

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Diego Hills Central Public Charter School

CDS Code: 37680490136614

School Year: 2021-22

LEA contact information:

Lindsay Reese

Area Superintendent

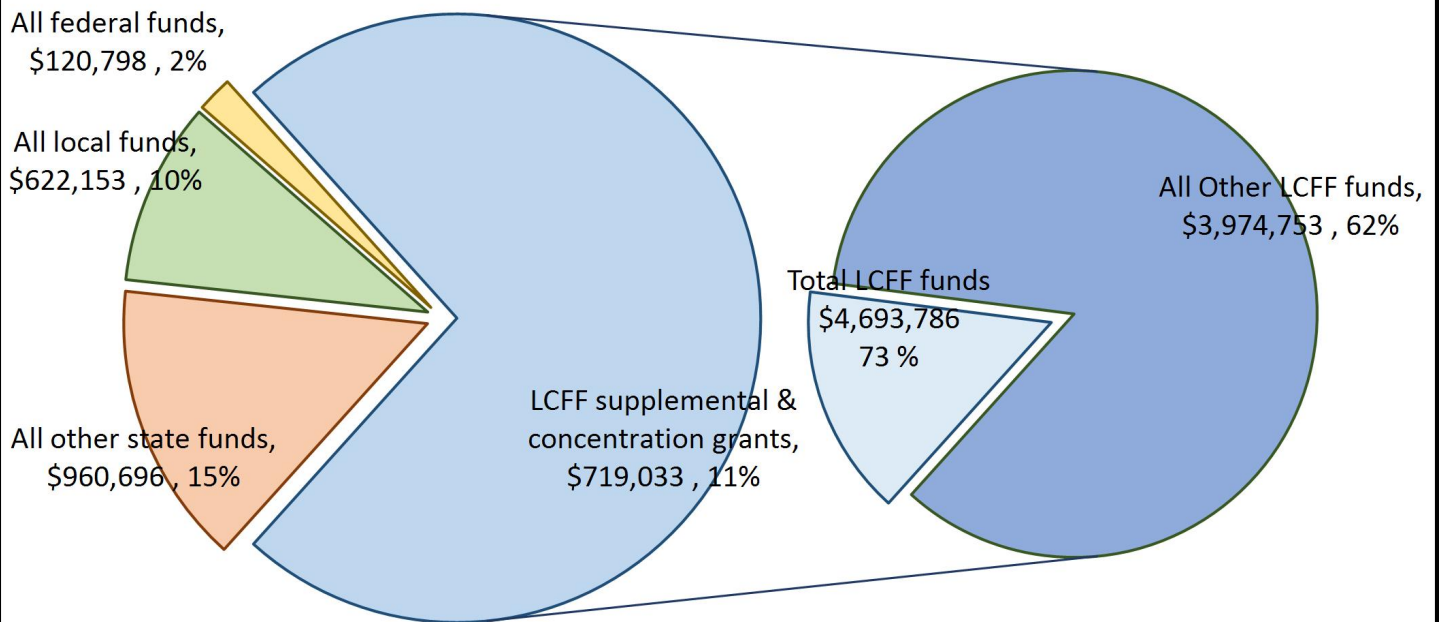
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(619) 286-0312

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



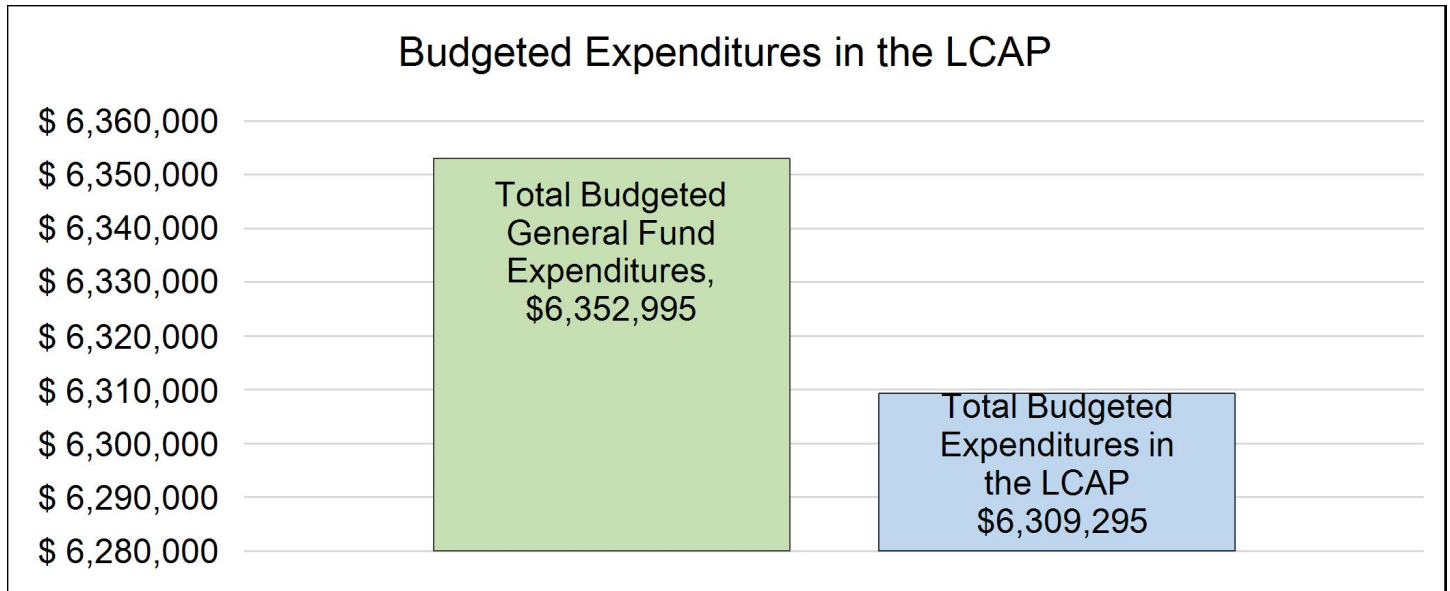
This chart shows the total general purpose revenue Diego Hills Central Public Charter School expects to receive in the coming year from all sources.

The total revenue projected for Diego Hills Central Public Charter School is \$6,397,433, of which \$4,693,786 is Local Control Funding Formula (LCFF), \$960,696 is other state funds, \$622,153 is local

funds, and \$120,798 is federal funds. Of the \$4,693,786 in LCFF Funds, \$719,033 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Diego Hills Central Public Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

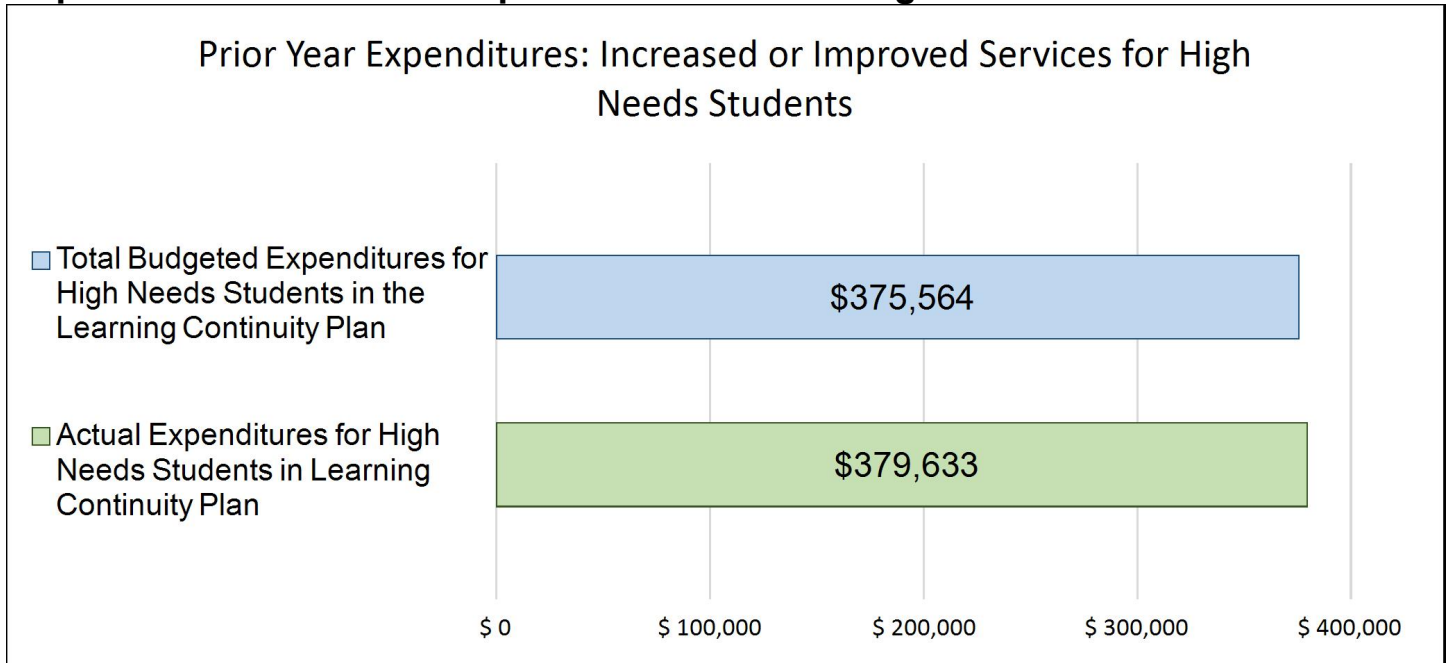
Diego Hills Central Public Charter School plans to spend \$6,352,995 for the 2021-22 school year. Of that amount, \$6,309,295 is tied to actions/services in the LCAP and \$43,700 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Diego Hills Central Public Charter School is projecting it will receive \$719,033 based on the enrollment of foster youth, English learner, and low-income students. Diego Hills Central Public Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Diego Hills Central Public Charter School plans to spend \$719,033 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Diego Hills Central Public Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Diego Hills Central Public Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Diego Hills Central Public Charter School's Learning Continuity Plan budgeted \$375,564 for planned actions to increase or improve services for high needs students. Diego Hills Central Public Charter School actually spent \$379,633 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Diego Hills Central Public Charter School	Lindsay Reese Area Superintendent	principal@dhcentralcharter.org (619) 286-0312

