

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
Allegiance STEAM Academy - Thrive	Sebastian Cogna CEO	sebastian.cogna@asathrive.org 9094655405

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

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

Goal 1

All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

7

8

Local Priorities: STEAM-based Education

Annual Measurable Outcomes

Expected	Actual
Fully credentialed staff in core content areas	Fully credentialed staff in core content areas 100% credentialed staff in core content areas
All students will have access to printed and/or digital instructional materials that are aligned to State Standards	100% of students have access to printed and/or digital materials aligned to standards
All students will gain academic content knowledge through the implementation of CCSS and NGSS.	implementation of CCSS and NGSS. Students receive instruction aligned to CCSS and NGSS daily
Eligible students participate in tiered interventions	Students requiring reading intervention have been identified, are receiving interventions, and are progress monitored.
ASA Thrive students will achieve comparable results of the comparison public schools on CAASPP, CAST, and PFT.	In 2018-19 (the only year for which assessment data was collected) ASA Thrive students achieve higher results than comparison schools on CAASPP and CAST. Due to the COVID-19 suspension of CAASPP , 2019-20 results are not available for comparison.
English Learners progress towards proficiency as measured by the ELPAC.	Due to the COVID-19 pandemic, ELPAC data was not collected in the spring of 2020.
All students will enroll in core and non-core subject areas at all grade levels, including STEAM, World Language and Music/Drama.	100% of students participate in non-core classes.
All students conduct research, publish and present using technology.	100% of students researched, published, and presented using technology.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Use a comprehensive screening, interviewing and hiring process	95% of hired teachers highly qualified to teach in their positions	\$1,500
Instructional materials purchased will be aligned to State Standards	\$93,514	\$71,478
Provide devices to ensure access to instructional materials at school and home	\$183,665	\$91,663

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide intervention, enrichment, and standards-aligned instruction with standards-aligned materials	\$4,000	\$3,800
Design schedule to ensure all students receive access to core and non-core subject courses.	\$0	\$0

Goal Analysis

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

The actions and services were implemented to support achievement of Goal 1 in a year in which our learning model was disrupted substantially due to COVID-19 school closures and distance learning. Ensuring daily access to learning was the priority as the overwhelming majority of teaching and learning shifted to distance learning for most of the students for most of the year. Devices for student use from home were procured as was the technology to support hybrid and in-person models that allowed teachers to simultaneously teach students attending in-person as well as those learning from home.

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

Successes: The successes include the relatively short time ASA needed to transition from distance learning to hybrid and to in-person models. Additionally, students had daily live interaction with their teachers on every day of this school year as well as dating back to March 16, 2020, the first weekday after statewide COVID-19 school closures.

Challenges: Offering enrichment courses via Distance Learning was a challenge. To optimize core content teaching and learning, enrichment courses were taught exclusively via recorded lessons. While this allowed families flexibility on when to access enrichment courses, it did prohibit live interaction between students and their enrichment teachers. Furthermore, developing stand-alone enrichment lessons that were engaging and rigorous while remaining accessible to all students learning from home presented unique challenges, as well. Assessing students reliably was also a challenge brought upon by distance learning.

Goal 2

Allegiance STEAM Academy Thrive will provide stakeholders access to real-time relevant information regarding school operations, finances, governance and student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Community Involvement

Annual Measurable Outcomes

Expected	Actual
Host a minimum of two stakeholder events/activities per trimester	Monthly stakeholder events were held, including School Site Council and Parent/Guardian surveys.
Host a minimum of one parent information meeting per trimester	More than one parent information meeting per trimester were held in the 2019-20 school year, namely in the form of Conversations with the Community.
Solicit stakeholder input at least once per trimester	Each trimester, a minimum of one stakeholder survey, was administered.
Hold a minimum of six School Site Council meetings.	Six School Site Council meetings were held in 2019-2020.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Schedule and host parent events(2/trimester)	\$8,000	\$7,800
Hold School Site Council Meetings/LCAP Stakeholder Meetings	\$2,000	\$2,000
Provide parents access to real-time attendance and achievement data using Illuminate Education Parent Portal	\$14,000	\$14,000

Goal Analysis

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

The funds, although minimal, not used for the aforementioned Actions/Services were used to ensure all students were able to access school once the school had to close and transition to Distance Learning.

