LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dunlap Leadership Academy

CDS Code: 10622650116640
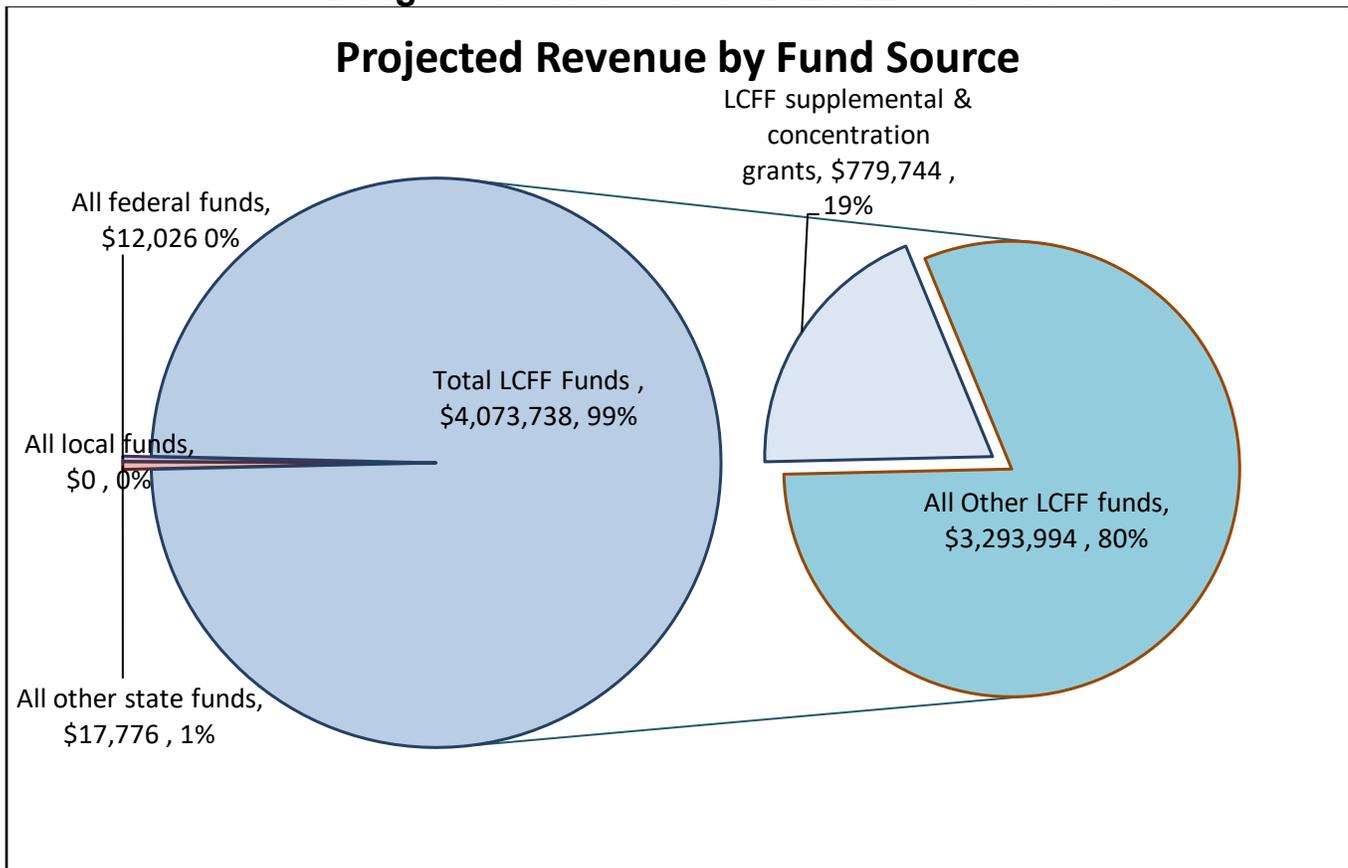
School Year: 2021-22

LEA contact information:

Ron Pack

Principal, DLA

559-305-7320

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

- LCFF supplemental & concentration grants, $779,744 , 19%
- All federal funds, $12,026 0%
- All local funds, $0 , 0%
- Total LCFF Funds , $4,073,738, 99%
- All Other LCFF funds, $3,293,994 , 80%
- All other state funds, $17,776 , 1%

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

The total revenue projected for Dunlap Leadership Academy is $4,103,540, of which $4,073,738 is Local Control Funding Formula (LCFF), $17,776 is other state funds, $0 is local funds, and $12,026 is federal funds. Of the $4,073,738 in LCFF Funds, $779,744 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.

Budgeted Expenditures in the LCAP
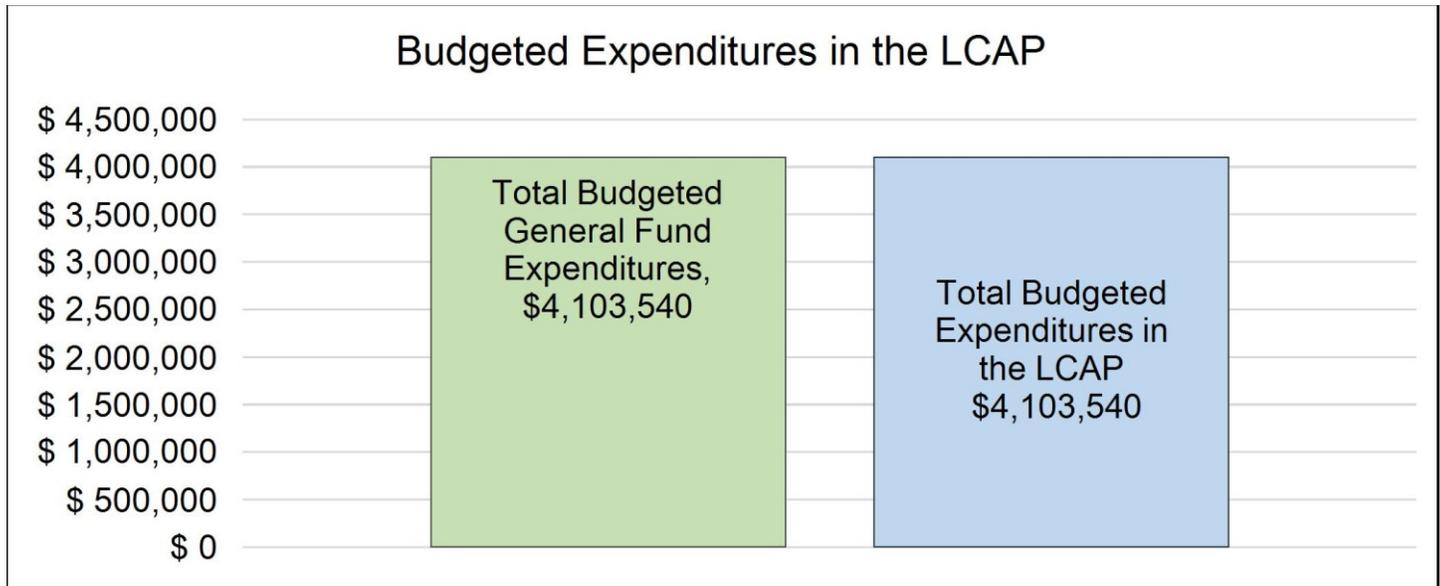
This chart provides a quick summary of how much Dunlap Leadership Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Dunlap Leadership Academy plans to spend $4,103,540 for the 2021-22 school year. Of that amount, $4,103,540 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All general fund budget expenditures are included in the Local Control and Accountability Plan for the 2021-2022 school year. State "one time" Expanded Learning Opportunities funds ($31,000) were not included in the LCAP as only ongoing funds were outlined.

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

In 2021-22, Dunlap Leadership Academy is projecting it will receive $779,744 based on the enrollment of foster youth, English learner, and low-income students. Dunlap Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Dunlap Leadership Academy plans to spend $779,744 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students
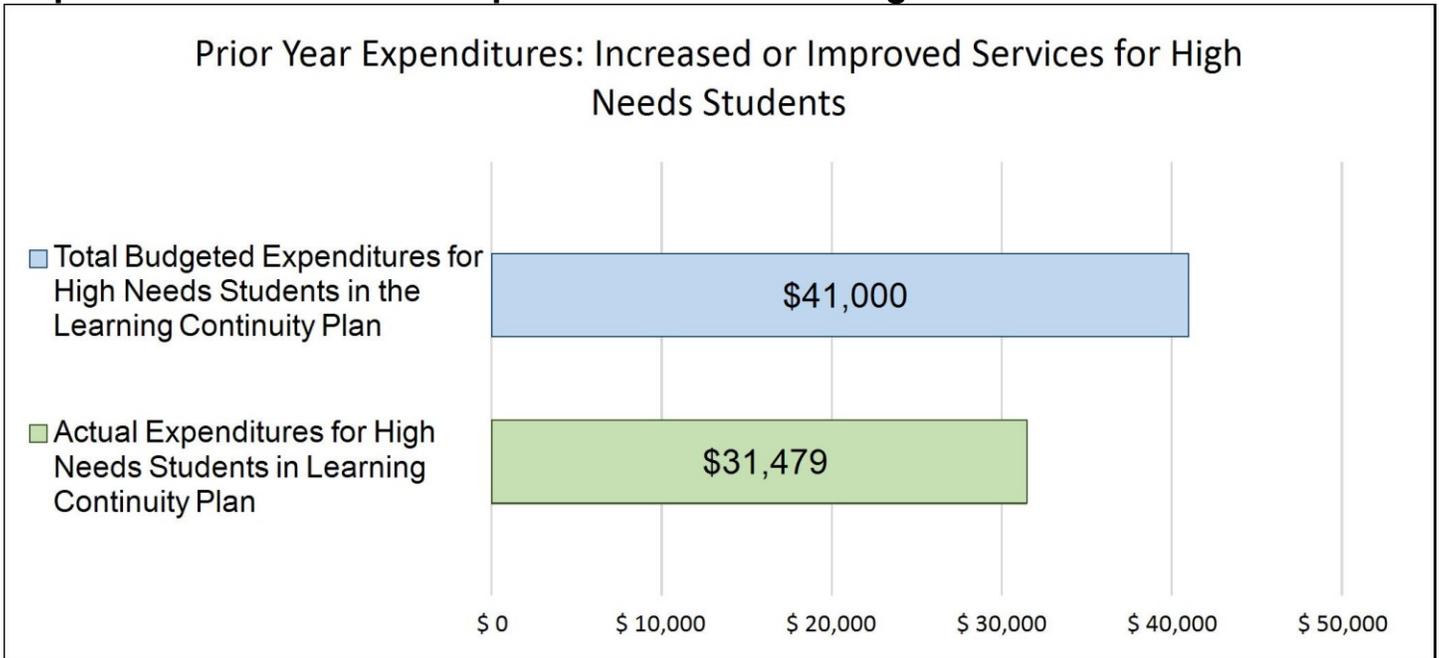
This chart compares what Dunlap Leadership Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Dunlap Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Dunlap Leadership Academy's Learning Continuity Plan budgeted $41,000 for planned actions to increase or improve services for high needs students. Dunlap Leadership Academy actually spent $31,479 for actions to increase or improve services for high needs students in 2020-21.