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

Increase student retention.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            * Retention rate            * Attendance rate            * Dropout rate            * Suspension rate            * Expulsion rate            * Facilities Inspection Results</p> <p><b>19-20</b>            The retention rate will increase (Priority 8)            The attendance rate will be 85% or higher (Priority 5)            The dropout rate will decrease (Priority 5)            The suspension rate will be low (Priority 6)            The expulsion rate will be low (Priority 6)            School Facilities rating is Exemplary (Priority 1)</p>	<p>2019-2020 Data Mostly LP 1-7</p> <p>Goal Met: Retention was 75.6%</p> <p>Goal Not Met: Attendance was 74.88%</p> <p>Goal Not Met: Dropout (Non-Completer) increased to 15.8%</p> <p>Goal Met: Suspension Rate was 0%</p> <p>Goal Met: Expulsion Rate was 0%</p> <p>Goal Met: Facilities were in Good Condition</p>

Expected	Actual
<p><b>Baseline</b>            2018-19 Baseline LP1-7:            Retention: 75.9%            Attendance: 84.12%            Dropout: 10.4%            Suspension Rate: 0.23%            Expulsion Rate: 0%            Facilities: Good Condition</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services:</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through additional staff services, tutors, etc.</p> <p>Student Retention Services personnel will provide intervention.</p> <p>Establish an integrated intervention/incentive system.</p> <p>Provide transportation assistance.</p>	<p>Certificated Salaries &amp; Benefits LCFF 84,902.00</p> <p>Classified Salaries &amp; Benefits LCFF 39,452.00</p> <p>Materials, Books &amp; Supplies LCFF 14,788.00</p> <p>Transportation LCFF 22,414.00</p>	<p>Certificated Salaries &amp; Benefits LCFF 95,611.00</p> <p>Classified Salaries &amp; Benefits LCFF 32,833.00</p> <p>Materials, Books &amp; Supplies LCFF 4,823.00</p> <p>Transportation LCFF 26,635.00</p>
<p>Provide an intervention and support program:</p> <p>Small group ELD teachers.</p> <p>Purchase materials for incentive programs.</p>	<p>Certificated Salaries &amp; Benefits LCFF 89,424.00</p> <p>Professional Development LCFF 2,899.00</p> <p>Materials, Hardware, Software LCFF 9,818.00</p>	<p>Certificated Salaries &amp; Benefits LCFF 100,703.00</p> <p>Professional Development LCFF 14,650.00</p> <p>Materials, Hardware, Software LCFF 3,874.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide professional development for certificated and classified staff to implement intervention programs for ELL/RFEP.</p> <p>Purchase materials, hardware, and software for intervention programs.</p>		
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>The support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops, or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Certificated Salaries and Benefits LCFF 351,107.00</p> <p>Classified Salaries and Benefits LCFF 127,046.00</p> <p>Materials, Books &amp; Supplies LCFF 97,658.00</p> <p>Professional Development LCFF 66,278.00</p> <p>Materials, Hardware, Software LCFF 5,119.00</p> <p>Facilities LCFF 159,081.00</p>	<p>Certificated Salaries and Benefits LCFF 428,541.00</p> <p>Classified Salaries and Benefits LCFF 188,003.00</p> <p>Materials, Books &amp; Supplies LCFF 44,796.00</p> <p>Professional Development LCFF 79,070.00</p> <p>Materials, Hardware, Software LCFF 2,348.00</p> <p>Facilities LCFF 196,344.00</p>



## Goal Analysis

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

During the 2019-2020 school year, the staff was trained on multiple occasions in trauma-informed practices which increased the social-emotional support for all students. Resource allocation in this particular action saw growth in retaining students and being able to provide the needed resources for students during the time of distance learning. In addition, intervention supports were provided to unduplicated youth. These interventions are evident by the ELL students improving their NWEA scores in reading by 7.5 RIT points and 8 RIT points in math. Due to the effective educational program, students were provided with a program tailored to each student's needs. For students who needed further retention support, the student retention support and the school counselors were involved in working alongside the teacher to determine the necessary support to re-engage the student and increase attendance. The school counselors worked very closely with foster and homeless youth and the student retention support worked closely with all unduplicated youth. DHC hopes to see improvements in the attendance rate next year.

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

For the 2019-2020 school year there were significant challenges the school faced in increasing student retention. The school data shows that 75.6% of students were retained, but DHC's attendance rate was not met with a rate of 74.88%. The non-completer rate increased to 15.8%. However, 0% of DHC students were suspended or expelled, and the facilities were in good condition. Data from our student survey showed that students were having difficulty in staying motivated and finding a quiet place to work on their coursework at home. Due to COVID-19, the in-person component of the program was severely impacted. DHC quickly adapted to distance learning to keep most students engaged in the program. Overall, the actions to implement this goal remained intact even when certain outcomes declined. The success for DHC included student retention, increasing the social-emotional support for students through providing staff with trauma-informed professional development, and ensuring all students were instructed by highly qualified staff. The challenges the school faced were having a lower-than-expected attendance rate, and having the non-completer rate increase.

## Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            * Credit completion rate            * HQT percentage            * English learner reclassification rate            * Graduation rate</p> <p><b>19-20</b>            Increase number of credits completed (Priority 8)            100% highly qualified staff (Priority 1)            Increase English Learner reclassification rate (Priority 4)            Graduation rate increases (Priority 5)</p> <p><b>Baseline</b>            2018-19 Baseline LP1-7:            Credit completion rate: 2.71            HQT percentage: 100%            English learner reclassification rate: 21.1%            Graduation rate: 85.4%</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Not Met: Credit completion rate: 2.34</p> <p>Goal Met: HQT percentage: 100%</p> <p>Goal Not Met: English learner reclassification rate: 6.0%</p> <p>Goal Not Met: Graduation rate: 55.83%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Read 180 teachers or literacy teachers.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through additional staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system.</p> <p>Read 180 programs and materials.</p> <p>Provide transportation assistance.</p>	<p>Certificated Salaries &amp; Benefits LCFF 184,110.00</p> <p>Classified Salaries &amp; Benefits LCFF 89,465.00</p> <p>Materials, Books &amp; Supplies LCFF 22,911.00</p> <p>Transportation LCFF 40,676.00</p>	<p>Certificated Salaries &amp; Benefits LCFF 207,333.00</p> <p>Classified Salaries &amp; Benefits LCFF 74,453.00</p> <p>Materials, Books &amp; Supplies LCFF 9,042.00</p> <p>Transportation LCFF 48,336.00</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>Lab and small groups teachers for EL, ELA, and mathematics</p> <p>EL Lead Teacher and Regional Support</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention programs for ELL/RFEP.</p> <p>Purchase materials, hardware, and software for EL intervention program</p>	<p>Certificated Salaries &amp; Benefits LCFF 184,110.00</p> <p>Classified Salaries &amp; Benefits LCFF 76,684.00</p> <p>Professional Development LCFF 6,764.00</p> <p>Materials and Supplies LCFF 11,455.00</p>	<p>Certificated Salaries &amp; Benefits LCFF 207,333.00</p> <p>Classified Salaries &amp; Benefits LCFF 63,816.00</p> <p>Professional Development LCFF 34,182.00</p> <p>Materials and Supplies LCFF 4,521.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>The support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops, or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Certificated Salaries &amp; Benefits LCFF 1,036,603.00</p> <p>Classified Salaries &amp; Benefits LCFF 197,628.00</p> <p>Materials, Books &amp; Supplies LCFF 23,885.00</p> <p>Professional Development LCFF 25,774.00</p> <p>Materials, Hardware, Software LCFF 132,924.00</p> <p>Facilities LCFF 371,189.00</p>	<p>Certificated Salaries &amp; Benefits LCFF 1,265,217.00</p> <p>Classified Salaries &amp; Benefits LCFF 292,451.00</p> <p>Materials, Books &amp; Supplies LCFF 10,956.00</p> <p>Professional Development LCFF 30,749.00</p> <p>Materials, Hardware, Software LCFF 60,972.00</p> <p>Facilities LCFF 458,134.00</p>

## Goal Analysis

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

Funds for moving to distance learning were not included in the 2019-2020 LCAP. To ensure all students were able to complete their coursework, all students were given a computer and hotspot when needed. In addition to providing students with the necessary technology, students were provided with greater access to tutors. Tutors extended their hours and helped assist students with their coursework. Due to this, students were able to complete more credits. The extended tutoring hours were not included in the 2019-2020 LCAP. Even with the additional tutoring support, the reclassification rate was far below the state average. Distance learning made it challenging for seniors to complete their coursework in the allotted time. DHC is hopeful these seniors will complete their graduation requirements by June.

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

Due to the impact of COVID-19 and moving to distance learning, DHC encountered many obstacles in increasing credit completion. DHC did not meet their credit completion goal with 2.34. However, 100% of the students were served by highly qualified teachers. DHC did not meet the English Learner Reclassification rate of 6% nor the graduation rate of 55.63%. Students stated the biggest obstacle to completing and submitting credits was being able to schedule and manage their time effectively. DHC worked to overcome the obstacle of completing and submitting credits while in distance learning by providing students with a computer and hotspot. The staff was trained on how to instruct and receive credits via the internet instead of in-person. Unduplicated youth were given the option of working onsite to receive face-to-face instruction during scheduled appointments. A strength for DHC was that the school quickly adjusted to serving students through a distance learning model, providing students with a variety of options for completing credits. Due to this, DHC was able to meet a portion of the goals, while maintaining integrity to the program. A challenge for DHC was to get seniors to complete their necessary credits to earn their high school diploma. However, by the end of this year, DHC anticipates these seniors will graduate and be successful in their post-secondary pursuits.

