

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Learning Works

CDS Code: 19-64881-0118075

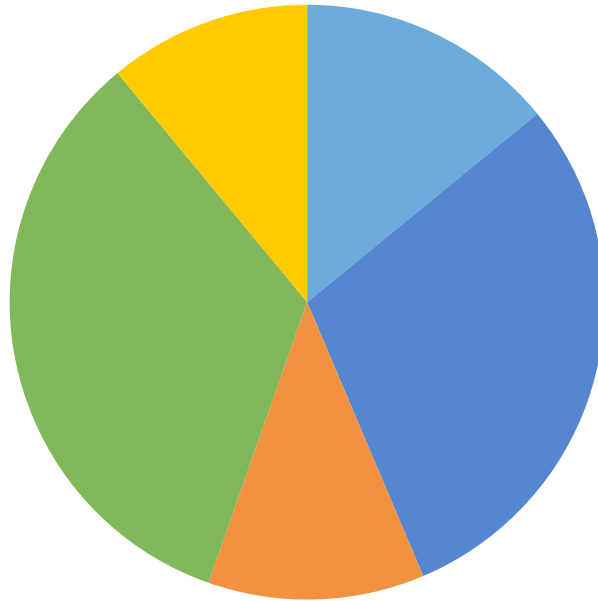
School Year: 2021 – 22

LEA contact information: Dr. Mikala L. Rahn

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

Budget Overview for the 2021 – 22 School Year

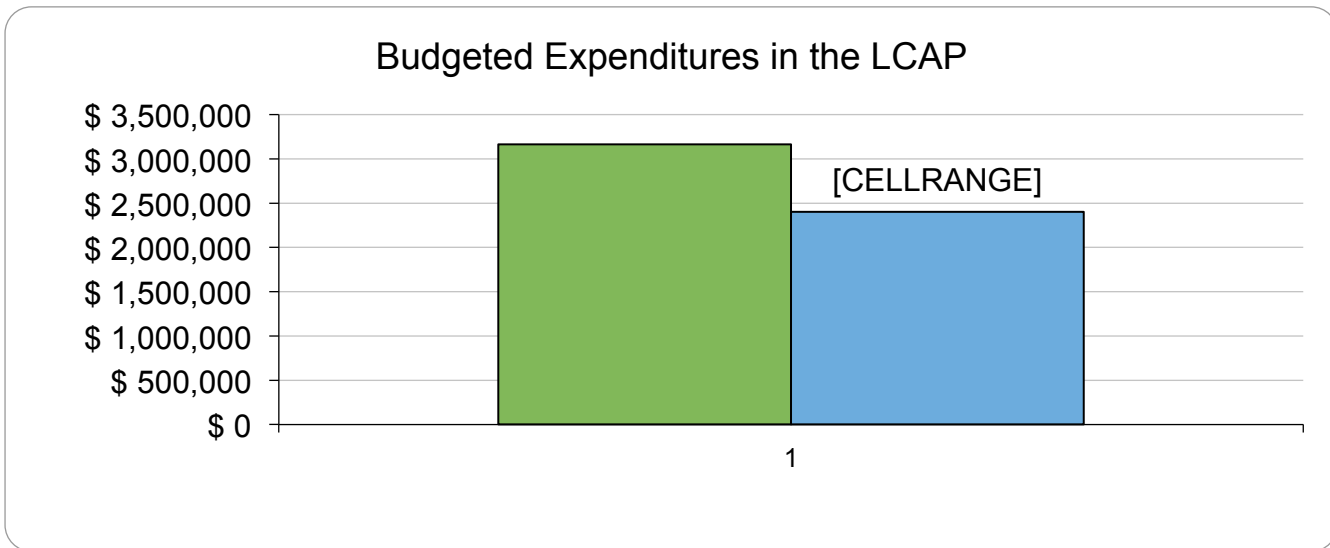
Projected Revenue by Fund Source



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

The total revenue projected for Learning Works is \$3,319,378.00, of which \$1,447,860.00 is Local Control Funding Formula (LCFF), \$390,724.00 is other state funds, \$1,115,544.00 is local funds, and \$365,250.00 is federal funds. Of the \$1,447,860.00 in LCFF Funds, \$467,470.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Learning Works plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

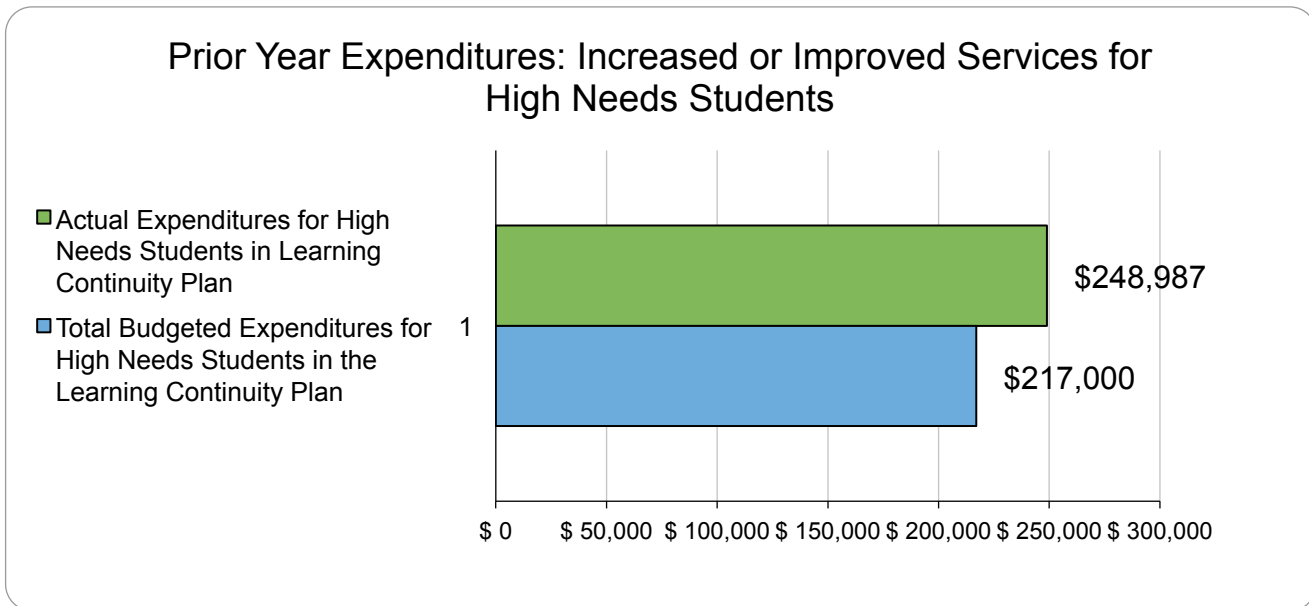
Learning Works plans to spend \$3,164,544.00 for the 2021 – 22 school year. Of that amount, \$2,401,250.00 is tied to actions/services in the LCAP and \$763,294.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Additional expenditures are allocated to other instructional priorities, programming, administrative and facilities related costs incorporated in the 2021-22 school budget.

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

In 2021 – 22, Learning Works is projecting it will receive \$467,470.00 based on the enrollment of foster youth, English learner, and low-income students. Learning Works must describe how it intends to increase or improve services for high needs students in the LCAP. Learning Works plans to spend \$467,470.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Learning Works 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 Learning Works 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, Learning Works's Learning Continuity Plan budgeted \$217,000.00 for planned actions to increase or improve services for high needs students. Learning Works actually spent \$248,987.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning Works	Patricia O'Driscoll Vice President	patty@publicworksinc.org (626) 564-9890 318

Annual Update

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

100% of students will be offered career readiness and CTE opportunities

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 5. Pupil engagement; 8. Other pupil outcomes

Local Priorities: All students will graduate from high school ready for postsecondary education and career (WASC Goal #3)

Annual Measurable Outcomes

Expected	Actual
50% Complete Career Exploration 2019-20 Class 70%	100%

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to engage students in career exploration class and increase awareness to artworks, Groworks, and social enterprises at Homeboy Industries.</p>	<p>\$5,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Class & printed materials</p>	<p>\$795 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal Analysis

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

Career exploration class continued to be developed and implemented; students needing elective credit and all middle school students completed the career exploration modules. Additional print cost budgeted was not necessary to implement the class. Online resources were incorporated and the course and materials were added to Google classroom in 2020-21.

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

Career exploration course and activities incorporated into senior English were incorporated for all middle schoolers. Availability of full time career and college counselor to students and additional resources being developed at First Street resource center in conjunction with youth reentry center have given our students opportunities for individualized job search support and exposure to colleges through tours, requirement for graduating seniors to complete the FAFSA and other activities embedded in senior English.

Goal 2

Increase range of postsecondary connections including certification programs

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 8. Other pupil outcomes

Local Priorities: All students will graduate from high school ready for postsecondary education and career (WASC Goal #3)

Annual Measurable Outcomes

Expected	Actual
Increased postsecondary options 2019-20 and articulation agreements Six course/postsecondary pathways with agreements/expectations	Arts & Communication pathway beginning; Environmental science on hold pending funding for instructor; partnerships and connections made with local community colleges continued

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Explore options for online CTE coursework for our students including interest level, format and fit with LW programming</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - Counselor time on this priority</p>	<p>\$5,161 - LCFF - 1000-1999 Certificated Salaries</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Refine targeted list and contacts certification programs/adult education including requirements and wage information</p>	<p>\$5,000 - Other State Revenues - 1000-1999 Certificated Salaries - Counselor time on this priority</p>	<p>\$5,161 - Other State Revenues - 1000-1999 Certificated Salaries</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$7,500 - LCFF - 1000-1999 Certificated Salaries - Founder and Counselor time on this priority</p>	<p>\$10,974 - LCFF - 1000-1999 Certificated Salaries</p>

Articulate artWORKS and GroWORKS programming as elective options/explore additional CTE introductory courses and pathways matching student interests and post-high school employment options

Goal Analysis

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

While direct articulation of LW CTE curriculum to local colleges did not occur; counselor continued outreach to local colleges and identified appropriate certificate programs and employers based on student interest areas to match and develop individual college and career interests.