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

Successes- Allegiance was able to continue providing families real time information regarding school operations, finances, governance and student learning despite the need to close and immediately transition to Distance Learning. Conversations with the Community received strong attendance throughout the year and only increased once the school transitioned to Distance Learning as they were conducted remotely. Board meetings also remained well-attended and seamlessly transitioned to a virtual platform. Seesaw, a school:classroom:home communication tool, helped parents stay connected to their students' assignments and classroom updates. Illuminate's Parent Portal provided real time access to grades, as well.

Challenges- The closure due to the pandemic required ASA to immediately transition to exclusively communicating digitally and virtually with the community. For families who preferred in-person access, whether it was physically attending board meetings or other meetings, this posed an additional challenge to an already trying time when many families were disrupted by job furloughs, layoffs and a great deal of uncertainty surrounding the pandemic.

Goal 3

Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.

State and/or Local Priorities addressed by this goal:

State Priorities:

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Local Priorities: Safe School Environment

Annual Measurable Outcomes

Expected	Actual
Attendance Rate of over 96%	2019-20 Attendance rate of 96.2%
Percentage of students that feel safe and support at school.	2019-20 data not available due to spring 2020 school closure.

Expected	Actual
Suspension Rate of less than 1%	In 2019-20, the suspension rate was 1%.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement an attendance notification practice including home contact, excessive absences/tardies, and SARB process	14000	9000

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 funds that were not implemented were used to support the immediate transition from classroom-based to distance/remote learning in the spring of 2020.

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

The successes involved the use of Seesaw, a school to home communication tool that is intuitive to use for students, parents, and teachers.

The challenges involved a lack of centralization in Seesaw and the inability of our Student Information System to deliver a reliable school to home communication portal for parents to access real-time attendance data.

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
A leadership team of teachers, with expertise in instructional technology and a multi-tiered system of supports, to support teacher professional development, data analysis, and lesson planning and delivery.	\$10400	\$10400	Y
Personal protective equipment, plexiglass shields, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask-wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	\$10000	\$28276	N
Additional Custodial Staff hired to implement cleaning, disinfecting, sterilizing protocols across campus.	\$38000	\$38000	N
Instructional Software specifically for Distance Learning, Hybrid, and Home-based learning models.	\$2600	\$44121	Y
Administrators, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.	\$1000	\$22000	N
Administrators, teachers, and staff create and implement a hybrid learning model that includes four, half days of in-person learning and a full in-person model that includes five days of in-person learning. Included in both are daily live interactive instruction, independent work, and weekly tier II instruction blocks for students with specific intention targeted toward the needs of those who have not yet met academic standards.	\$1500	\$1500	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.

The substantive differences between planned and budgeted expenditures for PPE and other materials to prepare the school for in-person learning and the actual expenditures can be attributed to the quality and quantity of PPE purchased, the necessary facilities upgrades, as well as the extent of instructional software required to provide high quality distance, hybrid, and home-based learning options.

Analysis of In-Person Instructional Offerings

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

The successes included ASA's ability to quickly transition between models and the continuity of high quality teaching and learning regardless of model.

The challenges were largely due to frequent revisions to reopening criteria, as well as health guidance that restricted the amount of students that could be in classrooms at a given time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional hotspots purchased to ensure access for all students.	\$ 3,314.16	\$ 3,314.16	Y
Digital software to support pupils with unique needs (Launch to Literacy for ELD; n2y Unique Learning System for Special Education)	\$1,054.51	\$1054.51	Y
Instructional Technology to support access to curricula, including document cameras, monitors.	\$4,406.15	\$4406.15	Y
Additional chromebooks purchased to ensure access to students	\$59000	\$59000	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.

n/a

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:

- Continuity of Instruction: Dating back to March 13, 2020, continuity of instruction was provided for all ASA students. ASA didn't miss a day of instruction for all students.
- Access to Devices and Connectivity: Any student requiring internet access was provided a WiFi hotspot.
- Pupil Participation and Progress: Attendance during Distance Learning was over 95% school-wide. NWEA MAP results indicate that learning loss, while present, was relatively low as compared to NWEA MAP national norms.
- Staff Roles and Responsibilities: ASA staff remained flexible and adapted to frequent changes swiftly.
- Support for Pupils with Unique Needs: Small group and one-on-one supports were provided for students with unique needs.