## Goal 3

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in the curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 7: Course Access (Conditions of Learning)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            * Online course completion            * Online course enrollment            * Online course availability</p> <p><b>19-20</b>            Online course completion rate will increase (Priority 8)            Online course enrollment will increase (Priority 8)            Online course available (Priority 7)</p> <p><b>Baseline</b>            2018-19 Baseline LP1-7:            Online course completion rate will increase: 61.46%            Online course enrollment will increase: 288            Online course available: 100%:</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Met: Online course completion rate will increase: 76%</p> <p>Goal Not Met: Online course enrollment will increase: 164</p> <p>Goal Met: Online course available: 100%</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:	Certificated Salaries & Benefits LCFF 157,809.00	Certificated Salaries & Benefits LCFF 177,714.00

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Lab and small group teachers for the Online program.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through additional staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system.</p> <p>Online programs and materials, including computers and mobile devices.</p> <p>Provide transportation assistance.</p>	<p>Classified Salaries &amp; Benefits LCFF 43,819.00</p> <p>Materials, Books &amp; Supplies LCFF 23,004.00</p> <p>Materials, Hardware, Software LCFF 39,277.00</p> <p>Transportation LCFF 29,884.00</p>	<p>Classified Salaries &amp; Benefits LCFF 36,466.00</p> <p>Materials, Books &amp; Supplies LCFF 7,504.00</p> <p>Materials, Hardware, Software LCFF 15,501.00</p> <p>Transportation LCFF 35,512.00</p>
<p>Provide support for English Learners and Redesignated FEP: EL tutor support and clerical support.</p> <p>Provide professional development for certificated and classified staff to implement intervention programs for ELL/RFEP.</p> <p>Purchase materials, hardware, and software for the ELL intervention program.</p>	<p>Classified Salaries &amp; Benefits LCFF 21,910.00</p> <p>Professional Development LCFF 3,865.00</p> <p>Materials, Hardware, Software LCFF 26,184.00</p>	<p>Classified Salaries &amp; Benefits LCFF 18,233.00</p> <p>Professional Development LCFF 19,532.00</p> <p>Materials, Hardware, Software LCFF 10,333.00</p>
<p>Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff.</p>	<p>Certificated Salaries &amp; Benefits LCFF 468,143.00</p> <p>Classified Salaries &amp; Benefits LCFF 169,396.00</p>	<p>Certificated Salaries &amp; Benefits LCFF 571,388.00</p> <p>Classified Salaries &amp; Benefits LCFF 250,673.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops, or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Establish an integrated intervention/incentive system.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Materials, Books &amp; Supplies LCFF 61,417.00</p> <p>Professional Development LCFF 265,109.00</p> <p>Materials, Hardware, Software LCFF 21,702.00</p> <p>Facilities LCFF 106,054.00</p>	<p>Materials, Books &amp; Supplies LCFF 28,172.00</p> <p>Professional Development LCFF 316,276.00</p> <p>Materials, Hardware, Software LCFF 9,955.00</p> <p>Facilities LCFF 130,895.00</p>

## Goal Analysis

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

DHC requires all students to complete a basic CTE course as one of their graduation requirements. Resources have been allocated to provide each student with a computer. Individual computer resources were not allocated in the 2019-2020 LCAP. By providing a computer, students can complete the required course, in addition to the opportunity to complete a CTE or core course online. Resources were allocated to ensure the staff was all highly qualified and that professional development was provided to increase trauma-informed practices.

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

During the 2019-2020 school year, DHC was able to improve student's computer literacy through completing an online course and using online resources that were embedded in the curriculum. For students completing an online course, the goal was met with 76% of



students completing a course. In addition, the goal was met for 100% of students being able to access an online course. However, the number of students taking an online course was not met with 164 students. Due to COVID-19 and distance learning, all students were provided with a computer, and for those students, without the internet, a hotspot was provided. Since students now have access to a computer at home, DHC anticipates more students will be interested in taking and completing an online course. One challenge DHC faced with online course completion was that not all students had access to a computer at home. Due to distance learning, that challenge has been eliminated since all students have now been given a computer to complete schoolwork. One success is that all the curriculum is now accessible online, and the coursework has embedded online resources.

# Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            * CTE and CRS enrollment            * Individual Learning Plans            * Core and ELD courses developed</p> <p><b>19-20</b>            Common core or ELD courses completed (Priority 2)            Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)            Individual Learning Plans (Priority 8)</p> <p><b>Baseline</b>            2018-19 Baseline LP1-7:            Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: 666            Individual Learning Plans have CTE: 90%            Implementing state academic standards: 3.36</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Met: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: Pro skills 278 and CTE 47</p> <p>Goal Met: Individual Learning Plans have CTE: 90%</p> <p>Goal Met: Implementing state academic standards: 3.36</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for the CTE program.</p> <p>Increase instructional access through additional staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system.</p> <p>CTE program and materials.</p> <p>Provide transportation assistance.</p>	<p>Certificated Salaries &amp; Benefits LCFF 166,576.00</p> <p>Classified Salaries &amp; Benefits LCFF 59,339.00</p> <p>Materials, Books &amp; Supplies LCFF 49,294.00</p> <p>Materials, Hardware, Software LCFF 45,004.00</p> <p>Transportation LCFF 33,205.00</p>	<p>Certificated Salaries &amp; Benefits LCFF 187,587.00</p> <p>Classified Salaries &amp; Benefits LCFF 49,382.00</p> <p>Materials, Books &amp; Supplies LCFF 16,080.00</p> <p>Materials, Hardware, Software LCFF 17,761.00</p> <p>Transportation LCFF 39,458.00</p>
<p>Provide support for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support.</p> <p>Provide professional development for certificated and classified staff to implement intervention programs for ELL/RFEP.</p> <p>Purchase materials, hardware, and software for EL intervention program.</p>	<p>Classified Salaries &amp; Benefits LCFF 45,645.00</p> <p>Professional Development LCFF 9,662.00</p> <p>Materials, Hardware, Software LCFF 24,548.00</p>	<p>Classified Salaries &amp; Benefits LCFF 37,986.00</p> <p>Professional Development LCFF 48,827.00</p> <p>Materials, Hardware, Software LCFF 9,688.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>The support staff is required to maintain an effective educational program.</p>	<p>Certificated Salaries &amp; Benefits LCFF 489,640.00</p> <p>Classified Salaries &amp; Benefits LCFF 88,227.00</p> <p>Materials, Books &amp; Supplies LCFF 68,241.00</p>	<p>Certificated Salaries &amp; Benefits LCFF 597,626.00</p> <p>Classified Salaries &amp; Benefits LCFF 130,559.00</p> <p>Materials, Books &amp; Supplies LCFF 31,302.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops, or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Professional Development LCFF 36,821.00</p> <p>Materials, Hardware, Software LCFF 122,073.00</p> <p>Facilities LCFF 463,986.00</p>	<p>Professional Development LCFF 43,928.00</p> <p>Materials, Hardware, Software LCFF 55,995.00</p> <p>Facilities LCFF 572,667.00</p>

## Goal Analysis

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

Resources were adequately allocated to ensure all DHC students received an Individual Learning Plan, were instructed by a highly qualified teacher, and completed coursework aligned to the California State Standards. Although additional school counselors were not added to the program, every senior will meet with one to develop a post-secondary plan aligned to each students' goals.

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

DHC students upon enrollment complete a basic CTE course, have CTE courses included in their Learning Plans, and complete courses aligned to the California State Standards. A strength for DHC is that all three metrics for this goal were met for improving the college and career readiness for students. Regardless of distance learning or instructing students face-to-face, students are provided with a rigorous and challenging academic program that is appropriate for each student's skill level. Students meet with their school counselor and teacher to ensure the student is completing the courses that will set them on a path to success upon graduation. While completing coursework in the distance learning format, student survey results state that time management was their biggest barrier to completing work. A challenge for DHC is continuing to improve the types of online coursework students can complete that are aligned with student interest. DHC prides itself in aligning the post-secondary goals of students to the California State Standards and California graduation requirements.

## Goal 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            * Stakeholder participation            * Client Survey results            * School communication evidence</p> <p><b>19-20</b>            Stakeholder involvement will increase (Priority 3)            Survey data will reveal high satisfaction (Priority 6)            School communication will support engagement (Priority 3)</p> <p><b>Baseline</b>            2018-19 Baseline LP1-7:            Stakeholder involvement will increase: 650 Participated in Conferences/Orientation            Survey data will reveal high results: 95% Feel Safe, 94% Feel Connected            School communication will support engagement: ELAC/PAC 100 participants</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Met: Stakeholder involvement will increase: There were over 549 Conferences/Orientations</p> <p>Goal Met: Survey data will reveal high results: 95% Feel Safe, 94% Feel Connected</p> <p>Goal Met: School communication will support engagement: ELAC/PAC participants</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Establish partnerships and engage in outreach to the community through community liaison and staff outreach.</p> <p>Engagement staff to promote participation in-school experiences.</p> <p>Translation services will be provided in the appropriate language for students and parents.</p> <p>Communicate scheduled events.</p> <p>Outreach for PAC/ELAC, Open House, Award nights.</p> <p>Transportation for those in need.</p>	<p>Classified Salaries &amp; Benefits LCFF 28,299.00</p> <p>Transportation LCFF 57,278.00</p>	<p>Classified Salaries &amp; Benefits LCFF 23,550.00</p> <p>Transportation LCFF 68,065.00</p>
<p>Community Liaison and others will support parent's and student's engagement.</p> <p>Communication outreach by staff.</p> <p>Collect stakeholder input as measured by an annual survey. Develop baseline completion data.</p> <p>Communications for the program require materials and contracted services.</p>	<p>Classified Salaries &amp; Benefits LCFF 35,291.00</p> <p>Materials, Books &amp; Supplies LCFF 13,564.00</p> <p>Contracted Services LCFF 1,043,572.00</p>	<p>Classified Salaries &amp; Benefits LCFF 52,224.00</p> <p>Materials, Books &amp; Supplies LCFF 6,222.00</p> <p>Contracted Services LCFF 1,244,987.00</p>

## Goal Analysis

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

Quarterly, DHC meets with families through PAC/ELAC meetings. During these meetings, feedback is gathered, in addition to annually surveying families to determine areas of growth, strength, and school climate. Resources have been allocated to provide translation services for PAC/ELAC, family conferences, IEP meetings, etc.... The community liaison works with the community to provide families with the resources they have expressed are needed. For those organizations that provide resources, classes, or other beneficial resources a partnership is developed through an MOU.

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

During the 2019-2020 school year, DHC faced many challenges due to distance learning. However, a success was that stakeholder involvement increased with the ability for families and other stakeholders to attend meetings and awards nights virtually. DHC met all three goals for increasing stakeholder involvement which included having more virtual family conferences and orientations, continuing to provide all stakeholders a safe and connected school environment, and improving ELAC/PAC participation. DHC met with families quarterly for ELAC/PAC meetings. Unduplicated youth and their families met with the school counselors and/or English Language Learner instructors for support and were provided the necessary resources when needed. Family surveys informed DHC that the school-home communication is going well, and the families are looking forward to the school opening full-time to in-person instruction. DHC quickly adapted to distance learning to ensure all stakeholders were provided the quality of communication and meetings that were expected onsite but were now held virtually instead. A challenge at the beginning of distance learning was being able to connect and provide the necessary resources for all families. However, DHC quickly worked to provide resources to families in need.