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

Successfully supported media and arts instructor to become CTE certified and able to develop arts & communications pathway introductory course; Review of the STRIDE course list (was Fuel Ed) indicated several courses and career pathways of interest to LW students to explore and pilot.

Goal 3

All students will be proficient writers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 5. Pupil engagement

Local Priorities: All students will have access to a rigorous and relevant curriculum and high quality instruction aligned to common core.

Annual Measurable Outcomes

Expected	Actual
Increased writing based on our 2019-20 writing rubric	Rubric for 12th grade English modified and used to evaluate and grade writing assignments for passing course and graduating.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to review intake writing samples and prompts; group scoring of writing using rubric in PD activities to continue to improve writing and consistency in scoring</p>	<p>\$22,000 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries - Teacher time to this priority \$4,400 - CSI/ESSA 1003 - 3000-3999 Employee Benefits - Teacher Benefits \$6,000 - LCFF - 1000-1999 Certificated Salaries - Teacher for English 12A and 12B Labs \$1,200 - LCFF - 3000-3999 Employee Benefits - Teacher Benefits</p>	<p>\$35,578 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries \$7,116 - CSI/ESSA 1003 - 3000-3999 Employee Benefits \$5,118 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries \$1,024 - CSI/ESSA 1003 - 3000-3999 Employee Benefits \$6,800 - LCFF - 5000-5999 Services and Other Operating Expenses - Consultant support</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Writing activities and standard in PE modules completed in 2018-19; continue to implement in 2019-20</p>	<p>\$2,000 - LCFF - 1000-1999 Certificated Salaries - Utilize Monday mornings to improve grading and scoring \$400 - LCFF - 3000-3999 Employee Benefits - Teacher benefits</p>	<p>\$1,779 - LCFF - 1000-1999 Certificated Salaries \$356 - LCFF - 3000-3999 Employee Benefits</p>

Goal Analysis

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

Additional expenditures for consultant to support creation of English modules for online learning in spring trimester of 2019-20. Modifications to writing curriculum begun in 2019 shifted to distance learning and expenditures were modified to support that.

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

Successfully transitioned to a modified writing curriculum for distance learning in the pandemic; adjustments to English courses and transition to Chromebooks and other uses of technology at the beginning of the pandemic provided a bridge to implementation of distance learning in 2020-21.

Goal 4

Students will increase their mathematics knowledge and skills

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access

Local Priorities: All students will have access to a rigorous and relevant curriculum and high quality instruction aligned to common core.

Annual Measurable Outcomes

Expected	Actual
Students successfully complete 2019-20 math coursework with a C or better	90 students

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue direct teaching of math modules</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Consultant support</p> <p>\$3,000 - LCFF - 1000-1999 Certificated Salaries - Utilize Monday morning PD to improve modules</p> <p>\$600 - LCFF - 3000-3999 Employee Benefits - Teacher Benefits</p> <p>\$25,000 - CSI/ESSA 1003 - 2000-2999 Classified Salaries - Math Tutor</p> <p>\$5,000 - CSI/ESSA 1003 - 3000-3999 Employee Benefits - Tutor Benefits</p>	<p>\$540 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses</p> <p>\$3,558 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$712 - LCFF - 3000-3999 Employee Benefits</p> <p>\$22,781 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$4,556 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Goal Analysis

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

Direct teaching of math modules will resume in-person in 2021-22; curriculum and activities modified in 2019-20 to adapt based on distance learning instructional activities.

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

Successfully implemented a structure adapted for distance learning in the spring 2020 to be further adapted and modified in 2020-21 for distance learning using Chromebooks and zoom to connect with students to provide instruction and tutoring support.

Goal 5

Provide access to a Cal State/UC bound pathway with A-G approved coursework

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 6. School climate; 7. Course access
Local Priorities: Close all achievement gaps between the student sub-groups

Annual Measurable Outcomes

Expected	Actual
All academic coursework will be A-G approved by UC/Cal State system 2019-20	Math courses are A-G approved; Physics course submitted and approved as A-G

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Submit Physics course for A-G approval</p>	<p>\$5,000 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses - Consultant support</p> <p>\$24,344 - LCFF - 1000-1999 Certificated Salaries - Counselor time to this priority</p> <p>\$4,869 - LCFF - 3000-3999 Employee Benefits - Counselor Benefits</p>	<p>\$4,820 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses</p> <p>\$17,449 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$3,490 - LCFF - 3000-3999 Employee Benefits</p>

Goal Analysis

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

n/a

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

Physics curriculum was submitted and approved for A-G; additional science courses to be identified in 2020-21 for revision and submission to A-G as return to in-person learning and labs becomes possible and curriculum inventory is conducted and priorities identified.

Goal 6

Implement differentiated English Learner strategies throughout the curriculum

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access
Local Priorities: Close all achievement gaps between the student sub-groups

Annual Measurable Outcomes

Expected	Actual
Differentiated teaching strategies 2019-20 will be known by all teachers and tutors	No pre-post assessment developed to support assessment of teachers differentiation strategies.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Need to find a professional development provider on EL strategies</p>	<p>\$5,000 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses - EL Consultant for PD</p>	<p>\$0</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide professional development on EL strategies</p>	<p>\$5,000 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses - Hire a GLAD Trainer to train teachers, tutors, and chasers on two Monday PD days</p> <p>\$9,928 - LCFF - 1000-1999 Certificated Salaries - Counselor time to this priority</p> <p>\$13,104 - LCFF - 1000-1999 Certificated Salaries - Bilingual Teacher time to this priority</p> <p>\$4,606 - LCFF - 3000-3999 Employee Benefits - Certificated Benefits</p>	<p>\$50 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to</p>	<p>\$5,000 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries - Utilize Monday</p>	

meeting Increased or Improved Services Requirement

Students to be Served: English Learners

Scope of Service: LEA-wide

Location: All Schools

Continue to include EL strategies in the modules as curriculum is reviewed, refined and improved in different subjects

morning PD to select new textbook and train

\$1,000 - CSI/ESSA 1003 - 3000-3999

Employee Benefits - Teacher Benefits

Goal Analysis

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

Consultant to support assessment of instructional program differentiation and supports for English Learners was postponed due to the pandemic and other curricular priorities identified in Fall 2019.

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

Data analysis for subgroups supported WASC renewal and action plan to prioritize needs for curriculum and assessment. Staff identified ELA and ELD support materials as a priority, which will be addressed in 2021-22 under direction and leadership of new principal.

Goal 7

Increase data analysis and services for EL, Foster Care, Probation and Special Education Students

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access

Local Priorities: Increase data analysis and services for EL, Foster Care, and Special Education Students

Annual Measurable Outcomes

Expected	Actual
Include analysis of these subpopulation in annual data review 2019-20	Identified and included in analysis.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Update WASC data annually including disaggregation analysis by subpopulation</p>	<p>\$4,000 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries - Data Analyst support on data collection and analysis</p> <p>\$800 - CSI/ESSA 1003 - 3000-3999 Employee Benefits - Data Analyst Benefits</p> <p>\$9,928 - LCFF - 1000-1999 Certificated Salaries - Counselor time to this priority</p> <p>\$13,104 - LCFF - 1000-1999 Certificated Salaries - Teacher time to this priority</p> <p>\$4,606 - LCFF - 3000-3999 Employee Benefits - Certificated Benefits</p>	<p>\$4,691 - CSI/ESSA 1003 - 2000-2999 Classified Salaries</p> <p>\$938 - CSI/ESSA 1003 - 3000-3999 Employee Benefits</p> <p>\$13,812 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$17,789 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$6,320 - LCFF - 3000-3999 Employee Benefits</p> <p>\$3,414 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Professional Development</p> <p>\$2,228 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to record probation outcomes</p>	<p>\$10,000 - LCFF - 2000-2999 Classified Salaries - Probation Specialist Chaser time to record probation outcomes</p> <p>\$2,000 - LCFF - 3000-3999 Employee Benefits - Chasers Benefits</p>	<p>\$7,222 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,444 - LCFF - 3000-3999 Employee Benefits</p> <p>\$1,523 - LCFF - 5000-5999 Services and Other Operating Expenses - Probation Consultant</p> <p>\$2,106 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development</p>

Goal Analysis

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

Analysis of data and support of individual students and subpopulations continued to occur in 2019-20 based on recommendations for WASC renewal; probation support was delivered to students enrolled at LW who are on probation including meeting probation requirements, course appearances and other supports for completing these requirements.

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

Transition to distance learning meant fewer opportunities to collect and analyze information about impact on subpopulations, which was a challenge to a school-wide understanding of these issues. However, individualized support, chasers, probation liaison, college and career counselor and other individual school staff making regular contact to students was a key success and lesson learned that emerged from the pandemic; which we continued to incorporate in our approach in 2020-21. Supports for special education students at our school is dependent on our chartering district, which also serves as our SELPA. There were some challenges with this support in the 2019-20 school year but we continue to work with the district to improve services for our students.