Challenges:

- Access to Devices: A supply chain disruption delayed the arrival of chromebooks. All students requiring a device were able to receive one but some had to use personal devices until the delayed shipment arrived.
- Professional Development: Given the high demands of the distance learning program, professional development opportunities were limited in 2020-21.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
An assessment system in reading and mathematics for students that provides information on student learning loss, progress, and interventions that target individual needs. This is an improved service for students as it identifies the individual students who are at great risk of experiencing learning loss.	\$2382	\$2382	Y
A Student Support Team (SST) that identifies and supports students who exhibit academic or behavioral problems by providing early systematic assistance to students and to connect them to appropriate interventions and supports.	\$1500	\$2000	Y

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

n/a

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:

- the use of pre-existing screeners to identify students currently not making adequate progress.
- high quality intervention instruction targeted to identified student needs.

Challenges:

- high levels of absenteeism among several students having experienced significant learning loss.

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:

- a quality screening process to identify students experiencing mental health challenges.
- access to Care Solace, a resource for all stakeholders to find suitable mental health resources in the community.
- SEL lessons provided several times per week
- effective and timely counseling provided by school psychologist.
- virtual school assemblies to build community and connections.

Challenges

- the limited opportunities for social interaction for many students while in distance learning

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:

- providing a high quality program pupils and families were motivated to engage in.
- the implementation of a 3-tiered re-engagement strategy for students experiencing absenteeism.
- high participation in frequent virtual community events to inform and update the community

Challenges:

- for families for which engagement and outreach was a challenge before the pandemic, the circumstances of the pandemic only widened the disconnect.

Analysis of School Nutrition

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

The ASA Food Services school nutrition program for the 2020-21 school year has consisted of Grab N Go meals, with the addition of on campus meals which began in April.

Successes: Meals, both breakfast and lunch, have consistently been provided since the onset of the 2020-2021 school year. Food Services has maintained a safe environment in both preparing meals for pickup, meals onsite, and internal successes with staff health and site cleanliness. Health Inspections and Food Representatives have been onsite to review all procedures and positive feedback was received. The onsite meal program available for students in the extended day program has operated following all required safety protocols and ensuring availability to all students interested in participating.

Challenges: Safety precautions are a constant as the department works to ensure both staff, students, and families are safe. Procedures were modified to ensure all required safety protocols were being followed. The ordering of meals has been a challenge mostly in part to avoid the waste of food. Due to the current environment, school scheduling, and parents working hours we have provided pickup times that accommodate all parties involved. Providing both Grab N Go meal pickup and onsite campus service posed great concern due to overlap of pickup and service times. Our staff have been able to work with the community to ensure that meals are always available when needed and a willingness to accommodate has been offered.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Pupil Engagement and Outreach	Use of technology and services to connect families to school resources	\$5150	\$4000	Y
Mental Health and Social and Emotional Well-being	Mental health and SEL instructional resources were procured to support Mental Health and Social and Emotional Well-being of all students.	\$3500	\$1500	Y
Pupil Learning Loss	Instructional Aide/Proctors' reassigned as Paraprofessionals; allowed students to receive more intensive and targeted academic support.	\$6000	\$6500	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribution
Distance Learning	Administration and Leadership Team support teachers to assist with program implementation, data collection, intervention, and progress monitoring.	\$10400	\$11400	Y
n/a	ASA recruits and hires highly qualified general/special education teachers and provides a one and two-year induction program to mentor and develop those new to the profession.	\$6000	\$5600	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.

Implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP significantly. The reliance of tools that will keep students connected while away from school will receive a higher degree of importance in the LCAP. Social Emotional Learning and Mental Health will also be prominent in the LCAP due to the heightened level of mental health and social emotional needs as a result of the pandemic.

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

Learning loss will be assessed and identified through the use of high quality comprehensive assessments. Addressing learning loss through the use of interventionists and ELD instructors are included in the LCAP.

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.

There are no 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 as the efforts are coordinated.

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

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

The student outcomes specified in the 2019-20 LCAP and in the 2020-21 Learning Continuity and Attendance Plan have directly informed the development of the LCAP. The goals specified in the 2019-20 LCAP remain unchanged. However, the means to help achieve the goals have been informed by the implications of having implemented both the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional

Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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
Allegiance STEAM Academy - Thrive	Sebastian Cogna CEO	sebastian.cognetta@asathrive.org 9094655405

Plan Summary 2021-24

General Information

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

Allegiance STEAM Academy Thrive (ASA Thrive) was established in 2018 for students in grades Transitional Kindergarten through 8th grade in the Chino Valley and surrounding communities by a group of

parents desiring school choice in their community. ASA Thrive operates under the authority of the Chino Valley Unified School District and is a STEAM-focused school complemented with World Languages, including Spanish and Mandarin.

