20,000.00	No
24	Spanish Course	Addition of high school Spanish course curriculum.	\$69,200.00	No

Action #	Title	Description	Total Funds	Contributing
25	Flexible Seating	Flexible seating for students.	\$50,000.00	No
26	Mindfulness	Mindfulness spaces furniture and materials.	\$10,000.00	No
27	College Visits	College visits for students in middle and high school.	\$5,000.00	No
28	ELPAC Testing	Test examiners for ELPAC testing.	\$13,500.00	Yes
29	ELPAC Testing On-Site Coordinator	Lead coordinator for ELPAC testing throughout the year.	\$12,544.00	Yes
30	VM Server	Expansion of virtual network servers to support learning platforms.	\$15,000.00	No
31	Support Servers	Support servers for network.	\$15,000.00	No
32	Storage Area Network	Network file storage support.	\$26,000.00	No
33	Classroom Furniture	Classroom furniture for expansion to high school and replacement of unusable furniture.	\$300,000.00	No
34	STEM Enrichment Materials	STEM materials for space science, engineering, and aviation.	\$10,000.00	No
35	Mandarin Enrichment Materials	Materials for Mandarin enrichment classes.	\$20,000.00	No
36	Staff Laptops	Staff laptop replacement.	\$115,000.00	No

Action #	Title	Description	Total Funds	Contributing
37	Multi-Purpose Room Setup	Setup MPR with sound system, projector, and communication.	\$35,000.00	No
38	Stop-It Hotline	Student reporting system to promote safety for students.	\$500.00	No
39	MiFi Units	MiFi units for remote connection.	\$15,000.00	No
40	Resident Subs	Resident bilingual subs.	\$127,413.00	No
41	Project GLAD Training	Project GLAD Training for English learners instructional strategies.	\$4,000.00	Yes
42	Uniform Closet	Uniforms provided to students in need.	\$5,000.00	Yes
43	Independent Study	Independent study program for students unable to be in person due to illness.	\$40,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide safe and well-maintained facilities with a positive learning environment and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students.

An explanation of why the LEA has developed this goal.

For students to succeed both emotionally and academically, the facilities need to be clean and in good condition. This is even more essential as we continue to combat COVID-19 with additional staff, PPE, and equipment to ensure the safety of our students. Students returning to school after the pandemic will need social emotional support including areas of anxiety, fear, and trauma. Students need to be given the opportunity to experience cultures outside their own and use their world language skills to immerse themselves within the culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate as reported on the California School Dashboard.	3% suspension rate as reported on the 2019 California School Dashboard.				2.8% suspension rate as reported by the California School Dashboard.
Student Climate Survey	35% of students felt their school was well-maintained and clean as reported on the 2019 student climate survey.				75% of students feel their school is well-maintained and clean as reported by the student climate survey.
Student SEL Survey	82.5% of students surveyed feel well-adjusted and ready for learning as indicated by the 2020 SEL survey.				85% of students surveyed feel well-adjusted and ready for learning as indicated by the SEL survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Field Trip Attendance	0% of students attended field trips in 2020-2021.				85% of students will attend cultural field trips.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Cultural Field Trips	Saturday field trips will be offered throughout the year for students to be immersed in the culture and language they are studying.	\$40,000.00	No
2	Character Development Officer	CDO for noontime support.	\$234,200.00	No
3	Chilean Exchange	Field trip program with our partner school in Chile.	\$10,000.00	No
4	CDO Professional Development	CDO's will receive training for safety and social-emotional strategies.	\$500.00	No
5	Custodial	Additional custodial staff.	\$100,000.00	No
6	Furniture	New furniture needed for the school's expansion.	\$300,000.00	No
7	Recess/Lunchtime Assistant	Additional staff for recess and lunch times.	\$30,000.00	No
8	Floor Scrubber/Carpet Extractor	Floor scrubber/carpet extractor to maintain cleanliness of facilities.	\$7,500.00	No
9	Janitorial Supplies	Additional janitorial supplies to properly disinfect student areas.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	Ionizers for HVAC units	Ionizers for HVAC upgrading for air quality.	\$40,000.00	No
13	Elementary Rugs	Area rugs for elementary students.	\$17,500.00	No
14	CPI (Crisis Prevention Institute) Training	CPI training for administrators and character development officers.	\$500.00	No
15	Suicide Prevention Training	Suicide prevention training.	\$2,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

An explanation of why the LEA has developed this goal.

Our school has always held the belief that all stakeholders are an integral part of a child's education. We strive to ensure all families receive communication about school activities and their child's progress as well as engage families in decision-making throughout the school year. We establish programs specific to our parents to guide them through all aspects of helping their child be successful both academically and socially.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rosters from meetings.	8% of families attend engagement opportunities.				25% of families will attend engagement opportunities.
Participation in engagement surveys.	33% of families participated in engagement surveys.				45% of families participated in engagement surveys.