Funds allocated in 2020-2021 that were not expended, will be carried over into the 2021-2022 school year in support of the actions planned in the Local Control and Accountability Plan. These actions will continue to increase or improve services for high need students outlined in the plan.

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
Dunlap Leadership Academy	Ron Pack Principal, DLA	pack-r@kcusd.com 559-305-7320

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

Goal #1:
All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator - Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned teachers **19-20** - More than 95% **Baseline** • 2015/16 - 100%	100% of teachers were appropriately credentialed.
Metric/Indicator - Percentage of misassigned teachers and vacancies **19-20** - below 1%. **Baseline** • 2015/16 - 0%	0% of teachers at DLA were misassigned.

Expected	Actual
Metric/Indicator - Percentage of students having access to standards aligned curriculum **19-20** - 100% **Baseline** - 2015/16 - 100%	100% of students had access to standards aligned curriculum.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1)Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation	1)Certificated salary as DLA operates as a dependent charter to KCUSD-95.2% 1000-1999: Certificated Personnel Salaries Base $174,988 Certificated benefits 3000-3999: Employee Benefits Base $73,000	1)Certificated salary as DLA operates as a dependent charter to KCUSD-95.2% 1000-1999: Certificated Personnel Salaries Base $180,000 Certificated benefits 3000-3999: Employee Benefits Base $73,000
2)Provide professional development and collaboration time to improve instructional strategies and share best practices	2a)Professional development in addition to district provided PD opportunities (Title I) 5000-5999: Services And Other Operating Expenditures Title I N&D $2,000 This budgeted expenditure will not be needed in 18/19. Substitutes for teacher planning and collaboration. 1000-1999: Certificated Personnel Salaries Base $1000	2a)Professional development in addition to district provided PD opportunities (Title I) 5000-5999: Services And Other Operating Expenditures Title I N&D $500 Substitutes for teacher planning and collaboration. 1000-1999: Certificated Personnel Salaries Base $1000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Substitutes for teacher planning and collaboration. 3000-3999: Employee Benefits Base $500	Substitutes for teacher planning and collaboration. 3000-3999: Employee Benefits Base $500
3)Provide basic operating expenses - include school site secretary, general office materials and supplies, equipment	3a) Office secretary salary 2000-2999: Classified Personnel Salaries Base $23,266.38 3a) Office secretary benefits 3000-3999: Employee Benefits Base $6200.38 3b) Copier rental (63000 Lottery) 5000-5999: Services And Other Operating Expenditures Other $2438.00 3b) Copier rental 5000-5999: Services And Other Operating Expenditures Title I N&D $4000.00 3c) School basic operating expenses- materials and supplies for classroom/office and furniture for classroom/office. Materials and supplies for graduation. (11000 Lottery) 4000-4999: Books And Supplies Other $6946.00	3a) Office secretary salary 2000-2999: Classified Personnel Salaries Base $24,000 3a) Office secretary benefits 3000-3999: Employee Benefits Base $6300 3b) Copier rental (63000 Lottery) 5000-5999: Services And Other Operating Expenditures Other $1,370 3b) Copier rental 5000-5999: Services And Other Operating Expenditures Title I N&D $1,273 3c) School basic operating expenses- materials and supplies for classroom/office and furniture for classroom/office. Materials and supplies for graduation. (11000 Lottery) 4000-4999: Books And Supplies Other 0
4) Provide and maintain facilities	4a) Materials and supplies for custodial/maintenance 4000-4999: Books And Supplies Base $1000.00	4a) Materials and supplies for custodial/maintenance 4000-4999: Books And Supplies Base $500.00
5) Teachers/administration will attend workshops/conferences specific to charter schools and independent study with a focus on unduplicated students. This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Unduplicated students	5a) Registration, transportation, meals, and other fees associated with participation in annual charter schools and independent study conferences. 5000-5999: Services And Other Operating Expenditures	5a) Registration, transportation, meals, and other fees associated with participation in annual charter schools and independent study conferences. 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
are more likely to struggle with engagement in the classroom - for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement. Research - How Poverty Affects Classroom Engagement Eric Jensen http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx Center for Public Education - Teaching the Teachers - Effective Professional Development in an Era of High Stakes Allison Gulamhussein http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf It is our expectation that providing professional development for teachers will result in increasing CAASPP scores, increased performance on the CELDT/ELPAC, and increased EL reclassification rate.	Supplemental/Concentrated $2000.00	Expenditures Supplemental/Concentrated 0

Goal Analysis

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

The funds that were budgeted for specific actions not fully implemented were not use elsewhere. Instead, they were not used at all. Unused supplemental/concentrated dollars will be rolled over into next year's budget to specifically serve our unduplicated students at DLA/KC Online.

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

Due to the pandemic, it was difficult to implement all actions as written. Students were not on campus for the first half of the year. When students did return, they returned on an "as needed" schedule. For example, students struggling in specific class might attend

the lab for a few days to get clarification and support to move past the challenging topic. Because students weren't on campus like usual, we did not have the needs for materials and supplies as we would during a typical year.

While we did experience some challenges with the implementation of all actions as stated in the LCP, we also experienced some successes. All teachers returned to the work site to serve the students of DLA. We also were able to take advantage of a few professional development opportunities, albeit online. These conferences were offered at a fraction of the typical conference cost.

Goal 2

Goal #2: All students will demonstrate an increase in academic achievement in all core subject areas - English Language Arts (ELA), Math, Science and Social Science-through the implementation of state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator - %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment **19-20** - 51% **Baseline** - 2015/16 - 45% overall	We do not have a percentage of students who met or exceeded standards on the Smarter Balanced ELA Assessment due to school closures for COVID 19.
Metric/Indicator - %age of students who meet or exceed standards on the Smarter Balanced Math Assessment **19-20** - 9% **Baseline** - 2015/16 - 3% overall	We do not have a percentage of students who met or exceeded standards on the Smarter Balanced Math Assessment due to school closures for COVID 19.
Metric/Indicator -%age of 11th grade students considered conditionally ready/ready for College English **19-20**	We do not have a percentage of 11th grade students considered conditionally ready/ready for College English as indicators were suspended this year due to school closures for COVID 19.

Expected	Actual
- More than 40% **Baseline** - 2015/16 - 45%	
Metric/Indicator - %age of 11th grade students considered conditionally ready/ready for College Mathematics **19-20** - More than 40% **Baseline** - 2015/16 - 3%	We do not have a percentage of 11th grade students considered conditionally ready/ready for College Math as indicators were suspended this year due to school closures for COVID 19.
Metric/Indicator -%age of English Learner students who make progress toward English proficiency as reflected by the CELDT criterion and measured by an assessment of English proficiency, approved by the State Board of Education, will be higher than the state average. **19-20** - higher than state average **Baseline** - higher than state average	DLA did not have any EL students this school year.
Metric/Indicator - API **19-20** - API has been suspended. **Baseline** - API has been suspended	- API has been suspended.
Metric/Indicator - access to State Standards and ELD Standards, as evidenced by Walkthrough forms **19-20** - Baseline year + 4%	Students had access to State Standards and ELD Standards, as evidenced by Walkthrough forms