Goal 8

Increase the quality of instruction in classes, labs, and fieldtrips

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement

Local Priorities: All students have highly effective directors, teachers, counselors, chasers, tutors and overall staff

Annual Measurable Outcomes

Expected	Actual
Revision process and curriculum 2019-20 check-in implemented quarterly	Occurred-field trips and labs refreshed in Fall 2019; adapted in Spring 2020 for online learning.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to monitor and discuss the quality and breadth of all fieldtrips and labs, direct teaching and other activities through Monday PD</p>	<p>\$36,750 - LCFF - 1000-1999 Certificated Salaries - Teacher time to revisit lessons and observe. Training on tools and reporting out at scheduled Monday PD.</p> <p>\$7,350 - LCFF - 3000-3999 Employee Benefits - Teachers Benefits</p> <p>\$82,020 - LCFF - 2000-2999 Classified Salaries - Chaser time for field trip experiences</p> <p>\$16,404 - LCFF - 3000-3999 Employee Benefits - Chasers Benefits</p> <p>\$6,000 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses - Transportation for Field Trips</p> <p>\$5,000 - CSI/ESSA 1003 - 2000-2999 Classified Salaries - Science Lab Tutor</p> <p>\$1,000 - CSI/ESSA 1003 - 3000-3999 Employee Benefits - Tutor Benefits</p> <p>\$5,000 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses - Student of the Month incentives</p>	<p>\$35,578 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$7,116 - LCFF - 3000-3999 Employee Benefits</p> <p>\$81,576 - LCFF - 2000-2999 Classified Salaries</p> <p>\$16,315 - LCFF - 3000-3999 Employee Benefits</p> <p>\$2,589 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses</p> <p>\$11,163 - LCFF - 5000-5999 Services and Other Operating Expenses - 2019 Transportation costs</p> <p>\$736 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$147 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$1,084 - LCFF - 2000-2999 Classified Salaries - Science Lab Tutor</p> <p>\$217 - LCFF - 3000-3999 Employee Benefits - Tutor Benefits</p> <p>\$2,150 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement make-up experiences</p>	<p>\$2,000 - LCFF - 2000-2999 Classified Salaries - Time to review field trip experiences</p>	<p>\$2,039 - LCFF - 2000-2999 Classified Salaries - Time to review field trip experiences</p>

Goal Analysis

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

Make up experiences were not necessary in the pandemic as the field trips and labs were adapted for online learning in the spring of 2020. Field trips and labs are updated each year and this occurred in the Fall 2019.

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

Field trips and labs are a core component of the LW instructional program and were updated and implemented in Fall 2019; these were adapted to online learning for the pandemic in spring 2020 and revised as needed for the 2020-21 school year. In 2021-22; field trips and labs will need to be modified again for in-person learning and availability of field trip and other sites as venues as COVID conditions allow.

Goal 9

Develop library resources for both teachers and students

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 5. Pupil engagement; 7. Course access

Local Priorities: Students will have the necessary facilities, technology, and resources to support 21st century instruction

Annual Measurable Outcomes

Expected	Actual
Increased physical and virtual resources for teachers and students 2019-20	Virtual resources developed for distance learning; LW provides school, art, novels, and any other supplies students may need so that all students can access the curriculum and activities. This continued during the pandemic through home visits and deliveries of materials and supplies.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Inventory what we have and are missing for both teachers and students</p>	<p>\$5,000 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries - Teacher time for this priority</p> <p>\$1,000 - CSI/ESSA 1003 - 3000-3999 Employee Benefits - Teacher Benefits</p>	<p>\$7,116 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries - Teacher time for this priority</p> <p>\$1,423 - CSI/ESSA 1003 - 3000-3999 Employee Benefits - Teacher Benefits</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase what we we are missing for teacher and student engagement and learning</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Books and supplies</p>	<p>\$23,530 - LCFF - 4000-4999 Books and Supplies</p> <p>\$832 - CSI/ESSA 1003 - 4000-4999 Books and Supplies</p> <p>\$43,384 - Other Local Revenues - 4000-4999 Books and Supplies</p>

Goal Analysis

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

A physical library of resources was determined by staff to not be necessary.

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

LW provides students and teachers with the instructional, art, science any other materials they need to implement the instructional program. During

the pandemic, staff delivered emergency supplies, food, school materials, curricula and technology at home. In 2020-21 all materials could be picked up on site or could request a delivery. This direct support of students and families helped us to maintain enrollment and engagement in learning.

Goal 10

Increase parent/guardian communication

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities: Provide opportunities for parent to participate and engage in the school and in their own learning

Annual Measurable Outcomes

Expected	Actual
Website competed and increased 2019-20 numbers of parents/guardians walking into school	Website updated with communications to parents, individual parent meetings at enrollment and outreach by teachers and chasers occurred; access to student portal added to website.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintain website for ease of use by parents, students and community; social media as a communications tool; and continue best practices discussion in PD Mondays</p>	<p>\$5,000 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries - Teacher time to this priority</p> <p>\$1,000 - CSI/ESSA 1003 - 3000-3999 Employee Benefits - Teacher Benefits</p> <p>\$16,404 - LCFF - 2000-2999 Classified Salaries - Chasers time to this priority</p> <p>\$3,281 - LCFF - 3000-3999 Employee Benefits - Chasers Benefits</p> <p>\$12,822 - LCFF - 1000-1999 Certificated Salaries - Director of Accountability time for parent communication</p> <p>\$2,564 - LCFF - 3000-3999 Employee Benefits - Director of Accountability Benefits</p>	<p>\$3,558 - CSI/ESSA 1003 - 1000-1999 Certificated Salaries</p> <p>\$712 - CSI/ESSA 1003 - 3000-3999 Employee Benefits</p> <p>\$19,915 - LCFF - 2000-2999 Classified Salaries</p> <p>\$3,983 - LCFF - 3000-3999 Employee Benefits</p> <p>\$9,790 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$1,958 - LCFF - 3000-3999 Employee Benefits</p>

Goal Analysis

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

n/a

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

The LW approach to parent engagement and communication was very individualized in 2019-20; especially during the pandemic. Middle school parent meetings and individual meetings with parents and students at enrollment provides support and knowledge about how best to interact and support parents and students, particularly at middle school and 9th grade levels; A parent survey; deliveries to families by Chasers and other school staff; home visits, and parent supplied with access to student portal helped to support communication wit parents/guardians in 2019-20.

Goal 11

Increase parent/guardian education opportunities

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement

Local Priorities: Provide opportunities for parent to participate and engage in the school and in their own learning

Annual Measurable Outcomes

Expected	Actual
Community Works Courses for parents 2019-20 English as a second language courses offered to parents	ELA courses offered; CW closed in spring 2020 and for 2020-21 school year.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Quarterly meetings with parents on various topics</p>	<p>\$2,000 - CSI/ESSA 1003 - 4000-4999 Books and Supplies - Food, printing, etc.</p> <p>\$5,000 - CSI/ESSA 1003 - 5000-5999 Services and Other Operating Expenses - Parent Participation incentives</p> <p>\$9,928 - LCFF - 1000-1999 Certificated Salaries - Counselor time to this priority</p> <p>\$1,986 - LCFF - 3000-3999 Employee Benefits - Counselor Benefits</p>	<p>\$2,946 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$10,272 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,745 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$349 - LCFF - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increased site discussion of the role and communication with parents.</p>		

Goal Analysis

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

Occurred in 2019 until suspended in spring 2020 due to pandemic.

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

Quarterly meetings with parents were successful ways to engage parents in understanding the needs of their children and in providing opportunities for input; quarterly parent meetings are mostly attended by the parents of middle and 9th grade students or students who are newer to the school. Need to continue the discussion about how best to engage with parents; home visits and deliveries during the pandemic were a successful tool and provided needed support to keep students engaged in learning and to assess how school was being managed from home.

Goal 12

Implement new Career Exploration class

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
50% of all students will take the 2019-20 class	All students needing elective credit can take the career exploration class; all middle schools complete the class.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Finalize Career Exploration class</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Consultant teacher to complete course</p>	<p>\$3,811 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement new field trips to Homeboy Enterprise Social Enterprises</p>	<p>\$3,000 - LCFF - 2000-2999 Classified Salaries - Chaser time for this priority \$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Transportation and mileage for field trips</p>	<p>\$3,111 - LCFF - 2000-2999 Classified Salaries \$643 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal Analysis

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

n/a

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

The career exploration class was developed and transitioned to a google classroom course for career exploration activities and for individual students to work with the college and career counselor. The college and career counselor continued to engage with Homeboy Enterprises for field trips and connections for students in both Pasadena and at the First Street resource center. In addition, the activities were modified for the middle school

pre-pandemic and post-pandemic. All students in the middle school participated in the class activities in 2019-20.

Goal 13

Develop plan and funding to open Homeboy Youth Cafe

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Cafe opens in 2018	2019-20 Cafe Opens	Cafe is currently on hold.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Develop Funding Plan for Youth Cafe</p>	<p>\$2,000 - LCFF - 1000-1999 Certificated Salaries - Founders time to develop plan</p>	

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Open Youth Cafe in 2019</p>	<p>\$4,800 - Other State Revenues - 2000-2999 Classified Salaries - Staff training</p> <p>\$25,000 - Other Local Revenues - 6000-6999 Capital Outlay - Purchase equipment and furniture</p>	

Goal Analysis

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

The Youth Cafe has been postponed due to the pandemic and funding/logistical constraints for opening this school-based enterprise.

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

Funding and logistics for opening a Youth Cafe proved too difficult during the 2019-20 school year. We are currently looking at other options for incorporating a school-based enterprise into the middle school or 9th grade program.