# 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
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement.	\$116,000	\$110,293	No
School supplies and materials to support student coursework.	\$20,000	\$68,531	Yes

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.

In-person instruction occurred for unduplicated youth throughout the time of distance learning with scheduled 30-minute appointments. English Language Learners and students with IEPs were able to schedule longer appointments when needed. DHC monitored the state and county phases and when the phases were allowed, all students were able to schedule 30-minute in-person appointments. Since in-person one-on-one instruction and tutoring were available during distance learning for unduplicated youth and all students depending on the state and county phases, protective materials and upgraded cleaning supplies were purchased and were essential for in-person instruction.

Supplies were purchased for in-person instruction for unduplicated youth. These supplies included paper resources for Xeroxing credit packets and other materials for students to complete their coursework on-campus. Care packages were put together to send home for low-income, foster youth, and homeless students when the student came in for their in-person appointments.



## Analysis of In-Person Instructional Offerings

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

Upon closure to the DHC campus due to COVID-19, the school administration immediately began preparing for in-person instruction. These preparations included purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). The site was set up to allow for social distancing and the county and state guidelines for reopening were strictly followed. In addition, when the school opened, the school was cleaned regularly throughout the day to ensure the safety of all stakeholders. Upon reopening, unduplicated youth were the schools' primary focus for in-person instruction. However, all students could attend with strict 30-minute appointment timeslots. Many unduplicated youth and students with IEPs took advantage of coming onsite for in-person instruction. As the phases changed within San Diego County, the site would open or close to all students. Unduplicated youth and students with IEPs continued to be supported with in-person instruction. The number of staff members working onsite also changed depending on the SD County phase. Supplies were purchased to support the students who were coming onsite for instruction. Those supplies included printing materials for credit packets and support materials, textbooks, and writing supplies. Students who were more successful at completing their coursework with a physical credit packet instead of an online version could come onsite to pick up their class supplies. Based on student survey results the teachers are providing clear instructions and support during distance learning. Families stated they appreciated allowing their student(s) to attend school for scheduled in-person appointments during distance learning. Staff also felt that the online tools and delivery of instruction were going well. DHC is looking forward to increasing the amount of in-person instruction by the end of the 2020-2021 school year. The school recognizes most students perform better, attend school more regularly, and complete more coursework when the students attend in-person.

Overall, the successes DHC experienced were in preparing to reopen by purchasing the necessary cleaning and protective materials, and by being able to open to offer in-person instruction consistently to the unduplicated youth. The challenges the school faced were being shifted in and out of the different SD County phases and the implications those shifts had on in-person attendance. The students who attend DHC, perform better with in-person instruction and all students were not able to always access this during the COVID-19 pandemic.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To ensure that our students have equal access we purchased computers and hotspots to allow for distance learning. These devices will continue to be purchased to ensure all students are able to access the curriculum and further their learning. By making these purchases, students were able to connect with their teachers and complete their schoolwork. We are purchasing 343 hotspots for students.	\$62,439	\$86,213	Yes
Students needed additional tutoring support. Due to this, the tutoring program increased their hours of support and improved their practices through professional development. Professional development included learning trauma informed practices, and how to use Kami.	\$2,000	\$2,000	Yes
Additional hours for staff to help implement our outreach and academic programs for English Language Learners, low-income, foster youth, and homeless students.	\$10,000	\$10,000	Yes

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

All students were provided access to coursework through a digital model during distance learning. This was possible by providing each student with a computer and a hotspot if the internet was not available in the student's home. All newly enrolled students were provided a computer upon enrollment. Since all students and staff had computer and internet access, students were able to communicate with their teacher or tutor to complete their required coursework. During the time of distance learning, tutoring hours expanded from early in the morning to late in the evening. The expansion in hours allowed more students to get support on their coursework and complete their credits in a timelier manner.

Professional development was provided in several areas, which included trauma-informed practices and the use of online tools such as Kami. By providing professional development in trauma-informed practices, the tutors and staff were better equipped for handling a student's social-emotional needs. In addition, the staff was able to determine resources either onsite or in the community when needed. Since all coursework and instruction was moved to a digital platform the staff and tutors were trained on few means of instructional delivery and ways for completing digital packet work. Kami was the main tool used by students for completing their coursework digitally. Kami allows for students, teachers, and tutors to work collaboratively. Students can digitally fill in their packets,

while the teacher and tutor can provide the student with feedback. Kami has been a very successful tool for students to complete their credit packets online.

Unduplicated youth have been provided with additional hours to connect with their teachers. Teachers have expanded their hours of instruction for English Language Learners and students with IEPs. These additional hours have allotted these subgroups of students with the resources needed to complete their coursework. Students with IEPs had the lowest percentage of credits lost compared to all other students who attend DHC. All unduplicated youth were supported in their academic pursuits, in addition to any resources they may need outside of school. DHC worked diligently to ensure all students received the necessary resources and supports to be successful inside and outside of school.

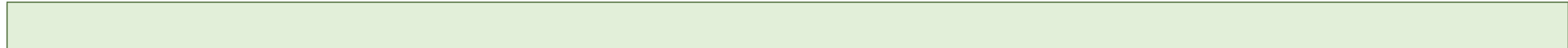
## **Analysis of the Distance Learning Program**

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.

DHC recognized that to provide an adequate distance learning program, the school would need to provide each student with a computer and hotspot when needed. Also, all newly enrolled students are provided a computer and hotspot if a computer and the internet are not available in their home. DHC finds this an area of success in being able to mobilize, deliver, and purchase enough computers and hotspots to support students in their learning. Survey results from families and students stated that distance learning is going about what was expected and the stress level is relatively the same. Prior to distance learning, students completed their work through credit packets. Upon moving to distance learning, credit packets were converted to editable credits that could be completed using Kami or another platform while the student-teacher engaged in online instruction. Students-teachers were able to collaborate during the instructional process to ensure rigorous coursework and credits were completed. Completed student work is shared with their teacher and operations staff member through Google Docs. Instead of students having onsite appointments with their teachers, the students had online appointments. Students were provided the same services as they would receive onsite. For example, if a student needed tutoring support, that occurred online instead of in-person one-on-one. SGI courses occurred via a Google Classroom instead of onsite. In addition, DHC has developed COVID-19 specific elective courses to provide students with choice and voice during this time of distance learning to help them express their journey. These elective credits range from a social-emotional curriculum to supplemental material that aligns with the core curriculum.

DHC had many successes in the distance learning model which included providing students with the adequate technology to complete their coursework and receive instruction, mobilizing quickly to convert the curriculum online, and providing the staff with the necessary professional development to ensure the teachers felt confident delivering instruction through an online platform.

A challenge for DHC was maintaining participation and adequate progress for all students. Although DHC had student retention supports, student attendance and work completion decreased during the pandemic.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Tutors to provide support in ELA, ELD, and Mathematics	\$46,000	\$10,000	Yes
Diagnostic Testing for students through NWEA	\$8,125	\$8,125	Yes

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

To assist in mitigating the amount of learning loss by all pupils, virtual tutors were available for academic support. The virtual tutors were available Monday – Sunday from 8 am – 11 pm. With the expansion in hours and days of the week, students were provided the additional supports that were necessary during distance learning. Regardless of hours/days of the week, students were supported in their learning.

DHC utilizes the NWEA MAP diagnostic assessment in reading and math. This assessment is used to determine course placement and measure growth. Students are assessed upon enrollment and at regular intervals thereafter. During distance learning, all students showed growth in their reading and math by 4 RIT points and English Language Learners showed growth in reading by 7.5 and math by 8 RIT points. These growths can be attributed to all the additional supports DHC provided to all students, especially unduplicated youth.

## 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.

DHC students complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending DHC participate in NWEA MAP testing, Illuminate assessments, and credit-based mastery assessments.

The NWEA MAP assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student instructional readiness through the utilization of the RIT scale. DHC utilizes these scores for academic planning and appropriate placement in intervention and other curricular options. Additionally, students are assessed and reassessed at selected intervals throughout the year to track skill growth. During distance learning, DHC’s NWEA scores increased by 4 RIT points

in reading and math for all students, and 7.5 RIT points in reading and 8 RIT points in math for English Language Learners. DHC considers this a tremendous success in student growth during distance learning.

While taking into consideration the targeted credit deficient and recovered student dropout population, DHC believes the implementation of virtual tutoring was pivotal in providing students with support in completing their online coursework. Virtual tutors were available to support students from early in the morning into the late hours of the night. This flexibility in times a student could access a tutor allowed more students to turn in online credits than if the hours were restricted to the times of day the school was open.

A challenge DHC faced for pupil learning was maintaining the same number of credits completed by all students and unduplicated youth. Each category showed a credit completion loss ranging from 17.5% for low-income students to 82.5% for foster youth. This is an area of growth and a goal for the 2021-2022 LCAP.

## 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.

DHC participated in several professional development opportunities to further the staff's training in the TREC ACE's trauma-informed model which focuses on the foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth mindsets. Also, before distance learning, much of the staff became mental health first-aid certified. These professional developments and certifications allowed the staff to monitor and provide supports to students with greater depth during their weekly appointments. If further supports were needed, the school counselors, school psychologist, social worker, and/or site administration were utilized to assist the student and family find the needed resources in the community. Being a trauma-informed school is a strength for DHC.

Students and families were surveyed multiple times throughout distance learning. The results from the surveys were used to determine and diagnosis potential needs for students and families. Supports that were determined from survey results and teacher feedback were providing food for families, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning. DHC has a strong connection to the community and considers this an area of strength.

For DHC students who currently receive mental health services designated in their IEP, the school psychologists continued to provide all services virtually. The school psychologist monitored student progress and well-being and will take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis.

A challenge for DHC was diagnosing the needs of students who were disengaged from the program. Using the student resource supports by making home visits helped for some students but not all.