Expected	Actual
Baseline - To be determined in 2017/18	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Align instruction with content standards by utilizing online curriculum providers as well as additional resources to support learning. This will include but is not limited to purchasing licenses, textbooks, books/novels, materials, resources and technology. a)Utilize outside resources to house online curriculum, state standards and ELD resources as well as intervention support b)Purchase online curriculum and other supplemental materials, c)technology, science lab equipment and resources that align to the state standards.	1a) Online curriculum provider and LMS (learning management system) Currently using APEX and FuelEd. Initial seat license contract for APEX: 12,500. FuelEd: 12,400 Each additional class, with online instructor (CTE) is $300 per student per class. If additional students attend, or students accelerate, the budget is provided to allow for that fluctuation. 5000-5999: Services And Other Operating Expenditures Base $60,909.44	1a) Online curriculum provider and LMS (learning management system) 5000-5999: Services And Other Operating Expenditures Base $30,000
	1b) Purchase additional textbooks, books, materials, lab materials and resources, and technology that align to the CCSS 4000-4999: Books And Supplies Base $17012	1b) Purchased additional textbooks, books, materials, lab materials and resources, and technology that align to the CCSS 4000-4999: Books And Supplies Base $12,000
	1c) Updated technology in DLA resource centers (Title I) 4000-4999: Books And Supplies Title I N&D $2539.89	1c) Updated technology in DLA resource centers (Title I) 4000-4999: Books And Supplies Title I N&D $2400.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	This expenditure will not be needed in the 19-20 SY. $0	
2)Provide RSP teacher support for students with disabilities	2a) Special Education teacher salaries 1000-1999: Certificated Personnel Salaries Base $22,584 2b) Special Education teacher benefits 3000-3999: Employee Benefits Base $7000 Teacher extra pay for tutoring/intervention will no longer be implemented in 19-20 Teacher benefits for tutoring/intervention will not be need in 19-20. This expenditure will not be needed in 19-20 SY. This expenditure will not be needed in 19-20 SY. Base $0	2a) Special Education teacher salaries 1000-1999: Certificated Personnel Salaries Base $3000.00 2b) Special Education teacher benefits 1000-1999: Certificated Personnel Salaries Base $200
3)Provide educational opportunities for all students - includes instructional tutors, materials and supplies, awards and rewards for students, and licensing for supplemental programs to engage students. This action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. We are trying to provide incentives and awards for students to motivate them to perform to their fullest potential. Research: http://www.theguardian.com/teachernetwork/ 2015/apr/01/teaching-assistants-classroomsresearch-imp	3) Materials and supplies,awards and rewards 4000-4999: Books And Supplies Supplemental/Concentrated $10655 Incentive activities and study trips for students to increase motivation. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $8,811 This expenditure will not be needed in 19-20 SY. $0	3) Materials and supplies,awards and rewards 4000-4999: Books And Supplies Supplemental/Concentrated $21,851 Incentive activities and study trips for students to increase motivation. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $4000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Technology to increase engagement and improve course access. 4000-4999: Books And Supplies Supplemental/Concentrated $8527.27	Technology to increase engagement and improve course access. 4000-4999: Books And Supplies Supplemental/Concentrated $8000
4)Monitor student achievement and instructional practices a)Utilize data management systems and technology to monitor students achievement and instructional practices This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research: https://www.nwea.org/research/ Make Assessment Work for All Students: Multiple Measures Matter Description Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by NWEA and Gallup, to learn what students, parents, and educators really think about assessment. With... - See more at: https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf Make_Assessment_Work_for_All_Students_2016 4b) Data management system. DLA is a dependent charter under Kings Canyon Unified therefore the service is provided by them.	4a) NWEA licensing 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $1000	4a) utilized existing systems that were already paid for in Action 1a. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $0
5)Educational opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math/ ELA) a) designated and integrated English Language Development This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the	5a) Designated and integrated ELD- Salaries and benefits-3.8% 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $10,069.39 Designated and integrated ELD - Benefits 3000-3999: Employee Benefits	5a) Designated and integrated ELD- Salaries and benefits-3.8% 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $7505 Designated and integrated ELD - Benefits 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
content areas, as well through integration with the content areas. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University b) Intentional practice, assessment, and monitoring of ELD listening standards The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Our teachers administer the state assessments. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein	Supplemental/Concentrated $3933.50 5b) Annual testing - Salaries - 1% 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $2649.84 Annual testing - benefits 3000-3999: Employee Benefits Supplemental/Concentrated $1035.00	Supplemental/Concentrated $5621 5b) Annual testing - Salaries - 1% 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $1800 Annual testing - benefits 3000-3999: Employee Benefits Supplemental/Concentrated $1000

Goal Analysis

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

The funds that were budgeted for specific actions not fully implemented were not use elsewhere. Instead, they were not used at all. Unused supplemental/concentrated dollars will be rolled over into next year's budget to specifically serve our unduplicated students at DLA/KC Online.

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

Due to the COVID Pandemic, we experienced the following challenges in implementing our original intended actions in our LCAP.
- Transportation: DLA chose to abide by district, county, and state health and safety guidelines throughout the pandemic. Therefore, we did not take any study trips throughout the year.
- Online Curriculum Licensing: Because of the COVID pandemic in the spring and through the summer, students were not as productive as in a typical year. Therefore, students took less courses overall throughout the year. In turn, we spent less money for online licensing.

Goal 3

Due to the very significantly low enrollment of English Learners at DLA, expected annual measurable outcomes, goals, and actions for English Learners are now embedded in Goal 2.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 4

Goal #4: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator - Cohort graduation rate **19-20** - 82% **Baseline** - 2015/16 - 76.2%	90% of our senior students graduated in 2019-2020
Metric/Indicator - %age of graduates completing A-G requirements will increase by 2% **19-20** - 27% **Baseline** • 15/16 - 19% • 16/17 - 5.3%	Unfortunately, we did not have any students complete A-G requirements in 19-20.
Metric/Indicator - CTE participation rate	CTE participation rate has not been calculated yet for the 2019-2020 school year.

Expected	Actual
19-20 - Baseline + 1% **Baseline** - 0% - no CTE courses provided	
Metric/Indicator - %age of students having access to broad course of study **19-20** - 100% **Baseline** 16/17- 100% 17/18 - 100%	100% of students had access to broad course of study.
Metric/Indicator - Dropout rate **19-20** - below the state average. **Baseline** - 9.5%	The dropout rate has not yet been calculated yet for the 2019-2020 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1)Improvement of college and career readiness a)School Counselor	1a) Counselor Salary 1000-1999: Certificated Personnel Salaries Base $16,860 1a) Counselor benefits 3000-3999: Employee Benefits Base $2961.80	1a) Counselor Salary 1000-1999: Certificated Personnel Salaries Base 13,820 1a) Counselor benefits 3000-3999: Employee Benefits Base 415.90
2) Improvement of college and career readiness through College and Career Field Trips.	2) Field Trips to colleges, seminars, workshops, etc for college prep. 5000-5999: Services And Other Operating	2) Field Trips to colleges, seminars, workshops, etc for college prep. 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. These trips help expose students to different college opportunities. We also either include a science lab opportunity or visit a location that support history or social science curriculum. Research:Taking students to an art museum improves critical thinking skills, and more By Jay P. Greene, Brian Kisida and Daniel H. Bowen http://educationnext.org/the-educational-value-of-field-trips/ It is our expectation that this action will result in increasing CAASPP scores and increased college and career readiness.	Expenditures Supplemental/Concentrated $10,000	Expenditures Supplemental/Concentrated $3000.00
3)Provide Co-curricular activities to strengthen student engagement a) Summer School - salaries and benefits, materials and supplies - b) Campus Clubs This action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research - The Case for High School Activities https://www.nfhs.org/articles/the-case-for-high-school-activities/ Everyone Gains: Extracurricular Activities in High School and Higher SAT® Scores Howard T. Everson and Roger E. Millsap http://files.eric.ed.gov/fulltext/ED562676.pdf This action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research -Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557	This action is not needed in the 19/20 SY. $0 3b) Summer School - teacher and admin salaries- 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $15,000 3b) Summer school classified salaries -- 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $1,500 3b) Summer School benefits 3000-3999: Employee Benefits Supplemental/Concentrated $5,500 3b) Summer School materials and supplies 4000-4999: Books And Supplies Supplemental/Concentrated $2500	3b) Summer School - teacher and admin salaries- 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $24,332 3b) Summer school classified salaries -- 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 1332 3b) Summer School benefits 3000-3999: Employee Benefits Supplemental/Concentrated 6447 3b) Summer School materials and supplies 4000-4999: Books And Supplies Supplemental/Concentrated $500.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count It is our expectation that this action will result in increasing CAASPP scores and graduation rates.	3c) Certificated supplemental pay for advising campus clubs and activities. 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $500.00 3c) Certificated supplemental benefits for advising campus clubs and activities. 3000-3999: Employee Benefits Supplemental/Concentrated $750 3d) Materials and supplies for campus clubs and activities 4000-4999: Books And Supplies Supplemental/Concentrated $1008.00	3c) Certificated supplemental pay for advising campus clubs and activities. 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $1000 3c) Certificated supplemental benefits for advising campus clubs and activities. 3000-3999: Employee Benefits Supplemental/Concentrated $400 3d) Materials and supplies for campus clubs and activities 4000-4999: Books And Supplies Supplemental/Concentrated $800

Goal Analysis

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

The funds that were budgeted for specific actions not fully implemented were not use elsewhere. Instead, they were not used at all. Unused supplemental/concentrated dollars will be rolled over into next year's budget to specifically serve our unduplicated students at DLA/KC Online.

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

DLA had some success amidst the pandemic year with Goal 4 on the following actions:

- Summer School was fully implemented during the 19-20 school year.
- We provided students with a counselor to support scheduling and credit evaluation to ensure students were ready for college, career, or community.
- Students were able to participate on college study trips during the first semester, prior to the COVID pandemic.

DLA experienced challenges in implementing the following actions for Goal 4:
- Study trips in the spring did not happen, do to the COVID pandemic and travel restrictions.

Goal 5

Goal #5
All Students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator - percentage of suspended students, including significant subgroups, will continue to be below the state average. **19-20** - below the state average **Baseline** 15/16 - 1.3% 16/17 - 3.0%	Percentage of suspended students, including significant subgroups, was 0%.
Metric/Indicator • percentage of expelled students, including significant subgroups, will continue to be below the state average **19-20** - below the state average **Baseline** 15/16 - 0% 16/17 - 0%	The percentage of expelled students, including significant subgroups, was 0%.