Goal 14

Improve Special Education services in partnership with the District

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increased SPED services for students 2019-20	Monthly meetings with key SELPA members, implemented a process of informing key SELPA members of newly enrolled students with IEPs, 87 out of 355 enrolled students in 20-21 had IEPs

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Solidify our MOU with the rates LW pays to the District for special education services</p>	<p>\$3,000 - LCFF - 1000-1999 Certificated Salaries - Founders time to meet with District</p>	<p>\$3,786 - LCFF - 1000-1999 Certificated Salaries</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Acquire a tutor from the District or certify one of our own for 2019-20</p>	<p>\$2,500 - LCFF - 1000-1999 Certificated Salaries - HR Directors time to this priority</p>	<p>\$3,126 - LCFF - 2000-2999 Classified Salaries</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p>	<p>\$1,000 - LCFF - 1000-1999 Certificated Salaries - Founders time to this priority</p>	<p>\$757 - LCFF - 1000-1999 Certificated Salaries</p>

Hold monthly meetings with special education to monitor progress

Goal Analysis

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

n/a

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

Our students continue to need IEPs and we have made progress in getting caught up on this requirement but it has been a challenge to maintain and improve on services, particularly during the pandemic and as we returned in the 2020-21 school year with our staff on site and district sped staff continuing to work from home. We continue to work hard on this connection with our chartering district and are committed to working with them to improve services.

Goal 15

Create professional development plans for each staff member related to chasing, trauma informed, technological skills, and curriculum

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Each staff member has a plan 2019-20	Individual requests for PD were granted to staff in 2019; Monday PD's continued until the pandemic and switched to Monday staff meetings via Zoom

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement individual PD plans for teachers, tutors and chasers</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - Directors time to develop PD plans</p>	<p>\$5,679 - LCFF - 1000-1999 Certificated Salaries</p>

Goal Analysis

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

n/a

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

Monday staff meetings and individual PD requests in 2019 were provided to staff who requested it. However, in the spring of 2020, we suspended outside PD but provided weekly staff meetings to get organized and prepared for distance learning through May and prior to the return of staff in-person in the spring to work with seniors to graduate. Individual check-ins that occurred at the end of the 2020-21 school year will provide the basis for an individualized professional development plan and supporting credentialing for teachers in 2021-22.

Goal 16

Increase access to CTE opportunities, STEM and visual and performing arts.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of students will access CTE, 2019-20 STEM and/or arts	All students needing this kind of credit to graduate can access elective courses in these areas. 92 students have partial credits; 144 have completed the requirement (out of 266)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Improve Environmental Science class</p>	<p>\$3,000 - LCFF - 1000-1999 Certificated Salaries - Teacher time to this priority</p>	

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Explore online CTE options for fit and feasibility for LW students</p>	<p>\$3,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Consultant teacher to create class</p>	

Goal Analysis

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

Improvements to environmental science course postponed; online options explored but not implemented in 2019-20.

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

Curriculum revisions in 2019-20 were postponed due to the pandemic and to meet the challenges posed by distance learning in the spring; plans for assessing and evaluating the curriculum modules and inventory priorities will occur in summer of 2021 and a plan developed for 2021-22.

Goal 17

Improve and expand the middle school model and space

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access
Local Priorities: Improve student engagement and learning

Annual Measurable Outcomes

Expected	Actual
100% of the 8th grade class that remain with LW for 6 months will graduate 2019-20 100%	The model and program were developed and expanded in 2019-20; no new space became available or was needed.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Develop a theoretical document on approach to therapeutic middle school</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - Founders time to this priority \$22,000 - LCFF - 1000-1999 Certificated Salaries - Middle School Teacher time to this priority \$9,928 - LCFF - 1000-1999 Certificated Salaries - Counselor time to this priority \$7,386 - LCFF - 3000-3999 Employee Benefits - Certificated Benefits \$12,515 - LCFF - 2000-2999 Classified Salaries - Middle School Coordinator time to this priority \$2,503 - LCFF - 3000-3999 Employee Benefits - Middle School Coordinator Benefits</p>	<p>\$5,679 - LCFF - 1000-1999 Certificated Salaries \$19,298 - LCFF - 1000-1999 Certificated Salaries \$3,490 - LCFF - 1000-1999 Certificated Salaries \$4,558 - LCFF - 3000-3999 Employee Benefits \$13,772 - LCFF - 1000-1999 Certificated Salaries \$2,754 - LCFF - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Acquire new middle school space and renovate the property in 2019-20</p>	<p>\$50,000 - Other Local Revenues - 6000-6999 Capital Outlay - Donor funding to renovate Middle School/Counseling Space</p>	

Goal Analysis

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

Plans for moving and acquiring a new space were not necessary in 2019-20 and postponed until needed.

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

The middle school program expanded to 19 students in 2019-20 and the adaptations in the spring provided needed supports to students who would have struggled in a traditional school and the transition to distance learning. We are proud of what we were able to accomplish for the middle school in 2019-20. Documentation of middle school student stories and the educational approach we use in the middle school continued in 2019-20. Acquiring new space for the middle school was not necessary in 2019-20.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$619,530	\$561,992
1000-1999 Certificated Salaries	252,836	226,627
2000-2999 Classified Salaries	160,739	146,281
3000-3999 Employee Benefits	73,955	65,488
4000-4999 Books and Supplies	2,000	67,746
5000-5999 Services and Other Operating Expenses	55,000	55,850
6000-6999 Capital Outlay	75,000	0

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$619,530	\$561,992
CSI/ESSA 1003	118,200	78,205
Federal Revenues - Title I	0	31,684
Other State Revenues	17,800	5,161
Other Local Revenues	75,000	43,384
LCFF Base/Not Contributing to Increased or Improved Services	45,000	63,412
LCFF S & C/Contributing to Increased or Improved Services	363,530	340,146

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure

All Budget Categories	All Funding Sources	\$619,530	\$561,992
1000-1999 Certificated Salaries	CSI/ESSA 1003	41,000	51,370
1000-1999 Certificated Salaries	Other State Revenues	5,000	5,161
1000-1999 Certificated Salaries	Other Local Revenues	0	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	29,000	26,357
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	177,836	143,739
2000-2999 Classified Salaries	CSI/ESSA 1003	30,000	4,691
2000-2999 Classified Salaries	Federal Revenues - Title I	0	23,517
2000-2999 Classified Salaries	Other State Revenues	4,800	0
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	5,000	8,276
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	120,939	109,797
3000-3999 Employee Benefits	CSI/ESSA 1003	14,200	11,213
3000-3999 Employee Benefits	Federal Revenues - Title I	0	4,703
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	59,755	49,572
4000-4999 Books and Supplies	CSI/ESSA 1003	2,000	832
4000-4999 Books and Supplies	Federal Revenues - Title I	0	0
4000-4999 Books and Supplies	Other Local Revenues	0	43,384
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	23,530
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	0	0
5000-5999 Services and Other Operating Expenses	CSI/ESSA 1003	31,000	10,099
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	0	3,464
5000-5999 Services and Other Operating Expenses	Other State Revenues	8,000	0

5000-5999 Services and Other Operating Expenses	Other Local Revenues	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	11,000	5,249
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	5,000	37,038
6000-6999 Capital Outlay	Other Local Revenues	75,000	0

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
<p>Goal 1:</p> <p>100% of students will be offered career readiness and CTE opportunities</p>		
All Funding Sources	\$5,000	\$795
Other State Revenues	5,000	0
LCFF Base/Not Contributing to Increased or Improved Services	0	795
<p>Goal 2:</p> <p>Increase range of postsecondary connections including certification programs</p>		
All Funding Sources	\$17,500	\$21,296
Other State Revenues	5,000	5,161
LCFF Base/Not Contributing to Increased or Improved Services	12,500	16,135
<p>Goal 3:</p> <p>All students will be proficient writers.</p>		
All Funding Sources	\$36,000	\$57,771
CSI/ESSA 1003	26,400	48,836
LCFF S & C/Contributing to Increased or Improved Services	9,600	8,935

Goal 4: Students will increase their mathematics knowledge and skills		
All Funding Sources	\$38,600	\$32,147
CSI/ESSA 1003	30,000	540
Federal Revenues - Title I	0	27,337
LCFF S & C/Contributing to Increased or Improved Services	8,600	4,270
Goal 5: Provide access to a Cal State/UC bound pathway with A-G approved coursework		
All Funding Sources	\$34,213	\$25,759
CSI/ESSA 1003	5,000	4,820
LCFF S & C/Contributing to Increased or Improved Services	29,213	20,939
Goal 6: Implement differentiated English Learner strategies throughout the curriculum		
All Funding Sources	\$43,638	\$50
CSI/ESSA 1003	16,000	0
Federal Revenues - Title I	0	50
LCFF S & C/Contributing to Increased or Improved Services	27,638	0
Goal 7: Increase data analysis and services for EL, Foster Care, Probation and Special Education Students		
All Funding Sources	\$44,438	\$61,487
CSI/ESSA 1003	4,800	5,629
Federal Revenues - Title I	0	3,414
LCFF S & C/Contributing to Increased or Improved Services	39,638	52,444
Goal 8:		