## 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.

Students who were disengaged were supported through a 3-tiered intervention process. Tier-1 consisted of a preventative meeting between the teacher, student, and parent/guardian. Within these meetings, the team determined what was keeping the student from completing the work and what support the school could provide to the family. Tier-2 consisted of an Attendance Intervention Meeting between the teacher, student, parent/guardian, and SRS. This type of meeting discusses the same items as in tier-1 but adds the support of the SRS. The SRS has additional resources that can support the student. For example, the SRS can make additional phone calls home and can drop off work at the student's home. Tier-3 consists of the SRS doing a home visit. These visits are typically made for students who are unresponsive to phone calls and other forms of communication home. The SRS will visit the home to ensure the student and family are doing well, remind the student about attending school, and provide any supports the student and

family need to be successful. DHC considers these tiered meetings a success as the retention of students has increased by 1% from 2019-2020 to the 2020-2021 school year. DHC would like to see the percent of students retained increase for the next school year.

## **Analysis of School Nutrition**

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

DHC believes well-nourished students promote a positive learning environment. DHC believes hungry students will not be in the optimal state of mind to learn if they are lacking a basic need for food. Therefore, DHC had nutritional food and drinks readily available to students during school hours when students return to onsite instruction. During remote learning, students were able to drive by to pick up food at the site and were able to pick up food at several community partners. In addition, a student resource page was developed to house all the locations throughout the community where free meal pickups were available. The community liaisons and school counselors worked to diligently find all the resources available to students and families.

DHC was able to provide students with food daily during school hours. Outside of school hours, students were provided with community resources to obtain the needed food and other resources they may need. This is a strength for DHC. A challenge was getting resources to students and families who lacked transportation to get to the school site and/or the available community resources. To mitigate some of that challenge home visits could be made to those families in need and nutritional resources could be delivered to them in person.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Retention Support personnel to help with reengagement	\$36,000	\$36,000	Yes
Distance Learning Program (Pupil Participation and Progress)	Additional Professional Development such as Frist Aid Mental Health and Trauma Informed Practices in a COVID setting	\$5,000	\$5,653	Yes
School Nutrition	Nutrition when school reopens or as needed.	\$30,000	\$2,530	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	HOPE Program and supplies for students who are parenting	\$40,000	\$40,287	Yes

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.

The school did not have any substantive difference between planned actions and budgeted actions. Any unspent funds were directed toward meeting students' needs for tutoring, as well as the programs described below.

DHC had several professional development opportunities to further the staff's knowledge in trauma-informed practices. The training ensures that all staff build relationships that are compassionate, mindful, done so with equity and inclusion, and are set with a growth mindset. The training has provided the staff with different ways to approach students and families.

Throughout distance learning, students were provided with several opportunities for obtaining food. Students could come on-campus to pick up food or go to one of the community locations provided on the student resource page. Food bags were put together at different times throughout the year for families to pick up and some were delivered to students' homes.

The HOPE Program gathered supplies for parenting students. Those supplies included food, diapers, places to receive healthcare, and general assistance for caring for their child. The school had online support groups and the community liaison worked with community organizations to gather any necessary supplies the school or students needed to care for their child.

As a team, DHC shows tremendous success in ensuring all students are provided with the necessary resources they need to be successful in school. Whether that be providing food, resources for a student's child, or being informed on the most up-to-date trauma-informed practices. An area DHC would like to see growth in is increases the number of students retained in the program. Although there was an increase of 1%, the school would like to see that increase next year.

## 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.

DHC was able to have limited in-person instruction throughout the distance learning time in accordance with state and county guidelines. The school learned from implementing a distance learning program how effective a collaborative effort can be to meeting a students' academic and social-emotional needs. DHC believes that the teamwork between the teachers, tutors, school counselors, and student retention supports, helped increase the amount of student engagement and improve the retention from last year to this year. DHC will keep these strategic actions, supports, and services in the LCAP moving forward. The school will include improving retention and attendance as a critical action for student success in the LCAP.

The Learning Continuity Plan implementation produced some mixed results, as outcomes data shows. On one hand, students demonstrated academic growth through their NWEA reading and math RIT scores; but on the other hand, the credit completion outcomes remained significantly less during the pandemic than before the campus closed.

Health and safety considerations are DHC's primary focus when putting together our school re-opening plan.

Distance learning was and still is a viable option for the students moving into next year. DHC has learned best practices for supporting students in a distance learning model and improvements to the model are ongoing. Maintaining a rigorous, supportive program for all students is of great importance.

Monitoring and supporting mental health and social-emotional well-being is of top priority to DHC. Maintaining connections with students and families to ensure they are being provided with the necessary resources for a healthy mental and social-emotional state is extremely important to be able to attend school and be productive in the community.

Engaging pupils and families were a success for DHC. At the end of 2019-2020, the retention rate was 77.9% and now the current retention rate is 78.9%. That is a 1% increase. This is due to the teamwork between the teachers, tutors, school counselors, student retention supports, and support staff.

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

Performance outcome data for English Language Learners reveal significant gaps in their reclassification rate. The English Language Learners will need additional support in their coursework and would benefit from an ELL Tutor or Paraprofessional. DHC understands the impact of strategic instructional supports on English Language Learners' success.

Foster youth showed a significant decline in the number of credits that were completed during the 2020-2021 school year. This group declined by 82.5% from the 2019-2020 school year. One reason could be this subgroup has a low number of students compared to the all-student group. Regardless, this population needs additional supports moving into the 2021-2022 school year. The school counselor and student retention support will be utilized to ensure the foster youth students are being adequately supported for success.

Credit completion for low-income students declined by 21.9% for the 2020-2021 school year. This is in line with the all-student group with a decline of 21.8%. DHC's student population is primarily low-income. The tiered supports for retaining students would be of greatest use for this subgroup.

Although special education students declined the least in their credit completion, the rate at which this subgroup completed ELA and math courses was the lowest. This subgroup would benefit from a SPED Tutor or Paraprofessional. With additional supports, this subgroup would be able to complete their core ELA and math courses more quickly.

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.

The Learning Continuity Plan was implemented with the primary objective of meeting the needs of each student group, during the pandemic crisis. DHC was able to spend funds that were principally directed at providing students the attention from trained personnel who could help each student complete their coursework. For example, tutors for academic support and/or student retention services to reengage absent students.

# 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.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have demonstrated that three main areas must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required DHC to respond quickly to reengage students via a distance-learning platform. One critical focus for the program was to improve the performance of the disengaged students. DHC identified early on, which students were not completing their schoolwork, interventions were immediately put into place to increase support to these students. From Learning Period 10 last year to the end of the first semester this year, the school realized a 75.33% increase in coursework completion. In general terms, that is over 223 students were re-engaged from last year to the current. This is due to the collaborative teamwork between the teachers, tutors, and school counselors.

LCAP Goal 1 is to increase academic performance and LCAP Goal 2 is to increase students' skills for college and career-readiness. The development of both goals was informed by data from the LCP. Learning continued, via a distance learning model, implemented with strategic supports such as tutors, student retention services, and trauma-informed trained teachers. Student grades for English Language Arts were monitored and averaged 81.64%. English Language Development grades averaged 88.33% for our English Language Learners. The average grades for math courses this first semester for all students were 87.35%, with English Language Learners performing at 83.50%, low-income students performed at 88.26%, and special education students performed at 86.88%. The students were successful in improving their NWEA reading and math RIT scores from last year to this year. Overall, the students realized a growth of 4 RIT points in math. This is significant because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 4. The English Language Learners realized growth in math by 8 and in reading scores by 7.5 RIT points. DHC believes this is due to the teachers' and tutors' dedication towards meeting the students' essential academic needs. All staff has high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances. The first area of concern is closing the credit completion gap between a normal Learning Period in 2019, which was 2.38, before the pandemic and campus closures, and the current credit completion rate, which is 1.86. This is a gap of 0.52 credits for the all-student group, which describes a 21.8% decline. For English Language Learners, the decrease is 33.6%. The decline is 21.9% for low-income, 82.5% for foster youth, and 17.5% for special education students. These are critical metrics for DHC to improve on throughout the school year, because ensuring that students graduate on time is central to the mission. The next area of concern is to provide targeted assistance to English Language Learners. The reclassification rate was 6%, far below the state average of 14%. DHC will need to have actions that address the specific requirements for reclassification like grades in ELD, NWEA scores, and performance on the ELPAC. With the success DHC has seen with a tutoring program, DHC knows tutoring support can help make a difference in English Language Learners' academic lives. An additional area of concern is to help students complete their core subject courses in ELA, ELD, and math more quickly. Because DHC is a DASS independent study program, the students take courses in alignment with their academic plan. Students have flexibility in when they start their coursework and when they complete their course.

Students were monitored on their progress this year, specifically in ELA, ELD, and math. Of those students who started their math class in the fall semester, 18.32% had finished by LP 7. This percentage will likely double to 36.64%, by the end of the year. For students enrolled in ELD courses, only 25.71% were completed. The significance to DHC is that the data may be pointing to another gap where ELL students are completing courses at a slower pace than other groups. DHC is likely to add this to the actions within the LCAP. For English Language Arts courses, 21.77% of students completed their course by the end of the fall semester, and the remaining students should finish by June.

LCAP Goal 3 is to increase student retention and was informed by data from the LCP. Another area of concern is student attendance. The expectation as a DASS independent study school is to have an attendance rate of 85% or higher each Learning Period. Attendance data for all students in 2019-2020 was 72.09%. The current attendance rate is 79.63%. This is a gap of 7.54%. With DHC's tiered actions of support, the hope is that this gap will continue as attendance rates continue to increase. LCAP Goal 3 now has new actions to support attendance and retention.

