LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dual Language Immersion North County
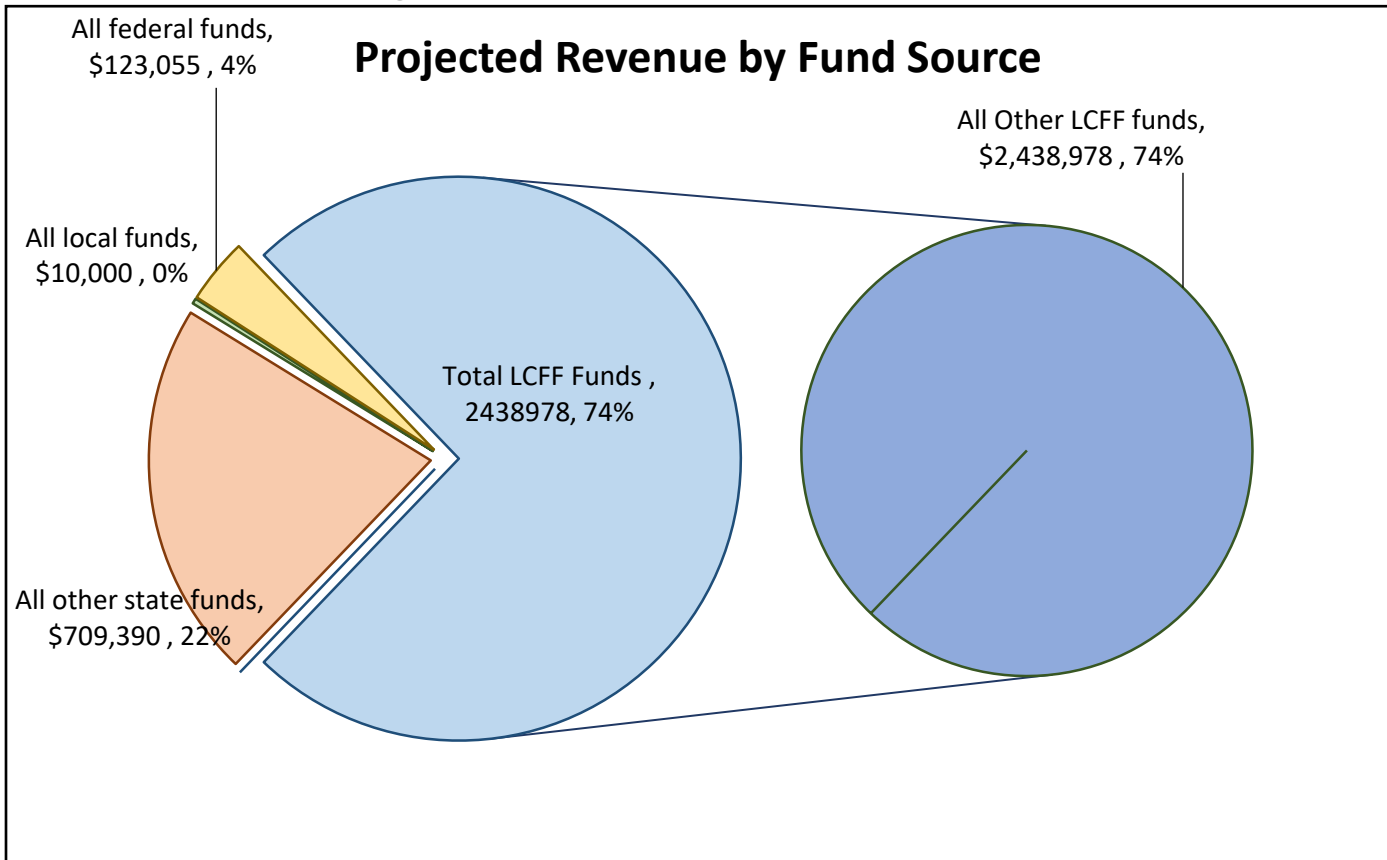
CDS Code: 37-10371-0138594

School Year: 2021 – 22

LEA contact information: Mallory Wirth: mwirth@dlinorthcounty.org

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

All federal funds, $123,055 , 4%

All local funds, $10,000 , 0%

All other state funds, $709,390 , 22%

Total LCFF Funds , 2438978, 74%

All Other LCFF funds, $2,438,978 , 74%

This chart shows the total general purpose revenue Dual Language Immersion North County expects to receive in the coming year from all sources.