Increase the quality of instruction in classes, labs, and fieldtrips		
All Funding Sources	\$161,524	\$160,710
CSI/ESSA 1003	17,000	4,739
Federal Revenues - Title I	0	883
LCFF Base/Not Contributing to Increased or Improved Services	2,000	2,039
LCFF S & C/Contributing to Increased or Improved Services	142,524	153,049
Goal 9: Develop library resources for both teachers and students		
All Funding Sources	\$11,000	\$76,285
CSI/ESSA 1003	6,000	9,371
Other Local Revenues	0	43,384
LCFF Base/Not Contributing to Increased or Improved Services	5,000	23,530
Goal 10: Increase parent/guardian communication		
All Funding Sources	\$41,071	\$39,916
CSI/ESSA 1003	6,000	4,270
LCFF S & C/Contributing to Increased or Improved Services	35,071	35,646
Goal 11: Increase parent/guardian education opportunities		
All Funding Sources	\$18,914	\$15,312
CSI/ESSA 1003	7,000	0
LCFF S & C/Contributing to Increased or Improved Services	11,914	15,312
Goal 12: Implement new Career Exploration class		
All Funding Sources	\$9,000	\$7,565
LCFF Base/Not Contributing to Increased or Improved Services	9,000	7,565

Goal 13: Develop plan and funding to open Homeboy Youth Cafe		
All Funding Sources	\$31,800	\$0
Other State Revenues	4,800	0
Other Local Revenues	25,000	0
LCFF Base/Not Contributing to Increased or Improved Services	2,000	0
Goal 14: Improve Special Education services in partnership with the District		
All Funding Sources	\$6,500	\$7,669
LCFF Base/Not Contributing to Increased or Improved Services	6,500	7,669
Goal 15: Create professional development plans for each staff member related to chasing, trauma informed, technological skills, and curriculum		
All Funding Sources	\$5,000	\$5,679
LCFF Base/Not Contributing to Increased or Improved Services	5,000	5,679
Goal 16: Increase access to CTE opportunities, STEM and visual and performing arts.		
All Funding Sources	\$6,000	\$0
Other State Revenues	3,000	0
LCFF Base/Not Contributing to Increased or Improved Services	3,000	0
Goal 17: Improve and expand the middle school model and space		
All Funding Sources	\$109,332	\$49,551
Other Local Revenues	50,000	0
LCFF S & C/Contributing to Increased or Improved Services	59,332	49,551

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
Action 1 Design safety protocols for staff to work safely on site	5,000	10,469	Y
Action 2 Implement safety protocols and increased cleaning and sanitation; upgrades to ventilation system, air purifiers purchased	5,000	5,411	N
Action 3 Implement safety check-in process at both sites including taking temperature and monitoring forms; train assigned staff	10,000	30,194	Y
Action 4 Implement safe donation procedures for partners to support and donate to Pantry; collect information from students/families about current needs; disseminate emergency support materials through Chasers and other staff delivery process	10,000	32,236	Y
Action 5 Build canopies and safe waiting area for student/family appointments at school site	5,000	8,358	N
Action 6 Purchase masks, PPE, sneezeguards and other materials	25,000	17,260	N

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.

Federal funding and other supports provided sufficient financial ability to upgrade and maintain safe facility on an ongoing basis (particularly for areas where actual expenditures exceeded what we had budgeted)

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: The policies/protocols that were put in place to support in-person instructional offerings were very successful, staff were supported in obtaining tests and quarantining/staying home until test results released if needed; no staff member tested positive and employees were able to work on site throughout the pandemic. We developed protocols in Spring 2020 that worked well served as a basis for 2020-21 school year, resources from CSDC, non-profits, and other sources provided support to our efforts (Action 1).

Prior upgrades to ventilation and HVAC systems provided a good basis for facility upgrades needed for COVID safety; purchased air purifiers and upgraded ventilation filters (Action 2).

With canopies and safe waiting areas built, families and students were able to schedule appointments to be on campus for registration and as needed throughout the pandemic (Action 3).

Partner contributions, donations and letters to community supporters resulted in donations and the ability to provide emergency supports to our students and families at home or on site as needed (Action 4)

Challenges: Families experienced many pandemic related hardships. There was limited support/guidance from the local, state and federal education and public health officials for Non-Classroom based programs. In the beginning of pandemic, testing sites were often overwhelmed and wait times were long. We had difficulty purchasing PPE equipment, shortages of supplies and long delivery times to receive products.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1 Identify staff to re-allocate to student and educational technology distribution	25,000	25,130	Y

Action 2 Purchase Chromebooks and seek donations from partners for one-to-one distribution of Chromebooks	50,000	52,866	Y
Action 3 Technology Poll at first teacher meeting/Identify students in need of internet or other technology support	1,000	1,356	Y
Action 4 Identify wi-fi or broadband options for students/families who lack internet access	35,000	8,415	Y
Action 5 Identify professional development opportunities (webinars, trainings and individualized support) to improve Zoom and other distance learning interactions	10,000	10,759	N
Action 6 Identify tool or platform to organize/update/access curriculum modules; Implement student portal through SIS system	15,000	15,153	N
Action 7 Add Interest form to website for new students who may be interested in information about Learning Works	1,000	3,006	Y
Action 8 Implement Zoom and Google classroom for daily meetings with middle school and 9th grade students	5,000	7,534	Y

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

The only substantive difference was that purchasing wi-fi or broadband options for students/families who lack internet access was hampered by challenges we had in implementing technology troubleshooting and support.

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.

Successes: Having someone on staff dedicated to student technology set up, inventory, checkout and maintenance was necessary; transitioned to a school where student use of Chromebooks at home became the norm; partner and fundraising support provided additional resources to our students and families

Distributing Chromebooks at the first teacher meeting was a success, it gave students a chance to have a brief tutorial session with their teachers so that the students knew how to use their devices

The student portal was already in existence with curriculum access from prior years; introduced digital archiving in April with a cost of this is .50 per month (plus setup fee) and we started it in April.

Interest form was successfully added to website for new students who may be interested in information about Learning Works

Middle School teacher taking lead on organizing Google classroom and our school Google site and storage.

Challenges: Research staff member time re-allocated to student technology support was crucial but there were challenges in trouble shooting, ordering and repairing broken devices. We needed to implement a new system, such as support ticketing or a text-based procedure. This also impacted how quickly we could address wi-fi and internet connection issues as well.

Time dedicated to professional development did not occur on as regular a basis; teachers sought support from other staff as needed or identified ways in which to maintain individual relationships with students; established regular zoom meetings for middle and 9th grade students and teachers began to develop Google classroom; powerpoints and other shared tools; some PD activities identified for staff on other topics.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1 Adapt ILP and Enrollment process to a distance learning model to support continuity of instruction	10,000	15,028	Y
Action 2 Provide Mental Health, probation and other supports	35,000	35,552	Y
Action 3 Adapt tutoring and supplemental online or distance instruction through existing tutoring staff	10,000	8,643	Y
Action 4 Identify staff member to coordinate and work with PUSD SELPA staff to fully engage students who qualify in receiving services that support their IEP; provide	20,000	18,557	Y

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

No substantive differences.

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: Used FaceTime/Zoom to meet with new enrollees and was able to maintain similar process; ILPs are written and then formatted by admin assistance to be ready for student, teacher and Chaser; maintained continuity in terms of enrollment and outreach to prior and new students--enrollments were similar between 2019-20 and 2020-21.

Mental health and probation youth coordinator worked with subsets of students needing additional support; Challenge: difficult to keep track of work and needs of additional students who may have needed support, maintaining ongoing communicating with teacher/Chaser re: academic and mental health support needs, challenge of identifying new probation cases that occurred after the student's initial intake.

Identified staff member was able to work more closely with PUSD SELPA team on a regular basis and some communication and other IEP challenges were resolved through dedicated staff.

Challenge: SELPA worked off site and there were difficulties in coordinating through a teacher liaison.

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.

Successes: Staff on site and readily available to support students provided needed support and resulted in similar enrollment and ADA completion year over year between 2019-20 and 2020-21; small middle school and 9th grade classes daily contact through Zoom and

then transition to in-person learning in the spring provided needed and regular contact with middle school coordinator and teachers so that other supports from Chasers, counseling and other needs could be addressed.

Challenges: Students were up late and difficult to engage at times; many students experienced hardships in their families and expressed the need for school to return to normal. All of these factors and the observations of our teachers and staff have provided us with the commitment to emphasize wellness, mental health and socialization in the 2021-22 school year. The school community has been through a lot and we feel there is work and support for all that will be needed in the coming school year. Understanding wraparound services from a case management perspective will also be explored in the development of new student support positions.

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.

Successes: Individualized pupil and family engagement when needed based on our historical rigor, relevance and relationship framework saved our school this year. Home visits and deliveries, access to emergency and food supplies through community donations and the pantry; and availability of technology supports all contributed to a year in which we maintained our enrollment and ADA and resulted in a graduating class of 70, an increase from 2020, which showed the dedication of our staff, students and families to cross the finish line.

Analysis of School Nutrition

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

School meals were available to any student who requested them; however, much of the support for emergency food and supplies for families was through the pantry and requests fulfilled by chasers and other staff identifying the needs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total	Estimated	Contributing
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		Budgeted Funds	Actual Expenditures	
N/A	N/A	[\$ 0.00]	[\$ 0.00]	[Y/N]
N/A	N/A	[\$ 0.00]	[\$ 0.00]	[Y/N]

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

N/A

Overall Analysis

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

The goals and actions identified in the 2021-24 LCAP are a direct result of the need to simplify our goals to better align with the instructional framework of rigor, relevance and relationship to emphasize the outcomes of academic learning; supporting the wellness of the school community including students, staff and partners; and re-aligning our organizational priorities to support the professional learning, credentials and continuous growth of all staff. Integration of technology and the ability to support our students at home has provided us with new motivation to re-organize and adapt our curriculum to meet these needs.