Actions

Action #	Title	Description	Total Funds	Contributing
1	San Bernardino Latino Family Literacy Project	San Bernardino Latino Family Literacy Project (Project and Training)	\$2,500.00	Yes
2	Love & Logic Parents	Parent trainings for Love & Logic	\$1,500.00	No
3	CABE Project Inspire Parents	Parent training with CABE (California Association for Bilingual Education) Project Inspire	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Cafecito	Monthly parent meeting centered on school updates.	\$500.00	No
5	Translator Equipment	Translation equipment.	\$2,000.00	No
6	Parent Materials	Materials for parent engagement meetings.	\$500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
78.11%	2,458,447

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.

NSLA meets its requirement to increase and improve services for Foster Youth, English Learners, and Low-Income students by training personnel and providing more academic supports to improve their learning environment and drive academic outcomes for unduplicated pupils. These steps aim to expand programs, provide services and programs that will support increasing attendance, reducing suspension and expulsions, and providing intervention and support programs to youth on their path to graduation.

We have identified many actions and resource allocations intended to support an integrated and coordinated academic support program for unduplicated pupils. Services will also support additional resources in attendance/engagement, connectivity, and technology, tracking academic progress, and bridging communication deficits for our English Learners. The increased services are intended to improve the school climate and increase the student engagement of unduplicated pupils.

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

Services identified in the school's LCAP are intended to benefit all students. To further meet the needs of our foster students, English learners, homeless students, students with exceptional needs, and low-income students, we will provide the following.

Actions that improved services:

- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps.
- Training for teachers to implement differentiated, small-group within their adopted curriculum.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.
- A social-emotional curriculum purchased to enhance the current SEL program and meet the needs of students.
- Character Development Officers to improve student safety.

Actions that increased services:

- Additional 1:1 devices and network servers to ensure student access to instruction and curriculum for students to continue their learning without interruption.