Expected	Actual
Metric/Indicator - Attendance rate will increase by 1% **19-20** - 88.8% **Baseline** 15/16 - 85.8% 16/17- 80.5%	Attendance rate was 95%.
Metric/Indicator - Chronic absenteeism rates will decrease by 3% **19-20** - 42.4% **Baseline** 15/16 - 51.4% 16/17- 53%	Chronic absenteeism rate was 13% for 19-20.
Metric/Indicator - Facilities will meet Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluation, as reflected on the School Accountability Report Card (SARC). **19-20** - 100% **Baseline** 15/16 - 100% 16/17 - 100%	100% of facilities met Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluation, as reflected on the School Accountability Report Card (SARC).
Metric/Indicator - percentage of students feeling safe at school will increase by 1%,as reported on the student survey **19-20**	We did not give the survey in 19-20 due to the COVID pandemic.

Expected	Actual
- 95% **Baseline** 15/16 - 93%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1)Share responsibility for improvement of school safety and climate a) Positive Behavior Intervention Supports (PBIS) b,c) Provide safe and nurturing environment through maintenance department	1a) PBIS materials and supplies 4000-4999: Books And Supplies Base $5000 This action is not needed in the 19/20 SY. $0 This action is not needed in the 19/20 SY. $0	1a) PBIS materials and supplies 4000-4999: Books And Supplies Base $3000
2)Share responsibility for improvement of school safety and climate a) Provide anti-bullying assembly This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus. DLA is a dependent charter and is supported by KCUSD for this expense. Research - http://www.cyberbullyhotline.com/blog/ut-arlington-study-anti-bullying-programs-in-schools/ It is our expectation that this action will result in a decrease in the suspension rate and an increase in attendance.	2a) Anti-bullying assemblies 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $0	2a) Anti-bullying assemblies 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $0
This action is not needed in the 19-20SY. See action 4.	This expenditure is not needed in the 19-20SY. $0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4) Provide awareness, support, incentives for increased attendance. (CARE Budget) This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide for increased attendance in an effort to increase work production and eventually credit accumulation. Research - The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronic AbsenteeismReport_may16.pdf Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html It is our expectation that this action will result in increased attendance, increasing CAASPP scores, and increased graduation rate.	4a) Incentives/Awards for students demonstrating positive attendance. (CARE) 4000-4999: Books And Supplies Other $1000 4a) Incentives/Awards/Rewards for students demonstrating positive/improved attendance. (dept 0061) 4000-4999: Books And Supplies Other $2000.00 4b) Incentives/award activities (lunch, trips) 5000-5999: Services And Other Operating Expenditures Base $1500	4a) Incentives/Awards for students demonstrating positive attendance. (CARE) 4000-4999: Books And Supplies Other 0 4a) Incentives/Awards/Rewards for students demonstrating positive/improved attendance. (dept 0061) 4000-4999: Books And Supplies Other 0 4b) Incentives/award activities (lunch, trips) 5000-5999: Services And Other Operating Expenditures Base $600

Goal Analysis

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

The funds that were budgeted for specific actions not fully implemented were not use elsewhere. Instead, they were not used at all. Unused supplemental/concentrated dollars will be rolled over into next year's budget to specifically serve our unduplicated students at DLA/KC Online.

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

DLA experienced success in implementing the following actions:
- Implementation PBIS materials and supplies, such as rewards and incentives for students that get selected for perfect attendance and for our student store.

- Recognition of DLA Students of the Month. This was a new recognition system for Dunlap Leadership Academy this past year.

DLA experiences challenges in implementing the following actions:
- We struggled to spend all of our money set aside for student incentives, as the year was cut short due to the COVID pandemic.

Goal 6

Goal #6
All Students will have the opportunity to increase academic achievement through the engagement of parents and families.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator - Parent Survey return rate - 50% or above **19-20** - 50% or above **Baseline** - 2015/16 - 54%	Parent Survey return rate was 70% for the 2019-2020 school year.
Metric/Indicator • More than 10 opportunities will be offered to parents for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities. **19-20** - 100% **Baseline** - 2015/16 - 100%	DLA provided parents with more than 10 opportunities or involvement, including events such as School Site Council, district LCAP meetings, District Advisory Committee meetings, district fair, and parent/student master agreement meetings.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1)Share responsibility for improvement of student achievement by increasing involvement of parents. a) Parent/Student contract agreement meetings b) Academic probation meetings for struggling students.	1a)Student Agreement/Contract meetings with counselor, parent and student. (Title 1) 4000-4999: Books And Supplies Title I N&D $194.11 1b) Academic probation meetings for struggling students. 4000-4999: Books And Supplies Base $250 1b) Additional pay for extra time for site secretary for academic probation meetings and master agreement meetings. 2000-2999: Classified Personnel Salaries Base $1,000 1b) Additional benefits for secretary to participate in master agreement and academic probation meetings. 3000-3999: Employee Benefits Base $250	1a)Student Agreement/Contract meetings with counselor, parent and student. (Title 1) 4000-4999: Books And Supplies Title I N&D $194.11 1b) Academic probation meetings for struggling students. 4000-4999: Books And Supplies Base $250 1b) Additional pay for extra time for site secretary for academic probation meetings and master agreement meetings (did not do) 2000-2999: Classified Personnel Salaries Base $0 1b) Additional benefits for secretary to participate in master agreement and academic probation meetings (did not do). 3000-3999: Employee Benefits Base 0
2) Provide parent advisory/involvement opportunities and feedback pipelines	2) Materials and supplies for parent involvement events/activities/committees. 4000-4999: Books And Supplies Supplemental/Concentrated $2,000 2e) Incentives to promote parent survey completion and parent participation in school events/activities. 4000-4999: Books And Supplies Supplemental/Concentrated $500	2) Materials and supplies for parent involvement events/activities/committees. No purchases were needed 4000-4999: Books And Supplies Supplemental/Concentrated $200 2e) Incentives to promote parent survey completion and parent participation in school events/activities. 4000-4999: Books And Supplies Supplemental/Concentrated $500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Refreshments for parent involvement activities/events/committees 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $1000.00	Refreshments for parent involvement activities/events/committees (no refreshments purchases) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0
3) Increase parent involvement opportunities a) Provide communication regarding parent involvement opportunities through automated communication system b) District school website c) Quarterly school newsletter d) Parent Open House/Back to School	Cost explanation for this action can be found in Goal 2. 4000-4999: Books And Supplies Base $100 3d) Food/Refreshments for parent events 5000-5999: Services And Other Operating Expenditures Base $1000.00	Cost explanation for this action can be found in Goal 2. 4000-4999: Books And Supplies Base $100 3d) Food/Refreshments for parent events (no refreshments needed this year) 5000-5999: Services And Other Operating Expenditures Base 0

Goal Analysis

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

The funds that were budgeted for specific actions not fully implemented were not use elsewhere. Instead, they were not used at all. Unused supplemental/concentrated dollars will be rolled over into next year's budget to specifically serve our unduplicated students at DLA/KC Online.

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

DLA experienced successes in implementing the actions for Goal 6 in the following ways:

- All students and parents participated in beginning of year teacher and student/parent meetings. This meeting provides an opportunity to review the student's schedule for the year and
discuss expectations.
- Some parents also had the opportunity to participate in additional meetings with their child's teacher throughout the fall semester.

- Parents had the opportunity to participate in School Site Council meetings throughout the year and provide input on our program.

DLA experienced the following challenges:
- During the second semester, we were unable to provide typical student celebration events like academic awards and our senior luncheon due to the COVID pandemic. Money set aside for refreshments for those events were rolled over to serve our unduplicated students this year.

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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
Supplemental pay for teachers to plan/prep/prepare for modified school schedule consisting of both synchronous (in person) and asynchronous (at home, independent work).	$2090.01	84	No
Materials and supplies for custodial team to ensure proper disinfecting throughout the school day	$500.00	$0	No
Supplemental licensing for online programs to increase student interaction/engagement during asynchronous time.	3538.00	0	No
Materials and supplies to ensure social distancing for paths of travel and visual reminders to promote safe and healthy habits/practices. A safe campus will result in higher student attendance. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide for increased attendance in an effort to increase work production and eventually credit accumulation. Research -The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools, Robert Balfanz Vaughn Byrnes http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_may16.pdf Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html	4000	$2,110	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
It is our expectation that this action will result in increased attendance, increasing CAASPP scores, and increased graduation rate.			

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.

Substantive differences between the planned actions and budgeted expenditures for in-person instruction were as follows:
- DLA did not use supplemental licensing for online programs to increase engagement. Instead, we focused our efforts on getting students to engage in the core curriculum provided through fuel education and APEX learning.
- There was no need for additional hours to prepare for the return of students. Therefore, supplemental pay was not provided.
- Because DLA is such a small site, we did not spend all $4000 for materials and supplies related to the return of students.

Analysis of In-Person Instructional Offerings

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

DLA is an online independent study program in KCUSD. When COVID 19 cause the initial shut down in March of 2020, our two resource centers were completely closed. Students at DLA worked entirely online but continued to have access to their teachers via telephone and Zoom. In August of 2020, some school sites in our district began to open up on a hybrid schedule. DLA, however, remained closed. It wasn't until the second semester of the 2020-2021 school year that we were able to bring students back into our resource centers in person. To date, we are scheduling our struggling students to attend the resource centers one to two days per week where they have access to teacher support.

DLA experienced the following success this year:
- Students were able to attend campus for support as needed
- We implemented our first ever academic awards ceremony in which students were recognized in front of their parents and staff.
- While some students struggled, many students continued to progress through coursework without skipping a beat due to our already established independent study program.