The mission is to teach students the academic, social-emotional, and character skills needed to be college and career ready. ASA Thrive students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

The vision of ASA Thrive is establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. Allegiance STEAM Academy Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, Allegiance STEAM Academy Thrive will be a change agent in the community.

ASA Thrive's students are as diverse as the community we serve. Enrollment by ethnicity for the 2020-21 students included 810 students, as follows: African American: 3.7%; Asian: 18%; Filipino: 2.6%; Hispanic: 55.7%; White: 14.9%, Two or More Races: 1.4%; Not Reported: 3.2%.

We are ASA Thrive. We are part of the fabric of public education in the Chino Valley. We believe a STEAM-focused education provides students the competitive edge in future STEAM-related careers as well as those careers outside of the expanding STEAM umbrella. We take pride in providing a high-quality education for every child.

Reflections: Successes

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

A complete dashboard for ASA Thrive is not yet available as the school opened in 2018-19 and CAASPP scores are only available for this first year.

ASA Thrive administered the NWEA MAP for Math and Language Arts in the spring of 2021. Mean RIT scores for ASA Thrive students are proximal to the national normed RIT scores for NWEA MAP.

Nationally normed RIT scores were developed prior the pandemic while ASA Thrive administered MAP after nearly a year in disrupted learning due to the pandemic.

While analysis is limited due to the aforementioned factors, recent MAP scores substantiate that student learning occurred at high levels regardless of the disruptions brought upon by the pandemic.

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.

Local Data (NWEA MAP) indicate that performance gaps among student groups exist. Asian and white students' median RIT scores were higher than that of African American, Hispanic, and students with disabilities in Math and Language Arts.

The steps to address the identified needs include:

- professional development in adopted materials, backwards design, STEAM education
- adoption of evidence-based instructional materials
- targeted intervention in reading and math
- counseling services
- Dedicated ELD instructor(s)

LCAP Highlights

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

The LCAP features to be emphasized is the priority placed in providing targeted support to students identified as having the greatest disruption to their learning through the pandemic as well as those who perform below grade level benchmarks. The targeted supports are to be provided by dedicated interventionists, a school counselor, and dedicated ELD instructor(s).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The process for engaging stakeholders through the development of the LCAP was deliberate and thoughtful. Opportunities for stakeholder input on the school's priorities, strengths, and areas of growth were frequently provided in various formats. The formats ranged from meetings to surveys frequently used throughout the year. Multiple opportunities for stakeholder input were provided including public hearings for the Learning Continuity Plan, the COVID-19 Operations Report, and other Reopening Plans were held.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders were largely content with ASA's program for the 2020-21 school year with 84% of parents reporting that they are highly satisfied with the quality of the program, both Distance Learning and In-Person. The commonly-identified areas of growth are in the STEAM-based program and ASA's ability to adequately challenge students performing above grade-level expectations.

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

Stakeholder input specifically influenced several aspects of the LCAP, including the need to prioritize STEAM education for all students as well as dedicated certificated staff to providing high quality interventions. Staff indicated the importance of supporting differentiation for all students as an aspect of the LCAP, as well.

Goals and Actions

Goals

Goal #	Description
Goal 1	All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.

An explanation of why the LEA has developed this goal.

The goal was developed as it explicitly articulates the mission of ASA Thrive as articulated in our charter petition. The goal also encompasses State Priorities 1: Basic Services, 2: Implementation of State Standards, 4: Student Achievement, 7: Course Access, and 8: Student Performance.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Fully-Credentialed Staff per Credential Status per the California Commission on Teacher Credentialing	100% of General and Special Education teachers credentialed. 33% of Enrichment/Non-core Teachers credentialed.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of General and Special Education teachers credentialed. 100% of Enrichment/Non-core Teachers credentialed.