- Hotspots provided to families with limited or no connectivity to access curriculum and materials needed for continued learning.
- Home visits to deliver devices, hotspots, materials as needed to families that are unable to drive to the school.
- Online programs purchased to diagnose learning loss, provide instructional support, and monitor progress for all unduplicated students. Results will help facilitate targeted instruction to meet students where they are at academically.
- Uniforms provided to families in need.
- Parent and family engagement trainings specific to these student populations.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$769,601.00	\$2,113,338.00		\$304,887.00	\$3,187,826.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,347,426.00	\$1,840,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Field Trips		\$147,500.00			\$147,500.00
1	2	All Students with Disabilities	iReady Diagnostic and Instruction for Reading and Math					
1	3	All Students with Disabilities	New Teacher Induction		\$19,800.00		\$20,147.00	\$39,947.00
1	4	All Students with Disabilities	Elementary Enrichment		\$152,225.00			\$152,225.00
1	5	All Students with Disabilities	Dual Enrollment		\$5,000.00			\$5,000.00
1	6	All Students with Disabilities	Secondary Academic Counselor	\$120,401.00				\$120,401.00
1	7	All Students with Disabilities	Summer Space Camp		\$6,000.00			\$6,000.00
1	8	All Students with Disabilities	Rocket Lab				\$243,196.00	\$243,196.00
1	9	All Students with Disabilities	Library Hub		\$10,700.00			\$10,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All Students with Disabilities	Secondary Extended Learning	\$60,000.00				\$60,000.00
1	11	All Students with Disabilities	Love & Logic		\$6,000.00			\$6,000.00
1	12	All Students with Disabilities	Summer Academy		\$160,000.00			\$160,000.00
1	13	All Students with Disabilities	Elementary Enrichment Music		\$25,000.00			\$25,000.00
1	14	All Students with Disabilities	eSports		\$20,000.00			\$20,000.00
1	15	All Students with Disabilities	Robotics Team		\$60,000.00			\$60,000.00
1	16	All Students with Disabilities	Science Lab		\$100,000.00			\$100,000.00
1	17	All Students with Disabilities	Art Lab		\$100,000.00			\$100,000.00
1	18	All Students with Disabilities	Summer Academy Facility		\$37,000.00			\$37,000.00
1	19	All Students with Disabilities	One-to-One Devices		\$100,000.00			\$100,000.00
1	20	All Students with Disabilities	Swun Math Professional Development	\$55,000.00				\$55,000.00
1	21	All Students with Disabilities	CABE Early Literacy Professional Development		\$2,500.00			\$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	22	All Students with Disabilities English Foster Youth Low Income	Home Visits		\$10,000.00			\$10,000.00
1	23	All Students with Disabilities	Physical Education Materials		\$20,000.00			\$20,000.00
1	24	All Students with Disabilities	Spanish Course		\$69,200.00			\$69,200.00
1	25	All Students with Disabilities	Flexible Seating		\$50,000.00			\$50,000.00
1	26	All Students with Disabilities	Mindfulness		\$10,000.00			\$10,000.00
1	27	All Students with Disabilities	College Visits				\$5,000.00	\$5,000.00
1	28	English	ELPAC Testing				\$13,500.00	\$13,500.00
1	29	English	ELPAC Testing On-Site Coordinator				\$12,544.00	\$12,544.00
1	30	All Students with Disabilities	VM Server		\$15,000.00			\$15,000.00
1	31	All Students with Disabilities	Support Servers		\$15,000.00			\$15,000.00
1	32	All Students with Disabilities	Storage Area Network		\$26,000.00			\$26,000.00
1	33	All Students with Disabilities	Classroom Furniture	\$100,000.00	\$200,000.00			\$300,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	34	All Students with Disabilities	STEM Enrichment Materials		\$10,000.00			\$10,000.00
1	35	All Students with Disabilities	Mandarin Enrichment Materials		\$20,000.00			\$20,000.00
1	36	All Students with Disabilities	Staff Laptops		\$115,000.00			\$115,000.00
1	37	All Students with Disabilities	Multi-Purpose Room Setup		\$35,000.00			\$35,000.00
1	38	All Students with Disabilities	Stop-It Hotline		\$500.00			\$500.00
1	39	All Students with Disabilities	MiFi Units		\$15,000.00			\$15,000.00
1	40	All Students with Disabilities	Resident Subs		\$127,413.00			\$127,413.00
1	41	English	Project GLAD Training		\$4,000.00			\$4,000.00
1	42	Foster Youth Low Income	Uniform Closet				\$5,000.00	\$5,000.00
1	43	All Students with Disabilities	Independent Study		\$40,000.00			\$40,000.00
2	1	All Students with Disabilities	Cultural Field Trips		\$40,000.00			\$40,000.00
2	2	All Students with Disabilities	Character Development Officer	\$234,200.00				\$234,200.00
2	3	All Students with Disabilities	Chilean Exchange		\$10,000.00			\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All Students with Disabilities	CDO Professional Development		\$500.00			\$500.00
2	5	All Students with Disabilities	Custodial	\$100,000.00				\$100,000.00
2	6	All Students with Disabilities	Furniture	\$100,000.00	\$200,000.00			\$300,000.00
2	7	All Students with Disabilities	Recess/Lunchtime Assistant		\$30,000.00			\$30,000.00
2	8	All Students with Disabilities	Floor Scrubber/Carpet Extractor		\$7,500.00			\$7,500.00
2	9	All Students with Disabilities	Janitorial Supplies		\$25,000.00			\$25,000.00
2	10	All Students with Disabilities	Ionizers for HVAC units		\$40,000.00			\$40,000.00
2	13	All Students with Disabilities	Elementary Rugs		\$17,500.00			\$17,500.00
2	14	All Students with Disabilities	CPI (Crisis Prevention Institute) Training		\$500.00			\$500.00
2	15	All Students with Disabilities	Suicide Prevention Training		\$2,000.00			\$2,000.00
3	1	English	San Bernardino Latino Family Literacy Project				\$2,500.00	\$2,500.00
3	2	All Students with Disabilities	Love & Logic Parents		\$1,500.00			\$1,500.00
3	3	English	CABE Project Inspire Parents		\$5,000.00			\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All Students with Disabilities	Cafecito				\$500.00	\$500.00
3	5	All Students with Disabilities	Translator Equipment				\$2,000.00	\$2,000.00
3	6	All Students with Disabilities	Parent Materials				\$500.00	\$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$52,544.00
LEA-wide Total:	\$0.00	\$52,544.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	22	Home Visits	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00
1	28	ELPAC Testing	LEA-wide	English Learners	All Schools TK-9		\$13,500.00
1	29	ELPAC Testing On-Site Coordinator	LEA-wide	English Learners	All Schools TK-9		\$12,544.00
1	41	Project GLAD Training	LEA-wide	English Learners	All Schools TK-9		\$4,000.00
1	42	Uniform Closet	LEA-wide	Foster Youth Low Income	All Schools TK-9		\$5,000.00
3	1	San Bernardino Latino Family Literacy Project	LEA-wide	English Learners	All Schools		\$2,500.00
3	3	CABE Project Inspire Parents	LEA-wide	English Learners	All Schools TK-9		\$5,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.