## 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.

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

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

#### Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### **Annual Update**

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

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

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

## **Analysis of School Nutrition**



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

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

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	7,792,002.00	8,847,774.00
LCFF	7,792,002.00	8,847,774.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	7,792,002.00	8,847,774.00
	7,792,002.00	8,847,774.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	7,792,002.00	8,847,774.00
	LCFF	7,792,002.00	8,847,774.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,069,986.00	1,218,231.00
<b>Goal 2</b>	2,404,178.00	2,767,495.00
<b>Goal 3</b>	1,437,573.00	1,628,154.00
<b>Goal 4</b>	1,702,261.00	1,838,846.00
<b>Goal 5</b>	1,178,004.00	1,395,048.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$136,000.00	\$178,824.00
Distance Learning Program	\$74,439.00	\$98,213.00
Pupil Learning Loss	\$54,125.00	\$18,125.00
Additional Actions and Plan Requirements	\$111,000.00	\$84,470.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$375,564.00</b>	<b>\$379,632.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$116,000.00	\$110,293.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$116,000.00</b>	<b>\$110,293.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$20,000.00	\$68,531.00
Distance Learning Program	\$74,439.00	\$98,213.00
Pupil Learning Loss	\$54,125.00	\$18,125.00
Additional Actions and Plan Requirements	\$111,000.00	\$84,470.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$259,564.00</b>	<b>\$269,339.00</b>

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Diego Hills Central Public Charter School	Lindsay Reese Area Superintendent	principal@dhcentralcharter.org (619) 286-0312

## Plan Summary [2021-22]

### General Information

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

Diego Hills Central is a Dashboard Alternative Status School with an independent study program. The enrollment of DHC is 380, and the school serves 12% English Language Learners, 65% low-income, 0.9% foster youth, and 22% special education students. The school serves a diverse student population with the mission of engaging all students in learning. DHC provides students with a personalized education in an alternative setting. The goal is to successfully prepare students for college and career by preparing students through job-readiness courses, standards-based coursework, and Workforce Innovation partnerships. Through partnerships with WIOA, students will have improved tools to identify and access training options and other employment services that best suit their needs. Many students need the flexibility of an independent study program to meet the needs of their family obligations, work, and/or childcare needs. Since DHC serves a diverse background of students, many are English Language Learners and/or low-income. Some students have been unsuccessful in the traditional seat-based school environment and seek an alternative to their education. DHC offers choices through site-based learning, independent study, and distance learning to enable all students to learn and make a difference in their lives.

The school provides a diverse student-centered learning environment in which all students are held to high academic and behavioral standards. The school encourages parental involvement, one-on-one teacher-student interaction, student-driven participation in the learning process, student curriculum choice, and technology access. The personalized learning model is tailored to meet the needs and interests of each student. Each student has an academic plan that includes coursework to optimize their learning potential and success. The school utilizes multiple assessment platforms to measure student academic achievement. This includes learning records, student work samples, and state assessment data. The school provides a personalized learning approach to enable students to become critical thinkers, determined, self-directed, and lifelong learners. DHC is a year-round credit recovery program that has 13 Learning Periods (LP) as the method for structuring the academic year.



## Reflections: Successes

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

DHC used a three-year data set, from 2018-2021, starting with the Dashboard student group results and local data, in order to determine areas of success. DHC experienced success on the Dashboard indicators, prior to the pandemic, and in analyzing student group data, then and now, realized that there are a few areas to highlight. In 2019, DHC had a graduation rate that was blue with 85.4%, and in 2020, the graduation rate was 64.7%. The ELA and Math indicators were orange and the CCI was red, which is typically low, even though the school is a Dashboard Alternative Status School with an independent study program. The suspension rate was blue and remains low. The retention rate continues to be high, which is important because DHC is a credit recovery program.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have demonstrated that three main areas must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required DHC to respond quickly to reengage students via a distance-learning platform. One critical focus for the program was to improve the performance of the disengaged students. DHC identified early on, which students were not completing their schoolwork, interventions were immediately put into place to increase support to these students. From Learning Period 10 last year to the end of the first semester this year, the school realized a 75.33% increase in students completing schoolwork. In general terms, that is over 223 students were re-engaged from last year to the current. This is due to the collaborative teamwork between the teachers, tutors, and school counselors.

Learning continued via a distance learning model by implementing strategic supports such as tutors, student retention services, and trauma-informed trained teachers. Student grades for English Language Arts were monitored and averaged 81.64%. English Language Development grades averaged 88.33% for our English Language Learners. The average grades for math courses the first semester for all students was 87.35%, with English Language Learners performing at 83.50%, low-income students performed at 88.26%, and special education students performed at 86.88%.

The students were successful in improving their NWEA reading and math RIT scores from last year to this year. Overall, the students realized a growth of 4 RIT points in math. This is significant because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 4. The English Language Learners realized growth in math by 8 and in reading scores by 7.5 RIT points. DHC believes this is due to the teachers' and tutors' dedication towards meeting the students' essential academic needs. All staff has high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances.

The school survey data shows that 95% of students felt connected during the pandemic. Even without face-to-face interactions, students still felt connected to a staff member. The school does everything it can to ensure each student is provided with the time, attention, and support to address their coursework and social-emotional needs.

Teachers reported that 95% have had good communication with their leadership teams during this crisis. The school has worked to ensure that there is a team spirit that connects everyone.

Results from the parent survey revealed that 86% felt it was easy to contact their student's teacher. The school strives to engage families in multiple ways, and we hope that two-way communication will continue to increase as families feel connected to the school.

## 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.

Dashboard results from 2019 and local metrics provided DHC a three-year data set, which was used to inform the student group analysis. DHC continues to see that English Language Learners, low-income and foster youth students are scoring below the “All Group” in English Language Arts and mathematics. These subgroups were each in orange and over 60 points below standard. Even though the unduplicated groups improved from the prior year, it was not enough to close the gap in performance. DHC saw the same achievement gap during the pandemic, in key areas, such as ELA, mathematics, and credit completion, using the data that was tracked for the Learning Continuity Plan. DHC used this analysis to develop LCAP goals and actions based on areas of identified need.

The first area of concern is closing the credit completion gap between a normal Learning Period in 2019, which was 2.38, before the pandemic and campus closures, and the current credit completion rate, which is 1.86. This is a gap of 0.52 credits for the all-student group, which describes a 21.8% decline. For English Language Learners, the decrease is 33.6%. The decline is 21.9% for low-income, 82.5% for foster youth, and 17.5% for special education students. These are critical metrics for DHC to improve on throughout the school year because ensuring that students graduate on time is central to the mission.

The next area of concern is to provide targeted assistance to English Language Learners. The reclassification rate was 6%, far below the state average of 14%. DHC will need to have actions that address the specific requirements for reclassification like grades in ELD, NWEA scores, and performance on the ELPAC. With the success DHC has seen with a tutoring program, DHC knows tutoring support can help make a difference in English Language Learners' academic lives.

An additional area of concern is to help students complete their core subject courses in ELA, ELD, and math more quickly. Because DHC is a DASS independent study program, the students take courses in alignment with their academic plan. Students have flexibility in when they start their coursework and when they complete their course. Students were monitored on their progress this year, specifically in ELA, ELD, and math. Of those students who started their math class in the fall semester, 18.32% had finished by LP 7. This percentage will likely double to 36.64%, by the end of the year. For students enrolled in ELD courses, only 25.71% were completed. The significance to DHC is that the data may be pointing to another gap where ELL students are completing courses at a slower pace than other groups. DHC is likely to add this to the actions within the LCAP. For English Language Arts courses, 21.77% of students completed their course by the end of the fall semester, and the remaining students should finish by June.

Another area of concern is student attendance. The expectation as a DASS independent study school is to have an attendance rate of 85% or higher each Learning Period. Attendance data for all students in 2019-2020 was 72.09%. The current attendance rate is 79.63%. This is a gap of 7.54%. With DHC's tiered actions of support, the hope is that this gap will continue as attendance rates continue to increase.

Lastly, the school survey data shows that 26% of the students felt stressed during the pandemic. This is very important because a student's social-emotional well-being is important for learning. Teachers reported that 22% are not coping well during the pandemic.

## LCAP Highlights

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

The Local Control Accountability Plan (LCAP) provides funds for helping high-needs students with social-emotional support, academic interventions, counseling, and student engagement activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps ensuring that students become competent graduates. The following LCAP Goals support our low-income, English Language Learners and foster youth:

Goal #1: Increase Academic Performance

Goal #2: Students Will Gain Skills for College and Career-Readiness

Goal #3: Increase Student Retention

Goal #4: Increase Stakeholder Engagement

The first goal is a focus goal directed at helping the unduplicated student improve their performance, especially the English Language Learners. The second goal is a broad goal supporting student interest with career tech or higher education. The third goal is a maintenance of progress goal that meets the mission of our school program to retain students and help them graduate. The last LCAP goal is aimed at improving stakeholder engagement, especially with the unduplicated students and their families.

## 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.

The school is not identified for CSI.

### Support for Identified Schools

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

The school is not identified for CSI.

## Monitoring and Evaluating Effectiveness

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

The school is not identified for CSI.

# Stakeholder Engagement

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

Throughout distance learning, stakeholders were asked for feedback in a variety of ways. Those included virtual parent meetings, L4L Connect posts, emails, and phone calls. The parents/guardians were asked for feedback during a PAC/ELAC meeting in April and with a distance learning survey in March. The PAC/ELAC meeting was held remotely and the ELAC meeting was done in Spanish to maximize participant understanding and participation. All stakeholders were provided an opportunity to provide feedback during the PAC/ELAC meetings and via email to site administration.

The governing board was presented with the new LCAP goals in April where feedback was solicited.

Students were also asked for feedback through a distance learning survey.

The staff while remotely working attended multiple virtual meetings each week. Those meetings consisted of staff meetings, professional development opportunities, department meetings, and one-on-one leadership calls. The staff was asked for feedback via a distance learning survey.

DHC community partners have hosted virtual meetings with the Community Liaison to gain further understanding of the needs of the students who attend the school. The community partners have maintained their MOU requirements by moving to a virtual platform.

DHC had a public hearing on June 3, 2021, and the governing board approved the Local Control and Accountability Plan.

## OF SPECIAL EDUCATION SELPA SUPPORT:

DHC has a good partnership with our SELPA administration, and the following collaborative activities have had a positive impact:

- The El Dorado Charter SELPA/ Fresno County Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes
- The El Dorado Charter SELPA/ Fresno County Charter SELPA provide program and technical support by the Program Specialist and/or other SELPA team members
- Dropout (and Graduation) data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA/Fresno County Charter SELPA.
- Staff training related to special education students is provided by the El Dorado Charter SELPA/ Fresno County Charter SELPA as needed and requested.

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

Parents/guardians said distance learning is going better than expected, their stress level is about what was expected, and they are coping with their current situation quite well. Their student is receiving the right amount of work, they are working several hours a day on schoolwork, and the schoolwork is being clearly explained by their student's teacher. The communication home has been quite clear, and their student is working with their teacher about once per week. English Language Learner parents/guardians believe their student has been provided with enough support during distance learning. Feedback for the LCAP goals included having more parent/guardian events that involved their student and having some relaxing get-togethers for the parents/guardians, students, and staff to mingle and talk.