DLA experienced the following challenges this year:
- Many students were not as productive working solely from home.
- Struggling students struggled even more so this year.
- Students were more difficult to reach via phone to re-engage than ever before.
- Socio-emotional supports were difficult to implement for students working entirely from home.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide students with computer and internet access at home (Chromebook and hotspot checkout)	$9689.00	$2,600	No
Update technology for student checkout to ensure access to online support and credit recovery courses	3273.39	$2,200	No
Supplemental pay for teachers to plan/prep/prepare for distance learning	$1500	0	No
Registration and pay for participation in professional development related to distance education.	$854	0	No
Online curriculum licensing (APEX and Fuel Education)	$60,000	$22,076	No
Home internet access via monthly hotspot services to ensure student access to instructors and curriculum. This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Plans include providing Chromebooks, which include a GPS that will provide Wi-Fi, for students to checkout as needed for completion of homework. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	20,000	$1,920	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.

The substantive differences between the planned actions and actual expenditures were as follows:

- DLA did provide computers and hotspots for students that needed them. However, the district office covered some of the expense for those devices and services.
- Teachers did not need extra time to plan/prepare for distance learning, as DLA is an online independent study program. Our structure was already in place once distance education was needed.
- We did not need to pay for professional development related to the implementation of distance education, as our independent study program already lends itself to asynchronous work.
- Because students were not as productive while working entirely from home, they did not complete as many courses as in a typical year. That being said, we spend less money on course licensing that in typical school years.

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.

Continuity of Instruction- DLA provided continuity of instruction through it's independent study format. Students accessed curriculum and instruction during the pandemic the same way they always access it, online.

Access to Devices and Connectivity- All students had access to checking out a school chromebook if needed. All students also had access to checking out a hotspot if needed. The one challenge we did experience was connectivity in the mountain communities. For some students, our district hotpots did not get service in mountain areas. In those cases, students were either able to use the school parking lot to connect and submit assignments or students received hard copy packets in place of the online coursework expectation.

Pupil Participation- DLA students continued to participate in their online learning just as they always have. However, we did have students who relied on physically coming in the resource center to work and receive teacher support. When our resource centers were closed, those students did struggle. Their participation went down.

Distance Learning Professional Development- We did not provide outside professional development for distance learning. We did, however, provide in house collaboration opportunities for teachers from multiple schools share best practices.

Staff Roles and Responsibilities- Staff roles and responsibilities did not change for DLA, as the program is built around an online independent study model.

Support for Pupils with Unique Needs- Students with disabilities continued to receive services related to their IEP, even during the pandemic. Students in need of socio-emotional support continued to receive services from our site social worker via telephone conference or Zoom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional pay for site counselor to analyze transcripts and re-evaluate student needs	$1500	$1,500	No
Winter session and summer school pay for classified and certificated teachers This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross wallacefoundation.org/knowledge-center/summer-andextendedlearning-time/summerlearning/Documents/MakingSummer-Count	$17,000	$27,449	Yes
Purchase current technology to ensure student access to online programs	$3000	$213	No

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.

The substantive differences between planned and actual actions related to distance learning in 20-21 were as follows:
- DLA spend more money on pay for summer school than projected. We had a strong need for winter and summer sessions.
- DLA spent significantly less money on updating technology as our current devices were up to date and functioned sufficiently.

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.

DLA experienced a lot of success with summer and winter sessions for DLA students. The result was overspending on that particular action. We also fully implemented counselor support for students to ensure correct course placements for students. We did not fully implement any technology updates as they were not needed.

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.

DLA experienced the following success in monitoring and supporting student mental health needs this year:
- Students had access to our social worker for support whether they were on campus or working from home.
- Zoom sessions were made available and some students did take advantage of that opportunity.

DLA experienced the following challenges:
- It was difficult to differentiate between students needing mental health support and students simply struggling academically. Due to the pandemic, many, many students fell out of routine and had a difficult time getting back on track with their independent study work.
- Academic performance has been low for some students that used to perform well.

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.

The 2020-2021 school year was filled with both success and challenges. However, we experienced more success than challenges with engaging our students and parents. Because of the COVID pandemic, our staff was forced to learn to use technology to engage our stakeholders. Teachers continued to meet with students weekly, only virtually, utilizing the Zoom platform. Instructional support took on a new look as we expanded instruction online via Zoom. The front office team and teachers continued to hold student conferences with students and parents throughout the year. We had high turnouts for both student conferences as well as school site council meetings.

Analysis of School Nutrition

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

The Kings Canyon Unified School District food services team stayed the course for the 2020-2021 school year. Students on site received the same food service they had received in previous school years. Both breakfast and lunch was provided daily to those students scheduled to be on campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Educate students/parents on distance education through parent workshops and school site council meetings - materials and supplies	$3000	0	No
Stakeholder Engagement	Supplemental pay for classified staff for parent meetings	$1250	0	No
School Nutrition	Students at DLA participate in KCUSD food programs during the year at no cost.	$0		No
Mental Health and Social and Emotional Well-Being	Students at DLA receive socioemotional support through KCUSD social workers and On-Site counselors at no cost.	$0		No

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

During the COVID pandemic, all parent and staff meetings were held virtually utilizing the Zoom platform. Because meetings were virtual, we did not need to purchase materials/supplies or refreshments for meetings.

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.

Lessons learned over the past year have informed the 2021-2024 LCAP in the following ways:

- We plan to keep virtual meetings as an option for both student academic support and parent engagement opportunities. Over this past year, parent participation was higher for some events than in the past, likely due to the convenient virtual option.
- Student academic gaps have increased. Therefore, our new LCAP will include additional opportunities for student academic and socio-emotional support.
- Site safety practices such as handwashing, sanitizing, and distancing are practices that will continue, as they are simply healthy practices.

- Socio-emotional support will be a priority at DLA. EVERY student will be checked in with at the beginning of the year and throughout the year to ensure mental health welfare.

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

The COVID 19 pandemic has resulted in learning gaps for students at all grade levels, kinder through 12th grade. At DLA, we recognize that there will be ongoing academic and socio-emotional support needed over the next few years. To address these needs, we plan to incorporate the following actions:

- Increase access to mental health support. In turn students with healthy minds will be more successful academically.
- Provide extended day support for struggling students either in person or via Zoom.
- Provide a more systematic approach to student progress monitoring
- Implement a progress monitoring assessment to assist with placement, support, and growth.

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.

DLA did not have any substantive differences between the planned actions to support our unduplicated students and what we actually implement. We spent less money on safety/health signage, spent less on hotspots (charged to the district instead), and overspent on our summer program. However, the actions themselves were implemented as planned.

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.

DLA met most student outcomes for 19-20 and 20-21 school years. All teachers were considered highly qualified and appropriately assigned, our dropout rate was 0%, we collected 70% of our parent surveys, and had a 90% graduation rate in 19-20. We know that our current actions and tactics have been effective at improving student performance and meeting our student outcome goals in most areas. However, we also recognize that we can continue to improve the implementation of our actions/tactics to continue to improve our student outcomes.

- We plan to engage in district provided as well as out of district professional development around independent study and online learning. The goal is to continue to improve our practice to increase student success in AG coursework.
- Students will be provided with updated technology to ensure access when off site.
- We plan to be more intentional with the intervention of struggling students.
- Increase co-curricular opportunities for students to improve their connection with others and school.
- Provide a school counselor to support students with understanding the requirements of CSU/UC admission and transcript evaluation to improve AG completion rate.
- Provide students with opportunities to visit college campus to motivate students to meet admission requirements.
- Continue to improve our student recognition system, recognizing students for academic success and highlighting their accomplishments for other students to see (PBIS)
- Increase student access to socio-emotional supports on site.

Instructions: Introduction

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

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

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

Annual Update

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

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,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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	526,439.00	442,711.01
	0.00	0.00
Base	416,382.00	348,685.90
Other	12,384.00	1,370.00
Supplemental/Concentrated	88,939.00	88,288.00
Title I N&D	8,734.00	4,367.11

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	526,439.00	442,711.01
	0.00	0.00
1000-1999: Certificated Personnel Salaries	243,651.23	232,657.00
2000-2999: Classified Personnel Salaries	25,766.38	25,332.00
3000-3999: Employee Benefits	101,130.68	93,683.90
4000-4999: Books And Supplies	61,232.27	50,295.11
5000-5999: Services And Other Operating Expenditures	94,658.44	40,743.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	526,439.00	442,711.01
		0.00	0.00
	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	215,432.00	198,020.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentrated	28,219.23	34,637.00
2000-2999: Classified Personnel Salaries	Base	24,266.38	24,000.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentrated	1,500.00	1,332.00
3000-3999: Employee Benefits	Base	89,912.18	80,215.90
3000-3999: Employee Benefits	Supplemental/Concentrated	11,218.50	13,468.00
4000-4999: Books And Supplies	Base	23,362.00	15,850.00
4000-4999: Books And Supplies	Other	9,946.00	0.00
4000-4999: Books And Supplies	Supplemental/Concentrated	25,190.27	31,851.00
4000-4999: Books And Supplies	Title I N&D	2,734.00	2,594.11
5000-5999: Services And Other Operating Expenditures	Base	63,409.44	30,600.00
5000-5999: Services And Other Operating Expenditures	Other	2,438.00	1,370.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentrated	22,811.00	7,000.00
5000-5999: Services And Other Operating Expenditures	Title I N&D	6,000.00	1,773.00
		6,000.00	1,773.00
		6,000.00	1,773.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	297,338.76	288,443.00
Goal 2	156,726.33	97,377.00
Goal 4	56,579.80	52,046.90
Goal 5	9,500.00	3,600.00
Goal 6	6,294.11	1,244.11