Students will perform at or above the performance levels of comparison schools per CAASPP.	2018-19: ELA: 65.5% met or exceeded standard for ELA Math: 53.84% met or exceeded standard for Math	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ELA: 85% meet or exceed standard for ELA Math: 80% meet or exceed standard for Math
Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.	Spring 2021 Mean RIT Scores: Math: 3rd Grade: 193.6 4th Grade: 203.9 5th Grade: 213.8 6th Grade: 219.4 7th Grade: 223.4 8th Grade: 232.4 Reading: 3rd Grade: 192.2 4th Grade: 203.4 5th Grade: 211.7 6th Grade: 218.5 7th Grade: 219.9 8th Grade: 226.1 Language	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Mean RIT Scores: Math: 3rd Grade: 202 4th Grade: 212 5th Grade: 220 6th Grade: 225 7th Grade: 230 8th Grade: 235 Reading: 3rd Grade: 200 4th Grade: 208 5th Grade: 215 6th Grade: 222 7th Grade: 225 8th Grade: 230 Language Usage: 3rd Grade:

	<p>Usage:</p> <p>3rd Grade: 191.5</p> <p>4th Grade: 202.6</p> <p>5th Grade: 209.4</p> <p>6th Grade: 216.2</p> <p>7th Grade: 215.3</p> <p>8th Grade: 221.8</p>				<p>202</p> <p>4th Grade: 208</p> <p>5th Grade: 215</p> <p>6th Grade: 220</p> <p>7th Grade: 220</p> <p>8th Grade: 225</p>
Eligible students will participate in tiered interventions for Math and Reading	<p>In reading, students are identified, receive interventions, and are progressed monitored. In math, students receive classroom differentiation to meet intervention needs.</p>	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>100% of students eligible for reading or math intervention receive it from dedicated interventionist and/or general education teachers. 85% of students exit interventions within 2 years.</p>
English Learners progress towards proficiency as measured by the ELPAC.	<p>2019-20: 23.81% of students re-designated as Fluent English Proficient.</p>	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<p>45% of students re-designated as Fluent English Proficient.</p>

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Hiring Protocol	A comprehensive hiring process that results in highly-qualified educators prepared to meet the rigorous expectations placed on them at ASA Thrive.	\$3,149,348.00	No
Action #2	Instructional Materials	Evidence-based instructional materials to provide STEAM-aligned and Standards-based teaching and learning to all students.	\$376,836.00	No
Action #3	Intervention	Interventionists and ELD Instructor(s) provide targeted intervention to students not meeting grade level benchmarks and those having experienced significant disruption to learning in the 2020-21 school year.	\$564,211.00	Yes
Action #4	Professional Development	Professional Development opportunities: - STEAM: All teachers provide rigorous and interdisciplinary STEAM experiences through the Engineering Design Process. - Instructional Materials: All teachers implement adopted instructional materials to fidelity.	\$30,000.00	Yes
Action #5	Expanded Learning-Summer School	Through the Expanded Learning Opportunities Grant Plan, ASA Thrive will provide a summer school program prioritizing students with disabilities, English Learners, and those who were identified as having experienced the most disruption to their learning due to the pandemic.	\$140,387.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Allegiance STEAM Academy Thrive will provide stakeholders access to real-time relevant information regarding school operations, finances, governance and student learning.

An explanation of why the LEA has developed this goal.

This goal aligns to State Priority 3: Parental Involvement as well as the local priority articulated in our charter petition to provide high quality community engagement and involvement.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Host a minimum of virtual and/or in-person stakeholder events per trimester.	In 2020-21, monthly stakeholder events, Conversations with the Community, were held virtually with approximately 10-15% of parents attending, regularly.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Monthly stakeholder events are held with an average attendance of 35% of parents attending, regularly.
Provide a minimum of one academically-centered parent information meeting per trimester.	In 2020-21, the first and second trimesters included academically-centered information meetings for parents with 90% of parents attending.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	In each of the trimesters, academically-centered information meetings for parents are held with 95% of parents attending.

Solicit stakeholder input once per semester via survey.	In 2020-21, stakeholder surveys were conducted at least once per trimester with approximately 40% stakeholder participation.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Conduct stakeholder surveys at least once per trimester with 75% stakeholder participation.
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Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Survey Data	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	\$2,500.00	No
Action #2	School Site Council	Hold School Site Council Meetings in order to inform proposed expenditures of funds allocated through the Consolidated Application.	\$500.00	Yes
Action #3	Parent Portal	Provide parents access to real-time attendance and performance data through Student Information System.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributin
Action #4	Parent Events	Schedule monthly parent events to update stakeholders and showcase student learning and achievement.	\$8,000.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
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Goal 3	Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.
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An explanation of why the LEA has developed this goal.