Students said distance learning is going much better than expected, their stress level is about what was expected, and they are coping with their current situation moderately well. The students are receiving the right amount of work, they are working several hours a day on schoolwork, and the distance learning curriculum is being explained well. The students believe there is clear communication from school to home, their teachers are available for them when they need help, and that teachers are providing multiple ways to complete their work at home. The students do not seem to have internet problems and technical problems rarely disrupt their learning. Students are finding self-discipline and not being able to see their teachers face-to-face very difficult. Feedback for the LCAP goals included holding higher expectations for students to prepare them for college and being more rigid on when coursework should be turned into their teacher.

Staff said distance learning is going better than expected, their stress level is about what was expected, and there are few barriers to working remotely. The staff believes students are receiving the right amount of work, the online curriculum is about what was expected, and there is confidence in delivering the curriculum through the different online platforms.

Board members stated at the April Board Meeting the LCAP provides a comprehensive plan for supporting a student's academic growth, the plan solidly reflects the goals of the school, and the goals have been consolidated from five to four very nicely.

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

Based on stakeholder feedback, DHC will be providing additional supports in academics and counseling. In addition, parents/guardians will be invited to join new types of activities/events. Student feedback stated that they would like to be held to firmer expectations to prepare them for college. Due to this feedback, DHC will incorporate these points into the following LCAP goals: increasing academic performance, students will gain skills for college or career-readiness, and increasing stakeholder engagement. The teaching and tutoring staff will implement firmer expectations into their instruction. For DHC, ensuring all students feel connected, supported, and have reached their highest level of academic performance is a priority for the school.

# Goals and Actions

## Goal

Goal #	Description
1	<p>Increase Academic Progress:</p> <p>This is a focus goal for increasing the academic progress for all students, especially the English Language Learners, low-income, and foster youth students who struggled over the last year. In the next three years, DHC will have mitigated the learning loss and the school will see improvements in the NWEA, EL reclassification, credit completion, and graduation rates.</p>

An explanation of why the LEA has developed this goal.

As a result of the analysis of key state and local data, DHC has determined the need for a focus goal on academic performance for all unduplicated students. This new goal specifically addresses low-key metrics such as the English Learner reclassification, credit completion, and graduation rates for the student groups. Reviewing the student data revealed performance gaps between the "All Student Group" and the unduplicated students. Each year academic growth is measured using the NWEA MAP assessment. Using the NWEA MAP assessment this year revealed performance gaps amongst student groups. DHC understands the gaps that need to be closed for the students, and this focus goal was carefully designed to support the students' academic needs with targeted interventions and tutoring.

Stakeholders were consulted and involved in the LCAP process, which promotes positive engagement, buy-in, and trust. The school knows that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are highly qualified– Priority 1	100%				Teachers are highly qualified– 100%
Teachers are appropriately assigned – Priority 1	100%				Teachers are appropriately assigned – 100%
Reading – Lexile Growth – local metric	1125				Reading score increases each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics RIT Growth – local metric	222				Mathematics score increases each year
Average Credit Completion – local metric	1.86				Average Credit Completion increases to 4.
English Learner Reclassify - Priority 4	5.0%				English Learner reclassification rate increases each year
EL Annual Progress on ELPAC – Priority 4	Postponed				EL Annual Progress on ELPAC increases each year
DASS 1 Year Graduation Cohort Rate - Priority 5	TBD End of the Year				DASS 1 Year Graduation Cohort Rate – increases each year

## Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Learner support staff, interventions, and materials	The English Language Learners will be served by ELL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to ELL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed.	\$76,550.00	Yes
2	All academic interventions and program materials	State and local assessments in ELA and Math indicate that some of the lowest-performing students are the unduplicated student groups. To address this need, interventions will be provided for the unduplicated students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read 180 and Math 180, will accelerate their academic abilities. These actions	\$100,510.00	Yes



Action #	Title	Description	Total Funds	Contributing
		have been effective at increasing students' mathematics and reading assessments.		
3	Tutoring and supports for students	Some of the lowest graduation rates are among the unduplicated student groups. To address this need, tutoring support for credit deficient unduplicated students will increase to help the rate at which the students finish their courses. Local and virtual tutors are actively engaged in reaching out to the unduplicated students. Tutors deliver a critical level of support that has been successful in helping address academic gaps effectively and improve student performance. These actions will increase graduation rates for the unduplicated student groups.	\$180,819.00	Yes
4	Counseling students towards graduation and materials	Some of the lowest graduation rates are among the unduplicated student groups. To address this need, unduplicated students will be counseled to improve their expectations and efforts towards graduation. School counselors will connect with students, effectively monitor, and guide students to achieve their graduation goals. The school counselors will continue to address and support the obstacles that unduplicated students might have. This action has been effective for many students in helping them successfully graduate, and will increase graduation rates for the unduplicated student groups.	\$58,499.00	Yes
5	Student activities that increase learning efforts	The unduplicated students served by the school have additional obstacles that often interfere with their attendance and lower their academic motivation as indicated by attendance rates and work completion rates. To address this need, students will participate in a comprehensive incentive and recognition system that will help support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes, but is not limited to, celebrations, field trips, and enrichment experiences. DHC has witnessed how these actions inspire students to continue to be productive and strive to accelerate their learning. These actions will	\$16,406.00	Yes

Action #	Title	Description	Total Funds	Contributing
		have a positive impact on attendance, work completion, and graduation rates.		
6	Teachers and staff are qualified and appropriately assigned	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified so that students are served according to the legal requirements.	\$3,142,744.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English Language Learners, and foster youth students.

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs and interests of the student population. Most of the students choose an independent study program to change their stories and increase their viability after graduation. DHC supports the interests of students in their pursuit of a career through the completion of CTE coursework and with community partnerships. All students receive a state standards-aligned curriculum and college-bound students are encouraged to complete the a-g requirements. DHC expects these metrics to show improvement for all student groups.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards–aligned materials – Priority 1	100%				Standards –aligned materials 100% access
Implement state academic standards and EL access – Priority 2	3.72 out of 5.0				Implement state academic standards and EL access increase
Statewide Assessments: * English Language Arts – Priority 4	TBD TBD TBD				Statewide Assessments:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
* Mathematics – Priority 4 * Science – Priority 4					* English Language Arts - score Orange or better * Mathematics – score Orange * Science – score higher each year
Participants in career-ready courses – Priority 8 local metric	Career Technical Education – 12 Professional Skills - 135 Computer Literacy - 135				Number of students in career-ready courses – increase enrollment each year
Percentage of CTE course and pathway completers – Priority 4	41.67% and TBD End of the Year				Percentage CTE course and pathway completers – increase .5 each year
Access to broad range of courses – Priority 7	100%				Access to broad range of courses – All students have access to courses
Complete A-G courses (CSU) – Priority 4	TBD End of the Year				Complete A-G courses – CSU – increase 1% each year

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Career and college-readiness for	Some of the lowest college and career-readiness rates are among the unduplicated student groups. To address this need, the unduplicated students need to be prepared to pursue a career or attend a college.	\$3,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
	unduplicated students	DHC takes into consideration local employment opportunities and student interests to help guide students into valuable coursework. Students engage with a career inventory assessment and complete a professional skills course to align their interests with either a CTE pathway or other secondary education options. Support personnel, partnerships, and materials are essential to tailor and implement the curriculum for students. DHC has witnessed many of the students be successful in these programs. These actions will have a positive impact on the college and career-readiness rates for the unduplicated student population.		
<b>2</b>	Professional development addressing unduplicated students	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, professional development for the teachers and staff is essential for the progress of the unduplicated students. To build the staff capacity and meet the needs of the students, the staff will engage in training, attend conferences and workshops, and work within professional learning communities. There has been a positive impact on the opportunity youth due to training in trauma-informed practices. End-of-year student surveys indicated a need for social-emotional support for unduplicated students.	\$17,918.00	Yes
<b>3</b>	Technology for upgrading student programs	Ensuring that the unduplicated students receive and benefit from effective technology platforms and programs in order to access the curriculum is an ongoing effort. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. DHC has seen this action be effective with the students during the last year.	\$99,149.00	Yes
<b>4</b>	Support for standards-based curriculum in all areas.	All unduplicated students will have enhanced access to a standards-aligned curriculum. Regional personnel will help develop a high-quality, customized curriculum, provide coaching to support implementation with the unique needs of our student groups, and	\$5,044.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitor the implementation. DHC is monitored using the CDE rubric each year.		
5	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. DHC continues to purchase state-adopted texts and update supplemental materials regularly so that they meet the students' academic needs.	\$1,646,752.00	No
6	Safe and secure facilities	DHC provides learning facilities for the students that are safe and secure. DHC monitors the sites each year using the Facility Inspection Tool (FIT).	\$800,766.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
3	<p>Increase Student Retention:</p> <p>This is a maintenance goal for student retention. It was developed to address disengaged students and support the student to graduate. The school has a safe, welcoming environment, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.</p>

An explanation of why the LEA has developed this goal.