* 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	$10,128.01	$2,194.00
Distance Learning Program	$95,316.39	$28,796.00
Pupil Learning Loss	$21,500.00	$29,162.00
Additional Actions and Plan Requirements	$4,250.00	
All Expenditures in Learning Continuity and Attendance Plan	$131,194.40	$60,152.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$6,128.01	$84.00
Distance Learning Program	$75,316.39	$26,876.00
Pupil Learning Loss	$4,500.00	$1,713.00
Additional Actions and Plan Requirements	$4,250.00	
All Expenditures in Learning Continuity and Attendance Plan	$90,194.40	$28,673.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$4,000.00	$2,110.00
Distance Learning Program	$20,000.00	$1,920.00
Pupil Learning Loss	$17,000.00	$27,449.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$41,000.00	$31,479.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dunlap Leadership Academy	Ron Pack Principal, DLA	pack-r@kcusd.com 559-305-7320

Plan Summary [2021-22]

General Information

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

The main campus of Dunlap Leadership Academy (DLA) opened in 2008 and is located in the foothills of Eastern Fresno County, close to Sequoia National Forest. It is the local high school for the Dunlap, Miramonte, and Squaw Valley attendance areas. Kings Canyon Unified School District is a K-12 public school system that serves students from a 600 square mile area, one of the largest geographic area districts in California. Diverse in geography and culture, KCUSD serves the cities of Reedley, Orange Cove and the foothill and mountain communities of Navelencia, Squaw Valley, Dunlap and Miramonte. The district employs approximately 1,500 staff members and has a student population approaching 10,000. KCUSD also offers a robust selection of programs that include adult education, alternative education options such as independent study and continuation, vocational courses, special education, and DLA that meet the broad spectrum of students' needs represented in our community.. Students enjoy stimulating and innovative Common-Core aligned curricula which effectively targets student needs and interests. KCUSD's student population is reflective of the demographic make-up of Fresno County as a whole.

As a charter school, DLA draws students from Fresno County and the seven contiguous surrounding counties, with the majority of students coming from Kings Canyon Unified School District. In addition to the Dunlap location, the school also has a resource center in the city of Reedley, which is the largest city in KCUSD. The school opened with six students and graduated its first class of seven students a year later in the spring of 2010. Over the last 10 years our school has averaged between 60 and 85 students. Students are in and out of our school throughout the year due to the population that we serve. DLA mostly serves students that are looking for a more flexible educational option due to family circumstances, mental health needs, and/or schedule conflicts. As a result of the number of high needs students that we serve, DLA has qualified as a DASS school (Dashboard Accountability School Status).

Reflections: Successes

DLA has celebrated success over the past year, even despite the COVID pandemic in 19-20. Our success can be noted below:

- Our DLA graduation rate improve from 2018-19 school year to the 19-20 school year. In 2018-2019 we had a 63% graduation rate and improved our rate to 90% in the 2019-2020 school year. Because our school enrollment is so low, a few students can make a big difference in our data.
- We have improved our performance on the ELA state assessment from 47% of students meeting or exceeding standards to 71% of students meeting or exceeding standards.
- We have also improved our performance on the state Math assessment from 5% of students meeting or exceeding standards to 32% of students meeting or exceeding standards.
- We have had very low suspension rates in recent years. This is largely due to the proactive approach our team takes with explicitly outlining expectations for our resource centers and explicitly teaching those expectations.

Through observation and other local data, we have also identified the following areas to be of strength:
- Leadership, teachers, and staff have developed to become sensitive to the socio-emotional needs of our unique student population and work both as a team and individually to address all students' SEL needs.
- The new Reedley Resource Center building is a major improvement in providing students in the Reedley/Orange Cove/Dinuba area with a safe, clean, and learning-optimized environment.
- Our PBIS rewards system continues to expand and improve to provide students with incentives and rewards for positive behavior and academic performance.
- Over the past few years, students have been provided with many opportunities to explore college campuses and participate in other intracurricular study trips to enhance learning. Last year, these opportunities were limited due to the COVID 19 pandemic but plan and systems are in place to ensure we continue to offer these opportunities for our students.

Reflections: Identified Need

As a result of analysis of both dashboard and state data as well as local indicators and other observations, we have identified the following areas as needing additional focus for improvement:

- The DLA college career readiness indicator on the state dashboard in 2019 reported only 6.7 percent of our students were prepared for college and career. One of our goals at DLA is to better promote and connect DLA students with CTE opportunities while with our program. The reality is that, while some do, many of our students do not have aspirations of attending a 4-year university. Many are looking to graduate and find work or attend technical training programs or community college after high school. The better job we do at connecting them with CTE opportunities in high school, the more experience they will have going into post secondary programs. In turn, increased CTE participation will improve our rating on the College and Career Readiness indicator on the CA School Dashboard.

- While our math performance on the CAASPP math assessment was improved from past years, it remains an area of focus. We had 47% of our students score at meets or exceeds standard on the 2018-2019 CAASPP. We recognize the need to improve intervention efforts for struggling students. Formalizing this support system will likely yield improved performance, particularly in Mathematics, on state assessments.

- The DLA team has identified and agreed upon the need for a stronger formative assessment system to use throughout the school year for ELA and Math in particular. We must have a way to monitor student achievement, specific to Common Core State Standards, along the journey, rather than waiting for summative data at the end of the year. We plan to continue exploring options to meet this need.

- Our chronic absenteeism rate in 2018-2019 was 19.4%. As an independent study program, work completed equals attendance per California Ed Code. We recognize we must intervene sooner with students that are not keeping up with progress in their courses.

- Meaningful parent participation in the DLA program is lacking. We plan to continue to explore ways to increase parent buy-in to the school culture in order to provide students with an integral support system that invigorates student achievement.

LCAP Highlights

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

The 2021-2024 Dunlap Leadership Academy Local Control and Accountability Plan contains six goals designed to primarily increase and/or improve services for our unduplicated student population.

The goals are as follows:

Goal #1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.
Goal #2: All students will demonstrate an increase in academic achievement in all core subject areas.

Goal #3 was previously focused on English language learners. However, due to the very low number of EL students enrolled in our program, we have combined the actions from this goal with those identified in goal 2.

Goal #4: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals.

Goal #5: All Students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.

Goal #6: All Students will have the opportunity to increase academic achievement through the engagement of parents and families.

The focus areas for the next three school years will include the following:

Continue to seek new ways to motivate and engage students at DLA.

Formalize an intervention plan for struggling students to ensure their success, to include the implementation of a progress monitoring assessment.

Continue to explore ways to increase parent buy-in to the school culture in order to provide students with an integral support system that invigorates student achievement.

Increase the number of students participating in CTE courses in partnership with Valley ROP

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Dunlap Leadership Academy used a variety of methods to solicit input from all stakeholder groups. Stakeholder groups included parents, teaching staff, support staff, principals, learning directors, district administrators and local bargaining units for both classified and certificated staff. KCUSD held Virtual LCAP Input workshops in February of 2021 in an effort to inform stakeholders of the District's progress with LCAP goals, discuss actions that were implemented to achieve the goals and share evidence that showed progress towards meeting positive and improved outcomes for students, especially in light of the districts response to the COVID-19 pandemic. DLA engaged with school site council on the LCAP and solicited input as to how we could improve the services provided to students. In addition to district meetings and school presentations, we distributed surveys to all parents and students. The surveys were used as a tool to collect feedback from stakeholders on the actions and goals of the LCAP.

Stakeholder process:
Virtual LCAP Workshops were held February 11 and 16, 2021. At these workshops, an overview of the LCFF model and the LCAP was presented. Data from each metric was shared and participants were encouraged to asked to provide input on the goals and action through a district wide survey. These meetings were attended by community members, parents, teachers, classified staff, principals and administrators. Input from these groups was documented and prioritized. DLA has traditionally collected an annual Parent Survey. This information is used to help provide a focus for both district and site direction. To gather information from students, we utilized an annual Student LCAP Survey to gather information to help inform the
direction of the LCAP. In addition to this parent survey, a community survey specific to the LCAP was also conducted for anyone in the KCUSD community to complete.

Presentations about LCFF and actions from the LCAP, and LCAP process were shared with the following groups:
District Advisory Committee - October 26, 2020, January 25, 2021, March 8, 2021 and May 17, 2021
KCTA - March 16, 2021
CSEA - March 23, 2021
District English Language Advisory Committee - October 26, 2020, January 25, 2021, March 8, 2021 and May 17, 2021
Principals/Administrators - ongoing at biweekly meetings

School Site Parent Input:
DLA requested input from parent groups regarding the Local Control and Accountability Plan. We requested feedback and suggestions through our School Site Council.

SELPA Collaboration and Input:
Our charter authorizer, Kings Canyon Unified School District, is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP was discussed with member districts and input was solicited from that stakeholder group. 2020 - 2021 Operations

meetings were held on September 10, 2020, October 15, 2021, November 12, 2020, January 28, 2021, February 17, 2021, March 23, 2021, April 15, 2021 and May 13, 2021.

Board Meetings- June 8, 2021, June 22, 2021
LCAP Proposed Draft actions presented to the District Advisory Committee (May 17, 2021) and the District English Learner Advisory Committee (May 17, 2021) - There were no questions by these groups regarding the proposed LCAP actions.
Public Comment Period - June 8-18, 2021
Public Hearing - June 8, 2021
Board Approval - June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

Input gathered at the Stakeholder meetings indicated the following trends:
Parent Groups:
Parents gave very positive feedback as to the supports provided for students, especially during the COVID-19 pandemic. Parents expressed that they appreciated the two way communication capabilities of Parent Square and hoped that that would continue. A theme that presented itself was the need to increase the supports for social emotional supports and for students that have behavior issues. Parents expressed that as a result of the pandemic, students are going through issues like feeling disconnected, depression and parents would like there to be more support from counselors, social workers, psychologists and caring staff. Parents expressed their appreciation for the new DLA facility in Reedley.