The goal was developed to articulate the local priorities evident in our charter petition to provide a safe school environment as well as the State Priorities 5: Pupil Engagement and 6: School Climate.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Attendance Rate of 96% or greater.	Attendance rate in 2020-21 was 95.5%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Attendance rate of 96% or greater.
Percentage of students that feel safe at school.	2020-21 Stakeholder survey indicated that 94% of respondents agree that ASA prioritized the well-being of its students during the 2020-21 school year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of respondents indicate that ASA provides a safe learning environment for all students.

Percentage of students that feel supported at school.	2020-21 Stakeholder survey indicated that 92% of respondents feel their student is supported at school.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of respondents indicate that ASA provides appropriate support to students.
Suspension Rate less than 1%	Suspension Rate 2018-19: 0.6% 2019-20: 1% 2020-21: 0.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Suspension Rate of less than 1%

Actions

Action #	Title	Description	Total Funds	Contribution
Action #1	Attendance Notification	Implement an attendance notification practice including home contact, excessive absences/tardies, and SARB process	\$48,397.00	Yes
Action #2	School Climate Survey-Students	Conduct a Fall and Spring School Climate Survey for students	\$3,000.00	No

Action #	Title	Description	Total Funds	Contribution
Action #3	Mental Health and Social Emotional Learning Support	Provide school-wide and targeted mental health and social emotional learning support for students aligned to the American School Counselor Association's National Model.	\$1,585,827.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.61%	\$509,638.00

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.

The identified needs of foster youth, English Learners and low-income students were prioritized in the development of goals, outcomes, and actions and remain consistent with the elements in ASA's charter petition.

The actions developed to meet the goals are derived from empirical evidence and responsive to the priorities and needs of the ASA community.

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

ASA is expending funds on a schoolwide basis which include all unduplicated students. The goals and actions are aimed toward increasing the academic achievement of all ASA students and engaging parents and community partners through education, communication and collaboration that promote

student success.

Increased:

- access to high-quality interventions
- mental health and social emotional learning support
- parent access to school information

Improved:

- professional development in STEAM, instructional materials
- instructional materials implementation

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Hiring Protocol	All	\$3,149,348.00	\$0.00	\$0.00	\$0.00	\$3,149,348.00
1	2	Instructional Materials	All	\$13,152.00	\$170,145.00	\$0.00	\$193,539.00	\$376,836.00
1	3	Intervention		\$0.00	\$364,435.00	\$0.00	\$199,776.00	\$564,211.00
1	4	Professional Development		\$0.00	\$16,600.00	\$0.00	\$13,400.00	\$30,000.00
1	5	Expanded Learning-Summer School		\$0.00	\$140,387.00	\$0.00	\$0.00	\$140,387.00
2	1	Survey Data	All	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
2	2	School Site Council	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
2	3	Parent Portal	All	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
2	4	Parent Events	All	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00
3	1	Attendance Notification		\$48,397.00	\$0.00	\$0.00	\$0.00	\$48,397.00

3	2	School Climate Survey-Students	All	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
3	3	Mental Health and Social Emotional Learning Support		\$517,769.00	\$872,463.00	\$0.00	\$195,595.00	\$1,585,827.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,742,666.00	\$1,564,030.00	\$0.00	\$612,310.00	\$5,919,006.00

Total Personnel	Total Non-Personnel
\$5,276,752.00	\$642,254.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Intervention	Limited	English Learners, Foster Youth, Free/Reduced Eligible	ASA Thrive	\$0.00	\$564,211.00
1	4	Professional Development	Schoolwide	English Learners, Foster Youth, Free/Reduced Eligible	ASA Thrive	\$0.00	\$30,000.00

1	5	Expanded Learning-Summer School	Limited	English Learners,	ASA Thrive	\$0.00	\$140,387.00
2	2	School Site Council	Limited	English Learners, Foster Youth, Free/Reduced lunch Eligible	ASA Thrive	\$500.00	\$500.00
3	1	Attendance Notification	Limited	English Learners, Foster Youth, and Free/Reduced Eligible	ASA Thrive	\$48,397.00	\$48,397.00
3	3	Mental Health and Social Emotional Learning Support	Schoolwide	English Learners, Foster Youth, Free/Reduced Eligible	ASA Thrive	\$517,769.00	\$1,585,827.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$48,897.00	\$753,495.00
Schoolwide Total:	\$517,769.00	\$1,615,827.00

Annual Update Table Year 1

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

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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.

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 perse 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 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 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 (2023-24)
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.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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).
- **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.