The school measures the core program through its high retention, graduation, and return to district rate. The mission is to provide supports so students do not dropout of school. The staff has been trained in trauma-informed practices and the staff knows how to effectively address student retention. In consultation with students, families, and staff, DHC will continue to provide a collaborative educational environment for the success of the students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success Rate – local metric: graduation, retention, rematriculate	86.5.0%				Success Rate – maintain 80% or higher
School Facilities rating – Priority 1	Good Condition				School Facilities rating – in “Good Condition.”
Retention rate – local metric	78.9%				Retention rate – 80% or higher
Attendance rate – Priority 5	79.63%				Attendance rate – 85% or higher



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Non-completer rate(dropout) – local metric	12.5%				Non-completer rate (dropout) – less than 10%
Suspension rate – Priority 6	0%				Suspension rate – low rate - green
Expulsion rate – Priority 6	0%				Expulsion rate – low rate - blue

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Retention Support personnel and incentive programs	The unduplicated student population has some of the lowest attendance rates. Ensuring that the unduplicated students are attending and remaining in school is foundational to the program. The students are typically behind in credits and have been out of school for about a semester or more. DHC has trained personnel who provide outreach and monitoring of students so that their attendance is regular. DHC also has a comprehensive incentive program. DHC will continue this practice because the data shows that the school has been successful with the majority of the students each year. These actions will have a positive impact on the attendance rates of the unduplicated students.	\$67,870.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Social-emotional support services and materials	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, trauma-informed practices have helped address many of the social-emotional needs of the unduplicated students. Programs that have had a positive impact on students include TREC, HOPE program, counseling, support personnel, social workers, professional development, and yoga. DHC will continue to provide and build on these actions and services. DHC has witnessed that the opportunity youth students benefit from these foundational supports. End-of-year student surveys indicated a positive change in the need for social-emotional support for unduplicated students.	\$1,836.00	Yes
3	Transportation for unduplicated students	The unduplicated students are frequently without access to transportation to school or other related programs. This obstacle is mitigated by providing a variety of transportation options from metro passes, bus services, vans, and such. DHC will continue to provide this additional service for students because DHC has seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of the unduplicated students.	\$10,378.00	Yes
4	Access to nutrition for unduplicated students	Food services are not normally a part of an independent study program but meeting human basic needs helps students focus on academic achievement. Students in the unduplicated student groups have been greatly impacted by the pandemic and the associated economic recession that limits their access to quality nutrition. Nutrition is an essential function for school, and DHC provides the unduplicated students access to food. Students cannot learn well when they are hungry, so DHC will continue to provide food services and/or other means for them to receive sustenance. This action has been effective in helping the students stay academically focused. These actions will increase attendance and retention rates for the unduplicated student population.	\$70,484.00	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.

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	Increase Stakeholder Engagement: This is a maintenance goal for increasing stakeholder engagement. DHC believes parent engagement is pivotal for their student's academic progress. Participation is encouraged to promote positive school outcomes.

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, surveys, and parent advisory, has a positive impact on the student's school experience. With the consultation of the stakeholders, DHC made this goal a maintenance of progress goal. There was a downturn in the school data for this goal, stemming from the pandemic, however, DHC expects this to resume in a few years.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent conferences, events, celebrations – local metric	550				Parent conferences, events, celebrations increase
Parent Advisory/ ELAC – local metric: participation all year	23				Parent Advisory/ ELPAC – have participatoin
Efforts to seek parent input – Priority 3: school survey	86%Feel It's Easy to Contact Teacher				Efforts to seek parent input – increase on survey
Students feel safe – Priority 6	74% Feel Safe				Students feel safe – over 91% feel safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students feel connected – Priority 6	95% Feel Connected				Students feel connected – over 88% feel connected
Teachers feel safe– Priority 6	33% Concerned				Teachers feel safe– over 92% feel safe
Teachers feel connected– Priority 6	95% Communication				Teachers feel connected– over 92% feel connected

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Community/Parent Liaison and meaningful school activities	The parents/guardians of unduplicated students are some of the least involved stakeholders. The engagement of parents/guardians and other stakeholders is an essential component for educating unduplicated students. DHC knows that parents/guardians, and their families have a difficult time engaging with meaningful school activities. DHC will continue to provide a community and/or parent liaison who does outreach to promote the school as a welcoming place for everyone. The school will continue to provide this action because DHC knows that parent/guardian engagement is important and helpful in promoting the value of education in the family. These actions will increase the involvement of the parents/guardians of unduplicated students in the completion of the surveys, and parent/guardian meeting attendance.	\$5,211.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Translation services and contracted services for outreach	Many of the unduplicated students speak a language other than English at home. The unduplicated students require effective communication and outreach regarding the educational programs and opportunities at the school. Translation into the families' primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are critical to the school program. DHC will continue to support these efforts at school events and through translating materials into multiple languages. These actions will increase parent/guardian attendance, increase course completion, and graduation rates for the unduplicated student population.	\$1,939.00	Yes
3	Materials, transportation, and personnel to support stakeholder events	The unduplicated student population has some of the lowest attendance rates. School activities and events are important to the unduplicated students and their families so that they feel connected to the school's purpose and have increased engagement. Expenses for these include but are not limited to communications, outreach, materials, and transportation. DHC will continue this action because the school has witnessed the positive impact on schools when barriers to access are removed. These actions will have a positive impact on the attendance rates of the unduplicated students.	\$2,799.00	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.

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.09%	719,033

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.

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. The student population of English Language Learners, students identified as low-income, and foster youth far exceeds the 55% unduplicated threshold for using the funds schoolwide. The school will expend these funds according to the identified areas of need for the unduplicated pupils. The largest amount of funding is aimed directly at interventions for attendance issues and academic supports for completing credits, which will lead towards successful graduation and lifelong learning for students. The details of the required justification for how the LEA is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions, and Services section of this plan. The contributing action titles are:

Goal 1 Action 1: English Language Learners support staff, interventions, and materials.

Goal 1 Action 2: All academic interventions and program materials.

Goal 1 Action 3: Tutoring and supports for students.

Goal 1 Action 4: Counseling students towards graduation and materials.

Goal 1 Action 5: Student activities that increase learning efforts.

Goal 2 Action 1: Career and college-readiness for unduplicated students.

Goal 2 Action 2: Professional development addressing unduplicated students.

Goal 2 Action 3: Technology for upgrading student programs.

Goal 3 Action 1: Student Retention Support personnel and incentive programs.

Goal 3 Action 2: Social-emotional, trauma support services, and materials.



Goal 3 Action 3: Transportation for unduplicated students.  
Goal 3 Action 4: Access to nutrition for unduplicated students.

Goal 4 Action 1: Community/Parent Liaison and meaningful school activities.  
Goal 4 Action 2: Translation services and contracted services for outreach.  
Goal 4 Action 3: Stakeholder events, personnel, and materials for engagement.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of the unduplicated students. The school also considered the design of actions, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from all stakeholders. These contributing actions are principally directed toward the unduplicated student population to help the program meet the unique needs of the unduplicated student groups. In the goals section of this plan, each action marked, “yes,” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close the equity and performance gaps and meet the goals of the LEA. The school incorporated the language required by 5CCR 15496 into the description of each specific action language because each response is unique and specific to each contributing action in this plan. The intention in doing this is to increase transparency for stakeholders when reading this plan, so they can better understand the rationale behind each unique schoolwide goal. Many of these actions and services are being performed on a schoolwide basis to increase overall efficiency and effectiveness.

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

The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English Language Learners, students identified as low-income, and foster youth. The school’s proportional percentage has been calculated and DHC has demonstrated that the school has met the proportional percentage by planning to expend all supplemental and concentration funds allocated on services for the unduplicated student population as outline in the actions and services described in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of the unduplicated students.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,309,295.00				\$6,309,295.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,645,312.00	\$2,663,983.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	English Language Learner support staff, interventions, and materials	\$76,550.00				\$76,550.00
1	2	English Learners Foster Youth Low Income	All academic interventions and program materials	\$100,510.00				\$100,510.00
1	3	English Learners Foster Youth Low Income	Tutoring and supports for students	\$180,819.00				\$180,819.00
1	4	English Learners Foster Youth Low Income	Counseling students towards graduation and materials	\$58,499.00				\$58,499.00
1	5	English Learners Foster Youth Low Income	Student activities that increase learning efforts	\$16,406.00				\$16,406.00
1	6	All	Teachers and staff are qualified and appropriately assigned	\$3,142,744.00				\$3,142,744.00
2	1	English Learners Foster Youth Low Income	Career and college-readiness for unduplicated students	\$3,621.00				\$3,621.00
2	2	English Learners Foster Youth Low Income	Professional development addressing unduplicated students	\$17,918.00				\$17,918.00
2	3	English Learners Foster Youth Low Income	Technology for upgrading student programs	\$99,149.00				\$99,149.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Support for standards-based curriculum in all areas.	\$5,044.00				\$5,044.00
2	5	All	Educational materials for an effective program	\$1,646,752.00				\$1,646,752.00
2	6	All	Safe and secure facilities	\$800,766.00				\$800,766.00
3	1	English Learners Foster Youth Low Income	Student Retention Support personnel and incentive programs	\$67,870.00				\$67,870.00
3	2	English Learners Foster Youth Low Income	Social-emotional support services and materials	\$1,836.00				\$1,836.00
3	3	English Learners Foster Youth Low Income	Transportation for unduplicated students	\$10,378.00				\$10,378.00
3	4	English Learners Foster Youth Low Income	Access to nutrition for unduplicated students	\$70,484.00				\$70,484.00
4	1	English Learners Foster Youth Low Income	Community/Parent Liaison and meaningful school activities	\$5,211.00				\$5,211.00
4	2	English Learners Foster Youth Low Income	Translation services and contracted services for outreach	\$1,939.00				\$1,939.00
4	3	English Learners Foster Youth Low Income	Materials, transportation, and personnel to support stakeholder events	\$2,799.00				\$2,799.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$719,033.00	\$719,033.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$76,550.00	\$76,550.00
<b>Schoolwide Total:</b>	\$642,483.00	\$642,483.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	English Language Learner support staff, interventions, and materials	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$76,550.00	\$76,550.00
1	2	All academic interventions and program materials	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,510.00	\$100,510.00
1	3	Tutoring and supports for students	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$180,819.00	\$180,819.00
1	4	Counseling students towards graduation and materials	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$58,499.00	\$58,499.00
1	5	Student activities that increase learning efforts	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$16,406.00	\$16,406.00
2	1	Career and college-readiness for unduplicated students	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,621.00	\$3,621.00
2	2	Professional development addressing	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,918.00	\$17,918.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		unduplicated students					
2	3	Technology for upgrading student programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$99,149.00	\$99,149.00
2	4	Support for standards-based curriculum in all areas.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,044.00	\$5,044.00
3	1	Student Retention Support personnel and incentive programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$67,870.00	\$67,870.00
3	2	Social-emotional support services and materials	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,836.00	\$1,836.00
3	3	Transportation for unduplicated students	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,378.00	\$10,378.00
3	4	Access to nutrition for unduplicated students	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,484.00	\$70,484.00
4	1	Community/Parent Liaison and meaningful school activities	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,211.00	\$5,211.00
4	2	Translation services and contracted services for outreach	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,939.00	\$1,939.00
4	3	Materials, transportation, and personnel to support stakeholder events	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,799.00	\$2,799.00

**Annual Update Table Year 1 [2021-22]**

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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



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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.