Teacher Groups:
Teachers were very supportive of the actions currently taking place through the previous LCAP and expressed that they would want all of these actions to continue. They also addressed the change in the way Instructional Coaches have been utilized (delivering individualized support to new teachers) as being highly effective. They also explained that the results of smaller classes as a result of the requirements of the hybrid schedules creates a positive climate and culture. They expressed that many of the structures that were put in place and supported through
the PBIS structures already in place have improved the overall operation of schools and student movement. They provided suggestions on how to expand professional development, especially for new teachers across all grade levels. They also encouraged the expansion of intervention teachers and improved systems as to who receives intervention services.

Classified Groups:
Classified staff appreciated the great number of programs that KCUSD offers for students and hoped that these programs would continue. Similarly, classified staff asked for greater opportunities and supports for student with disabilities and training for classified staff that work with these students. They expressed that teachers do a great job in supporting students in Special Education, but would like more training on how they can improve. Classified staff provided input on expanding CTE courses within the District. Classified staff suggested that by expanding CTE courses, students will be exposed to "lost trades" that have be reduced in many districts such as woodshop, mechanics and other areas. They provided input on providing students with "real world" experiences like actual business marketing and sales programs, where student engage in establishing businesses while students in KCUSD. They also explained the importance of continuing intervention

programs, especially in response to the COVID-19 pandemic to provide students with opportunities to get caught up on any potential learning loss that may have taken place as a result. Classified staff also indicated that the new communication tools have been a great addition to the District and should continue as the constant communication is good for all stakeholders.

Advisory Groups:
Feedback received from the District English Learner Advisory Committee and District Advisory Committee groups was very supportive of the actions being implemented by KCUSD. These groups, which are predominantly made up of parents, expressed that there was a great need for additional supports for struggling students, especially for social emotional needs. Parents requested additional parent education specifically around navigating student information systems like Powerschool and being able to navigate that system to be able to support their children from home. Parents expressed their gratitude for parent workshops through Parent Academy, Children's Day and Parent Square. Parents also indicated that the use of Zoom helped increase their engagement and participation in school meetings and activities. They requested that this continue, even as schools return back to "normal."

Student Groups:
Students provided great input on how Kings Canyon Unified could continue to supports students. Across all the sites visited, the need for expanded social emotional supports was unanimous. Students explained that the support they receive from social workers, psychologists and counselors is critical to their success and that more students could benefit from these types of services. Students also stated that while CTE courses are fantastic, they would like to see an expansion of CTE course options. Through the students survey, students expressed that KCUSD has done a great job in creating safe and nurturing schools and stated that sites set expectations for student behavior and clearly outline consequences for breaking of rules. Based on the results of the
2020-2021 student survey, students feel safe when on the DLA campus and feel they have an adult to talk to when in need.

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

Dunlap Leadership Academy's LCAP goals were originally developed through collaboration between all stakeholders. DLA continues to seek input on the actions and goals of the LCAP to determine the best strategies to increase student achievement and grow the capacity of our system. Input from stakeholders indicates that the current goals and actions have been effective and should continue with additional supports for students, staff and families.

The following actions were influenced by specific stakeholder input and integrated into to the LCAP:

Goal 1-
Engage in district provided as well as out of district professional development around independent study and online learning. The goal is to continue to improve our practice to increase student success in AG coursework.

Goal 2-
Students will be provided with updated technology to ensure access when off site.
Continue to improve our student recognition system by providing awards and rewards to students to reinforce positive behavior and academic performance.
We plan to be more intentional with the intervention of struggling students.
Provide online licensing to include CTE course options.

Goal 3
Due to the low number of EL students at DLA, the goals and actions specific to EL students are embedded in Goal 2.

Goal 4-
Provide a school counselor to support students with understanding the requirements of CSU/UC admission and transcript evaluation to improve AG completion rate.
Provide students with opportunities to visit college campus to motivate students to meet admission requirements.
Increase co-curricular opportunities for students to improve their connection with others and school.

Goal 5-
Continue to improve our student recognition system, recognizing students for academic success and highlighting their accomplishments for other students to see (PBIS)

Goal 6-
Increase student access to socio-emotional supports on site.

Goals and Actions

Goal

Goal #	Description
1	Goal #1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

An explanation of why the LEA has developed this goal.

Goal 1 has been developed for the purpose of addressing state priorities 1 (Basic Conditions of Learning) and 2 (State Standards-Conditions of Learning). It is a priority of Kings Canyon Unified School District that students have basic services, ensuring that all students are attending school on campuses that are in good condition while being taught by teachers who are appropriately assigned and provided with adequate textbooks, materials, supplies and supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned	2020-2021 - 100%				Continue to be at 95% or higher
• Percentage of misassigned teachers and vacancies will be less than 1%	2020-2021 - 0%				Continue to be below 1%
• Percentage of students	2020-2021 - 100%				Continue to be at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
having access to standards aligned curriculum will maintain at 100%					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers and Administrator	Continue to hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation. Provide credentialed administration. This action includes the Ag Prep Coordinator position.	$1,439,810.00	No
2	Professional Development	Our unduplicated population changes every year. Students grow, technologies change, and society evolves. It is imperative that our teachers can meet the needs of our ever changing students. DLA staff will provide professional development or participate in professional development to improve instructional strategies and share best practices. Professional development will specifically include use of digital tools for assessment and continued staff training on use of Google Classroom. This action also includes the costs associated with charter school and independent study conference registration and accommodations as well as sub coverage for professional development. It is our expectation that providing unduplicated students with well trained teachers will result in increased academic performance as measured by the CAASPP state assessment.	$16,202.60	No

Action #	Title	Description	Total Funds	Contributing
4	Basic Operating Expenses	Provide basic operating expenses such as salaries/benefits (secretary), general office materials, supplies, and equipment and licenses for online learning platform.	$622,563.86	No
5	Basic Operating Expenses-Substitutes	Provide substitutes when teachers are out ill.	$5,000.00	No
6	ELD and Annual Testing Salaries	Research shows that students who engage in research based ELD strategies increase both their language acquisition and their overall academic performance (US Department of Education). Provide students with educational opportunities to increase language acquisition as well as student achievement ELA and Math. This action includes 3.8% of salaries/benefits for ELD and 1.2% salaries/benefits for assessment. It is our expectation that both designated and integrated ELD instruction/support will yield higher academic performance for our EL students.	$50,000.00	Yes
7	New Resource Center	Pay back district for the cost of the new DLA Resource Center	$500,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All student will demonstrate and increase in academic achievement in all core subject areas- English Language Arts (ELA), Math, Science, and Social Science - through the implementation of state standards.

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes). It is a priority of Reedley Middle College HS that all students have access to grade-level state standards, along with rigorous curriculum to support academic achievement for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who meet or exceed standards on the Smarter Balanced ELA Assessment	18/19 -- 72% Meets/Exceeds Standard				- 75% or higher
Percentage of students who meet or exceed standards on the Smarter Balanced Math Assessment	18/19 -- 33% Meets/Exceeds Standard				- 35% or higher
Percentage of 11th grade students considered	18/19 -- 33%				- 45% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college and career ready will be maintained at 100%.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction/Curriculum - Online Provider	Provide students with online curriculum provider and online platform for learning.	$700,000.00	No
2	Additional Materials and Supplies	Provide students with materials and supplies for learning.	$30,000.00	No
3	Technology	Provide students with up to date technology to support their online learning. This includes the following: • Chromebooks • Chromebook bags • Wifi access • Computers for the on site resource centers • Teacher laptops for instruction	$142,469.89	Yes
4	Academic Recognition and Reinforcement	Local data shows that positive reinforcement for both academics and behavior is an effective practice. DLA will provide awards and rewards for students to reinforce positive behavior and academic performance. This also includes study trips and incentive trips for positive behavior and academic performance. It is our expectation that providing students with academic recognition each year gets parents involved in celebrating student success and reinforces ongoing academic effort amongst students.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Credit Recovery/Intervention	Local data shows that students with opportunities to recover high school credits online have been successful in getting back on track for high school graduation. Provide students with online licensing for credit recovery coursework (Credit Recovery). Provide licensing for online intervention courses (Title I) It is our expectation that by providing online credit recovery options for our unduplicated students, more students will graduate from high school.	$303,273.39	Yes
6	Extended Day Support	Provide students with extended day support through tutoring and additional help. This action includes supplemental pay for teachers working additional hours.	$25,000.00	Yes
7	Library	Research shows that the amount of free reading done outside of school (recreational reading) has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information. (Anderson, Wilson, and Fielding 1988; Greaney 1980; Guthrie and Greaney 1991; Taylor, Frye, and Maruyama 1990). Provide additional reading materials in resource center libraries (both Reedley and Dunlap) to promote recreational/independent reading. It is our expectation that by increasing student opportunities to read recreationally, student achievement in courses will improve.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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	Due to the low enrollment of English Learners at DLA, expected annual measurable outcomes, goals, and actions for English Learners are now embedded in Goal 2.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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	All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate	19/20 -- 90%				-- Above 90%
Increase the percentage of graduates completing A-G requirements.	19/20 -- 0%				-- Above 15%
CTE Participation Rate	19/20 -- 2%				-- 10% or higher
High School Dropout Rate	19/20 -- 0%				-- below state average