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

Our students enroll at our school often after many years of disconnection and distrust of the educational process. Re-engagement in learning takes many forms and occurs at different times for each individual and we are ready to engage whenever they are motivated to do so. With a model that incorporates year-round enrollment, we often see students who have been dropped return once more to try to make progress toward a high school diploma. Each student has an individual journey and we try very hard to meet the student where they are whenever they come to us. However, as a school, identification of additional assessment tools integrated within our module-based curriculum so that we can better understand underlying academic needs and individualized supports continues to be a priority that we want to return to in the 2021-24 LCAP as it was delayed by the pandemic.

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

No substantive differences identified.

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

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

Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance plan has provided us with an overview of how we want to approach the data analysis for the mid-cycle WASC visit we are preparing for in February of 2022 and to best position the organization to benefit from a re-organization of the school under the leadership of a new principal. This analysis of data and goals from the 2019-20 LCAP and the 2020-21 LCP and the experiences of the past two school years resulted in a broad understanding of the need for a re-organization of staffing and leadership under the broader Public Works non-profit organization, with more focused attention on teacher, counselor, and school staff professional development and learning needs as well as an inventory of and plan for continuous improvement of the curriculum that occurs each school year. In addition, with the closure of our Community Works programming (including artworks and tutoring, and limited use of GroWorks), reflection on the 2019-20 and 2020-21 school years has indicated a need to re-open and return with a focus on wellness, social activities, and connection in an after school setting. A summer program is providing our staff with the opportunity to learn and engage in activities with local middle school students to learn more about the kinds of programming needed during the school year to re-engage and support students mental health and physical wellbeing. While the school principal will have responsibility over the school's staff and educational program, finance, development, partnerships and other organizational priorities will now be focused under the leadership of the Founder and CEO and her leadership team. This re-organization and administrative support plan is the direct result of the work of the past two years and we anticipate that it will allow Learning Works to be ready for the next phase and LCAP, including a charter re-authorization in 2022-23

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning Works	Patricia O'Driscoll Vice President	patty@publicworksinc.org 626-564-9890

Plan Summary 2021-2022

General Information

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

Learning Works Charter School (LW) is a WASC-accredited single charter school and an independent LEA first authorized by the Pasadena Unified School District (PUSD) in 2008. Our campus is located in Pasadena, CA with a resource center at Homeboy Industries in Boyle Heights. LW enrolled a total of 364 students in 2019-20 and 356 students in 2020-21. Our school is designed to reengage high risk youth who have disengaged or dropped out of traditional public schools and is designated as an independent study school that has been approved to participate the DASS (Dashboard Alternative School Status) program. Our student population in 2019-20 was 79% Hispanic or Latino, 12% African American, 4% White and 5% other.

Our youth come from families who are especially hard hit by the COVID-19 pandemic with high levels of poverty and usually already in the midst of experiencing trauma or crises on multiple fronts—learning disabilities, poor literacy skills, pregnant or teen parents, in the foster care or juvenile delinquency systems, experiencing housing insecurity or living in crowded, multi-generational home environments and more. We also serve a large number of students who enroll as adults age 18 or up (34%) working towards a high school diploma, while balancing personal and family responsibilities and educational hardships that make staying engaged in school difficult at the best of times.

Throughout the COVID-19 pandemic, we have worked hard to maintain contact with students and their families, educating them about the risk of the coronavirus to their families and others they come in contact with, and understanding how their needs are evolving during this time so that our organization can respond. We have established ourselves as a trusted institution both from the perspective of donors and funders and the families and students we safely come in contact with on a regular basis.

Reflections: Successes

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

The continued engagement of students in learning throughout the pandemic and 44 graduates in 2020 and 70 graduates in 2021 have been the best example of our success during this challenging period. We have also maintained our enrollment and ADA/credit attainment throughout these last two school years. In addition, we were able to transition to a distance learning model incorporating the distribution of technology and internet connectivity for our students who needed it. This has become a new way of studying and learning for our students and teaching for our teachers and tutors. While we missed the in-person engagement and robust schedule of activities for students (labs, small groups and field trips) for most of the year, we have been able to adapt and make sure to stay as connected as possible to students. We have learned how important relationships are within our framework of rigor, relevance, and relationship and the plans incorporated in the LCAP are intended to build on this

learning. Additional staffing, organizational prioritizing and the hiring of a principal to begin in the 2021-22 school year would also be characterized as a success for the year. Our students' feedback indicates that they look forward to a return to school in the fall to a place that is a little more free of distractions, where they are able to connect with friends and our staff directly.

Reflections: Identified Need

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

The need identified in the review of data and development of the LCAP are curriculum enhancements and a return to the planned implementation and adoption of textbooks, instructional materials and school wide professional development and supports. In addition, we must plan for a mid-cycle virtual WASC visit in March 2022. Establishing our priorities in the LCAP based on five overarching goals will help us to complete a review and analysis of student data in the 2021-22 school year and to begin to identify and collect assessment data in the critical areas of ELA, ELD and mathematics to start, with other curricular areas to follow in the coming years.

LCAP Highlights

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

This LCAP identifies five goals that align and build on our instructional program's framework of rigor, relevance and relationship while also incorporating two goals that support the professional learning and morale of the school community and the overall health of the non-profit organization providing oversight to the school. As our school has developed and matured since its initial inception in 2008 and the subsequent reauthorizations of the charter school in partnership with our chartering school district, PUSD, the experience of educating our student population during the 2019-20 and 2020-21 school years has highlighted the need to re-invigorate and re-organize our structure. In the 2021-22 school year, LW will be transitioning from the Founder and CEO in the role of the day to day running of the school with a leadership team to a full-time principal that will supervise the work of the teachers, chasers, tutors, and administrative support staff beginning July 1. In turn, this will allow the CEO and Founder to focus on supervision of the principal and an admin team to manage overall organizational board oversight and finances; community partners and donors; and the research and consulting work of the non-profit.

The five overarching goals for Learning Works in this LCAP are:

1. Improve student literacy and language skills to support self-expression
2. Improve student mathematics and information analysis skills to support reasoning and decision-making processes
3. College and Career Readiness and Workforce Development Pathways/CTE
4. Create an environment where all staff participates and grows in their professional and work lives
5. Support the wellness of all members of the learning community and continue to improve and build a healthy organization

The focus of the work in 2021-22 will begin with an inventory of existing curriculum modules and an assessment of adaptations made for distance learning to keep or modify made in preparation for as full a return to the in-person learning that existed prior to the pandemic (in-person labs and small group classes in core curricular areas, in-person art and other outlets for creative expression, more outdoor education and wellness opportunities, a return to field trips). English language arts, literacy and writing, and ELD support materials have been identified by staff as a focus goal in the 2021-22 school year as we prepare for a mid-cycle virtual WASC visit in March 2022.

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.

Support for Identified Schools

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

How the plan was developed based on a comprehensive needs assessment

Learning Works Charter School (LW) is a single charter school and an independent LEA first authorized by the Pasadena Unified School District (PUSD) in 2008. Our campus is located in Pasadena, CA with a resource center at Homeboy Industries in Boyle Heights enrolling a total of approximately 400 students per year. Our school is designed to reengage high risk youth who have disengaged or dropped out of traditional public schools. As an independent study school that is focused on an at-risk student population, LW participates in the DASS (Dashboard Alternative School Status) program, which identified LW as qualifying for CSI because of its graduation rate averaging 36.7% over the past two years.

In the 2017-18 school year, LW sought its third reauthorization by PUSD, which was approved in Spring 2018 by the board, granting us permission to operate until the 2022-23 school year. Many of the components of preparing our school for the renewal process were also useful in preparing for a WASC self-study and visit, which occurred during the 2018-19 school year. Our WASC self-study coincided with the state's release of the first DASS report. The WASC self-study process and site visit by the Visiting Committee in February 2019 provided analysis of data and inclusion of key stakeholders to form a comprehensive needs assessment with recommendations and a three-year action plan for the school. The self-study team consisted of all school staff, community members, and other stakeholders who met on several occasions through out the year to help us to identify and address student needs and achievement. On May 2, 2019, ACS WASC notified LW of its decision to grant a Six-Year Accreditation with a Mid-Cycle One-day Visit through June 30, 2025.

The Visiting Committee identified the following critical areas for follow-up that are outlined in the schoolwide action plan including curriculum revisions appropriate for a rigorous and standards-aligned module-based ELA curriculum, expansion of curriculum and student programming related to college and career preparation, and increased frequency of data analysis to inform and drive instruction focused on individualized assessment of progress measuring student growth. We are continuing to use the findings of the WASC process and subsequent planning processes incorporated in the 2019-20 school year and response to the COVID-19 pandemic as outlined in our COVID Operations Report in July 2020 and in our Learning Continuity Plan adopted in September 2020.

How evidence-based practices were identified and selected for inclusion in the plan

LW is focused on re-engagement of in-crisis youth through an independent study model of instruction that blends rigor, relevance and relationship with a module-based curriculum that allows students flexibility as they make progress toward a high school diploma regardless of how many credits they have previously earned when they enroll in our school. An Individualized Learning Plan (ILP) is developed for each student when they enroll and complete an extensive intake process of transcript collection and review, math and writing assessments and surveys that ask about past educational experiences and an assets self-assessment.

Learning Works operates under the umbrella of Public Works (PW), a 501c(3) corporation headquartered in Pasadena, California that is dedicated to working with schools, government, parents and communities by providing evaluation and technical assistance services and resources to educate and inform children, youth and families. Prior to its founding, PW had engaged in multiple research and evaluation projects related to high school structural reforms and analysis of dropout prevention and intervention data, which provided support to its initial application as a charter school authorized by PUSD. As it has implemented its programming, PW research staff have provided support to the school in data collection and analysis, which has supported charter renewal, accreditation and recommendations for curricular and programmatic modifications since the school's inception.