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Readiness-Counseling	Students with access to a qualified academic counselor will better understand admission requirements for community college, CSU's, and UC schools. In addition, counseling services are imperative to ensuring students are college and career ready. Provide students with access to a KCUSD counselor. Includes salary and benefits (shared with additional school sites) This is a continued action from the 19-20 LCAP. It is our expectation that we will continue to have a high percentage of students will continue to graduate and we will increase our college and career readiness percentage.	$40,000.00	Yes
2	College Readiness - College/Career Study Trips	Based on the data collection from students in our community, students of low socio-economic status lack the opportunity to visit colleges, museums, and participate in other educational trips. This action includes providing students with educational study/college trips for college and career exposure. With the successful implementation of this action, we expect that our unduplicated students will be better prepared to make decisions about both college and career opportunities that align with their interests.	$20,000.00	Yes
3	Summer School	Local district research shows that summer learning opportunities are especially effective for students from low income families who would not otherwise have access to educational resources throughout the summer. Pay for certificated teachers, classified personnel, and administration to run summer school.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We expect that students who participate in our summer school program will be further ahead on high school graduation and college degree requirements and will experience minimal summer learning loss.		
4	Extra/Co Curricular Opportunities	Local research shows that students who are involved in extra and co-curricular activities have a better connection with school and therefore have higher attendance percentages and stronger academic performance. Provide materials, supplies, and services to expand after school clubs for students at DLA. Students have requested that we expand after school club opportunities. This action also includes supplemental pay for coaches/advisors for extra/co curricular clubs. It is our expectation that if we provide our students of low socio-economic status opportunities to connect with school outside of the core instructional day, student attendance and academic performance will improve.	$7,000.00	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
5	All students will be provided with a safe and nurturing learning environment that supports their social, emotional, and academic success.

An explanation of why the LEA has developed this goal.
Goal 5 was developed to address state priorities 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes). This goal was established with the purpose of ensuring that students are provided with safe and nurturing learning environments to support their social, emotional, and academic success. Due to the effects of the COVID pandemic, the social and emotional wellness of students will be more important than ever.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students suspended will continue to be lower that the state average.	2019-2020 - 0% of student suspended				The percentage of students expelled will continue to be below the state average.
Percentage of expelled students will continue to be lower than the state average.	2019-2020 - 0% of students expelled				The percentage of students expelled will continue to be below the state average.
Student attendance rate will be 95% or higher.	19/20- 95%				The school attendance rate will continue to be at 95% or higher.
Chronic absenteeism rates will be below 20%	19/20 -- 19.4%				The chronic absenteeism rate will be below 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for all students,including significant subgroups.					
All facilities will meet Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluations, as reflected on the School Accountability Report Cards (SARC).	19/20 -- 100%				The overall summary of facility conditions will continue to have a "good" standing on the annual SARC report.
Percentage of students feeling safe at school will maintain at 95%, as reported on the Student Survey.	19/20-- 97%				Students feeling safe at school should be maintained at 95% or higher as measured on the annual student survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Campus Safety - Custodial Service	Provide materials and supplies to ensure a clean, safe environment for students to learn in.	$3,500.00	No
2	Positive Climate - PBIS	Creating a positive learning environment is a top priority to ensure students have a physically and emotionally safe setting to take risks and learn. We know that students learn more when they feel free to try	$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		new things and take risks, both inside and outside of the classroom. Action 3 is to provide students with a positive, proactive approach to student attendance, discipline, and academic achievement. Action includes the following: • Awards and Rewards for student achievement • Incentive trips for students meeting their academic goals • Student incentives for attendance, behavior, and academic achievement It is our expectation that by creating a positive learning environment, students will feel more comfortable on our campus, increasing their academic performance.		
3	Socio-Emotional Supoprt	Research shows that students social and emotional wellness is the foundation to academic learning. CASEL's research suggests the SEL be a priority in all schools across the country to ensure optimal learning opportunities for all students. Students will have access to socio-emotional support and socio-emotional learning at both DLA locations. The staff member providing socio-emotional support/SEL will be split between multiple school sites (partially funded). This action includes salaries/benefits. It is our expectation that by serving our students social and emotional well being, we will see improved academic performance.	$60,000.00	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
6	All students will have the opportunity to increase academic achievement through the engagement of parents and families.

An explanation of why the LEA has developed this goal.
Goal 6 was developed to address state priorities 3 (Parent Involvement), 4 (Pupil Achievement), and 8 (Other Pupil Outcomes). This goal was established with the purpose of ensuring that students have the opportunity to increase academic achievement through the engagement and education of parents and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Return Rate	19/20 -- 60%				Continue to be at 50% or above
More than 10 opportunities will be offered to parents for parental involvement, as defined by a two-way, meaningful communication	19/20 -- 100%				Continue to ensure that we offer at least 10 opportunities for parent involvement.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Teacher Conferences	Provide parents with conference opportunities throughout the year. This action includes materials, supplies, and refreshments. This action also includes translation for parent meetings.	$2,720.26	

Action #	Title	Description	Total Funds	Contributing
2	Student Recognition and Celebration	Local research shows that positive reinforcement and recognition for both academics and behavior is an effective practice. Action 2 is to provide students with academic, attendance, and behavior recognition throughout the year. This will include an academic awards recognition and other student recognition activities. It is our expectation that providing students with positive recognition each year gets parents involved in celebrating student success and reinforces ongoing effort amongst students.	$5,000.00	Yes
3	Parent Advisory and Participation Opportunities	Parent engagement and education is critical to student success. Parents of unduplicated students are often in need of additional support in navigating through the structures of the education system. DLA will ensure that parents have the opportunity to engage in activities to connect them with the school through parent education programs. Provide parents with opportunities to give input/feedback and to participate in their child's education. This action includes the following: • Refreshments at parent advisory meetings/school site council • Materials and supplies for the district fair • Parent resources (Title I) • Student incentives for parent feedback (surveys) It is our expectation that as a result of parent education, student achievement on state and local assessments will continue to improve and parent engagement will increase.	$5,000.00	Yes
4	Advertisement and Promotion	Provide visual banners and marquee announcements utilizing existing city/community digital marquees to communicate information to our students, parents, and community.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing

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
7	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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
8	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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
9	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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
10	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.01%	$779,774

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.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Dunlap Leadership Academy be effective in meeting the LEA LCAP goals and the identified 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 equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their 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.

Using the calculation tool provided by the state, our LEA has calculated that it will receive $779,774 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 31.01%. Our LEA has demonstrated that it has met the 31.01% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$4,072,264.00	$19,250.00		$12,026.00	$4,103,540.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$633,161.00	$3,470,379.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Credentialed Teachers and Administrator	$1,439,810.00				$1,439,810.00
1	2	All	Professional Development	$15,000.00			$1,202.60	$16,202.60
1	4	All	Basic Operating Expenses	$604,324.00	$17,250.00		$989.86	$622,563.86
1	5	All	Basic Operating Expenses-Substitutes	$5,000.00				$5,000.00
1	6	English Learners Foster Youth Low Income	ELD and Annual Testing Salaries	$50,000.00				$50,000.00
1	7	All	New Resource Center	$500,000.00				$500,000.00
2	1	All	Instruction/Curriculum - Online Provider	$700,000.00				$700,000.00
2	2	All	Additional Materials and Supplies	$30,000.00				$30,000.00
2	3	English Learners Foster Youth Low Income	Technology	$136,130.00			$6,339.89	$142,469.89
2	4	English Learners Foster Youth Low Income	Academic Recognition and Reinforcement	$30,000.00				$30,000.00
2	5	English Learners Foster Youth Low Income	Credit Recovery/Intervention	$300,000.00			$3,273.39	$303,273.39
2	6	English Learners Foster Youth Low Income	Extended Day Support	$25,000.00				$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Library	$15,000.00				$15,000.00
4	1	English Learners Foster Youth Low Income	College Readiness- Counseling	$40,000.00				$40,000.00
4	2	English Learners Foster Youth Low Income	College Readiness - College/Career Study Trips	$20,000.00				$20,000.00
4	3	English Learners Foster Youth Low Income	Summer School	$50,000.00				$50,000.00
4	4	English Learners Foster Youth Low Income	Extra/Co Curricular Opportunities	$7,000.00				$7,000.00
5	1	All	Campus Safety - Custodial Service	$3,500.00				$3,500.00
5	2	English Learners Foster Youth Low Income	Positive Climate - PBIS	$25,000.00	$2,000.00			$27,000.00
5	3	English Learners Foster Youth Low Income	Socio-Emotional Supoprt	$60,000.00				$60,000.00
6	1		Parent/Teacher Conferences	$2,500.00			$220.26	$2,720.26
6	2	English Learners Foster Youth Low Income	Student Recognition and Celebration	$5,000.00				$5,000.00
6	3	English Learners Foster Youth Low Income	Parent Advisory and Participation Opportunities	$5,000.00				$5,000.00
6	4	All	Advertisement and Promotion	$4,000.00				$4,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$768,130.00	$779,743.28
LEA-wide Total:	$768,130.00	$779,743.28
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	ELD and Annual Testing Salaries	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
2	3	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,130.00	$142,469.89
2	4	Academic Recognition and Reinforcement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00
2	5	Credit Recovery/Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	$303,273.39
2	6	Extended Day Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
2	7	Library	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	$15,000.00
4	1	College Readiness-Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	College Readiness - College/Career Study Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
4	3	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
4	4	Extra/Co Curricular Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	$7,000.00
5	2	Positive Climate - PBIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$27,000.00
5	3	Socio-Emotional Supoprt	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	$60,000.00
6	2	Student Recognition and Celebration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
6	3	Parent Advisory and Participation Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.