Two of the recommendations from the What Works Clearinghouse Educator's Practice Guide Preventing Dropouts in Secondary Schools produced by the US Department of Education in September 2017 have provided key practices that are embedded in the LW CSI plan, including Recommendation 2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success and Recommendation 3: Engage students by offering curricula and programs that connect schoolwork with college and career success that improve students' capacity to manage challenges in and out of school.

How the planning process identified resource inequities and how those will be addressed through the CSI plan

Our instructional program provides students with core academic skills based on California Content Standards and is aligned to PUSD graduation requirements. LW offers a robust set of support services to all students, who after establishing an ILP are then assigned to a teacher and “Chaser” team when they enroll at LW. Chasers® are staff members who have similar life experiences as our students and provide students with the supports they need to come to school, to stay in school, and to reengage in school when they are presented with life challenges that keep them from making educational or personal progress. The allocation of resources to individualized supports was highlighted by the WASC Visiting Committee as a strength of our approach, highlighting the differentiation of instruction by the degree of one-on-one instruction students receive, providing opportunities for teachers to address unique learning styles using art and hands-on activities which support core curriculum.

LW has worked hard to maintain a balance of resources between its main campus in Pasadena and its resource center at Homeboy Industries in Boyle Heights, investing in facilities improvements and ensuring similar programming is available in both places. In addition, LW offers student support through its Pregnant and Parenting Teen program, probation liaison who helps with court and probation requirements, and tutoring available to all students who need it. The LW team has observed the difficulties that many students experience with transportation and housing in recent years and the complications of the COVID-19 pandemic, noticing that the student population that enrolls at LW is more spread out, often lacking transportation options and living in unstable or crowded housing. In addition, gaps in technology and connectivity have also been identified as a particular need, which are currently being addressed through our LCP and efforts to engage partners and donors in providing specific supports to students such as emergency needs and a pantry operating in our science center while the school is closed to instruction. Each year, we place a particular emphasis on supports for those seniors with 100 or more credits needed for graduation to stay motivated and engaged. We enroll students based on age rather than credit accumulation, thus we have a large number of seniors, but many who have few credits and have a lot of ground to make up.

Monitoring and Evaluating Effectiveness

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

How implementation of the plan will be monitored and evaluated

LW staff engages in weekly professional development on Monday mornings as a small learning community studying topics that include trauma-informed care, mental health interventions/needs, student supports, reviewing student progress and more. In reviewing the school’s DASS graduation rate, staff determined a variety of reasons for students not achieving graduation including the classification of students as seniors based on age rather than credit accumulation. With the vast majority of our students enrolling at the age of 17, 18, and up, we are addressing the CSI plan based on first examining those seniors who arrive at LW with 100 or more credits remaining to graduate, to understand their support needs, and to determine specific barriers that the teacher/Chaser teams can focus on to bridge academic gaps and assist them in focusing on learning. The CSI plan consists of implementing two priorities that were identified through the WASC self-study and examination of data related to the DASS graduation rate: (1) more focused analysis of credit accumulation on an ongoing basis throughout the school year to improve outreach and engagement in school and (2) continued improvements to curriculum modules and student experiences that blend rigor and relevance, providing an incentive for graduation and connecting to life after high school. As we have improved access to technology, we have also included the incentive of providing Chromebooks to students and for those students who graduated in 2020, we allowed them to keep their Chromebook in order to have a device easily available for potential enrollment in community college and/or to be able to find and keep a job.

LW will expand on its efforts that are typically focused in the last trimester in an ongoing basis throughout the school year to reengage with students who are close to graduation and who need additional supports to achieve this goal. This will be implemented throughout the school year based on an analysis of credit accumulation by seniors per Learning Period (LP), with five credits per LP the benchmark for making sufficient progress toward graduation.

How the effectiveness of the plan will be monitored and evaluated

LW operates on a schedule of 10 Learning Periods (LP) in three trimesters. Each LP provides staff with an opportunity to assess and monitor module attainment and to develop a plan for the students supported by each teacher/Chaser team to engage and focus on aspects of the ILP that can be accomplished in the coming LP. After the conclusion of each LP, PW staff will share an additional analysis of credit accumulation for seniors organized into various levels of credit attainment and number needed to graduate. This information will be combined with an analysis of the ongoing tracking of services provided by the LW employment counselor and completion of senior English, which requires career and college exploration, college visitations and other activities that engage students in planning life after high school. This ongoing data analysis and sharing among the teacher/Chaser teams will be assessed to better understand the connections between this outreach and how that is related to progress toward graduation among our seniors.

Stakeholder Engagement

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

The development of the LCAP incorporated the input from parents, teachers and school staff through surveys, in-person one on one meetings, staff meetings and by management staff providing reflections about the strengths and areas to focus from the 2020-21 school year and the student community needs identified as highest priority for summer of 2021 and the opening of the school year in 2021-22. In addition, a student wellness/feedback survey, a student STEM learning survey, a survey of graduating seniors and a parent survey were also collected as part of the stakeholder engagement process. Board meetings continued to be held via Zoom at least monthly, where updates on the reporting and plan development process were provided.

A summary of the feedback provided by specific stakeholder groups.

Staff feedback regarding the areas of the curriculum to focus on have consistently been English language arts followed by social studies. The next priorities identified by staff for updating include performing arts, career exploration, health and computer literacy/technology. Math and science have been identified as the areas which are lower priorities for updating/revisions. The curriculum inventory to be conducted in summer 2021 will provide a roadmap for updating and upgrading instructional materials, module content/embedded assessments (projects), and experiences (labs and field trips) during the next three years. Staff feedback regarding personal and professional growth priorities in the fall 2021 emphasized how much they were looking forward to a return to in-person activities and to see more students active and engaged on campus. While staff concluded the school year with a high level of morale and appreciation for the transition that is underway after the pandemic, they are looking forward to a school year where they can focus both on students and their own personal wellness and health needs. In addition, staff indicated that they are looking forward to the leadership of a new principal and the transition of school responsibilities under this structure. Student and family feedback indicates a great deal of comfort with the school staff and educational program that they participated in during this school year. However, throughout the pandemic, our staff has seen our students and families having to adapt to this new mode of learning. With increased home visits and delivery of needed supplies, technology and emergency support, students expressed how supported they feel by Learning Works staff. However, when asked about virtual learning in our wellness survey, a large percentage felt distracted at home (59%); felt depressed, stressed or anxious (35%); an increase in family responsibilities (28%); or had obstacles in personal relationships (25%). While 80% indicated there is at least one adult at the school willing to help with a personal problem, small percentages were not sure (17%) or said no (3%). All (100%) agreed that the school's adults respect people from different backgrounds (different races, ethnicities and genders). When asked in an open-ended question about challenges with learning at home, some students indicated they were able to stay focused and enjoyed or managed learning from home, many indicated difficulties in staying focused and understanding the curriculum content without in-person supports.

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

The individual reflections on the school year and staff personal and professional goals for the upcoming school year and into the future provided us with a sound sense of the priorities for moving forward. The LCAP prioritizes an emphasis on school community wellness while re-engaging in a focus on how to improve our instructional program and improved measurement of student outcomes to assess schoolwide performance. Information obtained from stakeholder input of staff and families and for the development of the Expanded Learning Opportunities grant plan influenced the development of Goal #4 (staff participation and growth in professional learning) and Goal #5 (learning community wellness and organizational health) resulting in additional support positions of a Wellness coordinator, probation student case manager, and mental health provider included in the budget. In addition, the plan prioritizes supporting and regularly checking in on individual professional development and education/credential development plans for school staff, and the re-opening of in-school and after-school programming through Community Works to enhance student engagement. Actions under Goals #1-3 (literacy, math/analysis, and college/career development) will each incorporate the expansion of technology and support for connectivity that occurred as a result of the transition to distance learning. Chromebooks, using the Zoom platform for individual and group instruction and other online supports enhanced the experience of students and staff and will become part of the plan that results from the curriculum inventory and prioritizing process that will begin this summer.

Goals and Actions

Goal

Goal #	Description
1	Improve student literacy and language skills to support self-expression

An explanation of why the LEA has developed this goal.

This goal was selected to encompass one aspect of the LW instructional framework of rigor, relevance and relationship and a key aspect of measurement of student outcomes at the individual level and for the school as a whole. Identification of this goal will help us to frame the adoption of new textbooks, instructional materials, and assessments in ELA and social studies curricular areas and in writing/expression across the curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Implementation of State Standards	Met				100%
CAASPP ELA	31% Nearly Met or above				50% Nearly Met or above
Student performance at or above grade level in writing/ELA	52%				75% scoring a 3 or 4 on writing rubric
IReady or STAR E reading assessment	--				10% above baseline
ELPAC	51% Level 3 or 4				65% Level 3 or 4

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA Materials & Assessment Adoption	Direct instructional team in adoption of English language arts textbook, novels and instructional and assessment materials to continue to provide historically underserved students with opportunities to improve reading comprehension, writing and achieve grade level performance while enrolled at Learning Works.	\$360,188.00	No
2	Revise and update learning experiences	Implement a comprehensive review of curriculum and assessment and update labs, small group, and field trips for return to in-person learning to engage high poverty youth in a rigorous and relevant course of study.	\$120,060.00	Yes

3	ELD standards and instructional supports	Direct instructional team in study, analysis and implementation of ELD standards and instructional support materials to incorporate evidence-based strategies to improve the reading and writing skills of English Learners through ELA modules and as other curriculum areas are updated.	\$120,063.00	Yes
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Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Improve student mathematics and information analysis skills to support reasoning and decision-making processes

An explanation of why the LEA has developed this goal.

This goal was selected to encompass one aspect of the LW instructional framework of rigor, relevance and relationship and a key aspect of measurement of student outcomes at the individual level and for the school as a whole. Articulation of this goal is to help us make improvements in the curricular areas of science, mathematics, health and others to assess student progress and to identify additional measures if needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024

Implementation of State Standards	Met				100%
CAASPP Mathematics	5% Nearly Met				20% Nearly Met
MDTP Algebra Readiness	32%				Measure to be replaced in 2021-22
IReady or STAR E Mathematics	--				10% above baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Review math modules and assessments	Direct instructional team in review of mathematics curriculum modules and assessment strategies to provide historically underserved students with opportunities to improve and engage in rigorous mathematics curriculum to achieve grade level performance while enrolled at Learning Works. Expand review to other curricular areas such as science and health in subsequent school years.	\$360,288.00	No
2	ELD standards and instructional supports for mathematics	Direct instructional team in study, analysis and implementation of ELD standards and instructional support materials to incorporate evidence-based strategies to improve the math and analysis skills of English Learners through incorporation of strategies in module-based curriculum.	\$120,060.00	Yes
3	Tutoring and individualized supports	Enhance tutoring program under Title I supports to incorporate curriculum and assessment strategies as adopted by the instructional team.	\$120,063.00	Yes

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	College and Career Readiness and Workforce Development Pathways/CTE

An explanation of why the LEA has developed this goal.

This goal was selected to support preparation of and ongoing support to our students as they approach graduation. LW has established many key supports in this area including career exploration in middle school and as high school elective credit and has incorporated many additional components in its senior English course required for graduation. Articulation of this goal will allow us to develop new courses and options for students including CTE in arts and communication and online courses piloted based on student career interests.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
% of graduating seniors identifying a career goal or direction	70%				90%
% of graduating seniors planning to enroll in college	78%				85%
#/% of middle school students completing career exploration modules	15				100%
# of students that attain LW CTE credit	0				40
Norm Day Graduation Rate	38%				50%

Actions

Action #	Title	Description	Total Funds	Contributing
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1	CTE course development	Work with CTE credentialed art instructor to establish an introductory and advanced course sequence in arts and communication pathway; instructor will engage at least 10 students in course sequence per year and provide 5 in-person instructional experiences each learning period.	\$120,063.00	Yes
2	CTE course development Stride online learning	Engage in pilot CTE program with Stride online learning to offer medical assisting and entrepreneurship courses to LW students based on identified areas of interest.	\$120,063.00	Yes
3	College & Career Services	Continue to provide a robust college and career counseling program including job search and placement, college field trips, FAFSA completion for all graduating seniors, middle school career exploration and senior project career development support. College and career counselor will engage with school staff monthly and incorporate Homeboy Youth Reentry services for students at both sites.	\$120,063.00	No

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Create an environment where all staff participates and grows in their professional and work lives

An explanation of why the LEA has developed this goal.

This goal was selected to emphasize professional learning for all school staff. Individualized support for credential, bachelor's level, community college and other areas of personal and professional interest among teaching and classified staff will support staff morale and professional growth. In turn, this will enhance what we are able

to offer students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Teachers fully credentialed and appropriately assigned	100%				100%
# of teachers with emergency sub credential	3				0
Support classified and/or credentialed staff pursuing bachelors degree or college enrollment or additional education	5				5 with additional credits attained or graduated from program

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional learning	Engage staff in the development of a professional learning calendar based on curricular priorities identified in LCAP goals for Monday PD facilitated by principal and including guest speakers and consultants identified to support identified goals.	\$240,125.00	Yes
2	Individualized PD	Work with each staff member to identify a conference or other professional learning activity each year to enhance and build professional capacity and achieve individual learning goals.	\$120,063.00	No

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
5	Support the wellness of all members of the learning community and continue to improve and build a healthy organization

An explanation of why the LEA has developed this goal.

This goal was identified based on the experiences of the past two school years and the realization that a focus on all members wellness (staff, students, families, partners and supporters) is necessary to balance work, family and community so that we can continue to grow and develop as an organization.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
ASSETS Survey Care about Education	68%				75%
ASSETS Survey Feel good about school	76%				80%
ASSETS Survey Mental and moral framework	69%				75%
Staff Wellness Survey & Indicator	--				15% above baseline
Parent Satisfaction/Engagement	78% quite or extremely satisfied				90%
ADA as a percentage of total enrollment	59%				65%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Wellness Program	Revise health modules and expand wellness offerings in health courses and offer weekly schedule of optional wellness activities including meditation, yoga, healthy living, healing arts, hiking and biking clubs, and movement. All staff and students will be encouraged to participate in activities while present at school.	\$305,421.00	Yes
2	Parent engagement and supports	Adapt parent engagement and provide family supports based on lessons learned during pandemic including home visits, delivery of emergency food and supplies, curriculum, technology and project supplies; incorporate parent engagement in 2021-22 Community Works re-opening plans for community wellness (garden, clubs, after school and other opportunities for students)	\$120,063.00	No

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.5%	\$467,470.00

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.

Learning Works is a single independent charter school with a main campus in Pasadena and a resource center located at Homeboy Industries on First Street in Boyle Heights. We operate as a single school, with a single model for implementation of school programming. On average our low income rate is 90% or above (lowest historically has been 88%). Our practice is to budget funding equitably across the two locations where student needs are prioritized in our model of relationship, relevance and rigor. This includes additional staffing, counselors, mental health, foster care, and probation coordination and outreach to community partners and donors to support our population.

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

The needs of foster youth, English learners and low-income students have been prioritized through the actions related to curricular enhancements and professional learning, the acquisition and distribution of technology; an emphasis on customizing educational priorities in the ILP and matching students to an appropriate teacher/Chaser team to maximize engagement and progress toward graduation. We have developed a tailored approach to foster youth, which includes having the Director of Accountability working closely with three of our local group homes. A thorough review of the pupils academic records and his/her Health and Education is done during the student's initial enrollment. Our staff works hard to locate any missing records the student may not have as a result of frequent transitions. Our counselors are also support systems as the pupils transfer into transitional and independent living programs once they graduate or turn 18.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,399,339.00	\$197,043.00	\$584,582.00	\$165,619.00	\$2,346,583.00	\$1,701,250.00	\$645,333.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ELA Materials & Assessment Adoption	All	\$147,059.00	\$25,000.00	\$188,129.00	\$0.00	\$360,188.00

1	2	Revise and update learning experiences	Low Income	\$90,060.00			\$30,000.00	\$120,060.00
1	3	ELD standards and instructional supports	English learner (EL)	\$120,063.00				\$120,063.00
2	1	Review math modules and assessments	All	\$147,159.00		\$183,129.00	\$30,000.00	\$360,288.00
2	2	ELD standards and instructional supports for mathematics	English learner (EL)	\$107,464.00		\$12,596.00		\$120,060.00
2	3	Tutoring and individualized supports	Foster Youth, Low Income	\$58,444.00			\$61,619.00	\$120,063.00
3	1	CTE course development	Low Income	\$120,063.00				\$120,063.00
3	2	CTE course development Stride online learning	Low Income	\$100,063.00			\$20,000.00	\$120,063.00
3	3	College & Career Services	All	\$49,020.00	\$22,043.00	\$25,000.00	\$24,000.00	\$120,063.00
4	1	Professional learning	English learner (EL), Low Income, Foster Youth	\$156,483.00		\$83,642.00		\$240,125.00
4	2	Individualized PD	All	\$49,020.00	\$20,000.00	\$51,043.00		\$120,063.00
5	1	School Wellness Program	English learner (EL), Foster Youth, Low Income	\$205,421.00	\$100,000.00			\$305,421.00
5	2	Parent engagement and supports	All	\$49,020.00	\$30,000.00	\$41,043.00		\$120,063.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$958,061.00	\$1,265,918.00
LEA-wide Total:	\$958,061.00	\$1,265,918.00
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Revise and update learning experiences	LEA-wide	Low Income	All Schools	\$90,060.00	\$120,060.00
1	3	ELD standards and instructional supports	LEA-wide	English learner (EL)	All Schools	\$120,063.00	\$120,063.00
2	2	ELD standards and instructional supports for mathematics	LEA-wide	English learner (EL)	All Schools	\$107,464.00	\$120,060.00
2	3	Tutoring and individualized supports	LEA-wide	Foster Youth, Low Income	All Schools	\$58,444.00	\$120,063.00
3	1	CTE course development	LEA-wide	Low Income	All Schools	\$120,063.00	\$120,063.00
3	2	CTE course development Stride online learning	LEA-wide	Low Income	All Schools	\$100,063.00	\$120,063.00
4	1	Professional learning	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$156,483.00	\$240,125.00
5	1	School Wellness Program	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$205,421.00	\$305,421.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$61,619.00				\$104,000.00	

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	Revise and update learning experiences					\$30,000.00		\$120,060.00
2	1	Review math modules and					\$30,000.00		\$360,288.00

		assessments							
2	3	Tutoring and individualized supports	\$61,619.00						\$120,063.00
3	2	CTE course development Stride online learning					\$20,000.00		\$120,063.00
3	3	College & Career Services					\$24,000.00		\$120,063.00

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 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	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 2020–21 .

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 2020–23 LCAP from the 2017–20 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.