The total revenue projected for Dual Language Immersion North County is $3,281,423.00, of which $2,438,978.00 is Local Control Funding Formula (LCFF), $709,390.00 is other state funds, $10,000.00 is local funds, and $123,055.00 is federal funds. Of the $2,438,978.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
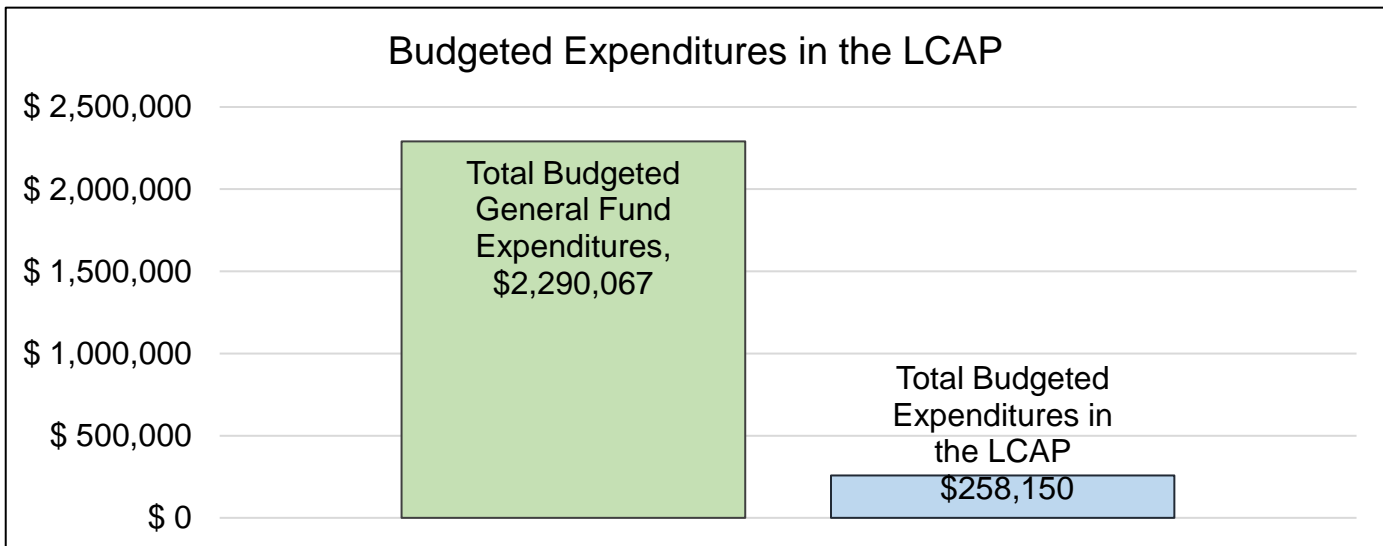
This chart provides a quick summary of how much Dual Language Immersion North County plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Dual Language Immersion North County plans to spend $2,290,067.00 for the 2021 – 22 school year. Of that amount, $258,150.00 is tied to actions/services in the LCAP and $2,031,917.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
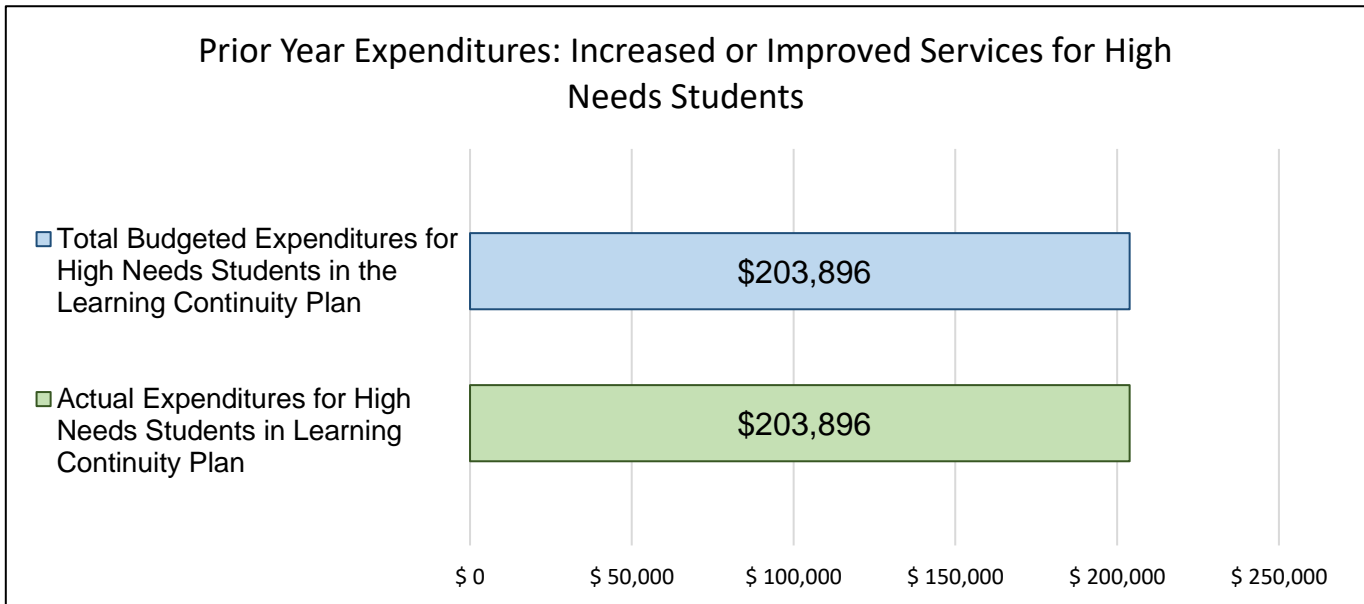
Salaries, Employee Benefits, Rent, Legal Service, Audit Services, IT Services, Financial Services

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

In 2021 – 22, Dual Language Immersion North County is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Dual Language Immersion North County must describe how it intends to increase or improve services for high needs students in the LCAP. Dual Language Immersion North County plans to spend $72,200.00 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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$203,896
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$203,896

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

This chart compares what Dual Language Immersion North County 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 Dual Language Immersion North County 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, Dual Language Immersion North County's Learning Continuity Plan budgeted $203,896.00 for planned actions to increase or improve services for high needs students. Dual Language Immersion North County actually spent $203,896.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dual Language Immersion North County	Mallory Wirth Executive Director/Principal	mwirth@dlinorthcounty.org 760.203.5140

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

NUA-DLI students will reach high academic standards in English and Spanish.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement

Local Priorities: Implementation of State Academic Standards

Annual Measurable Outcomes

Expected	Actual
SBAC growth: Baseline ELA and Math set in 2019, 4% growth in 2020	Due to COVID19 pandemic, no SBAC administered in 2020
CSA growth: Baseline set in 2019, 4% growth in 2020	Due to COVID 19 pandemic, no CSA administered in 2020

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will send 4 teachers to the Needs Assessment workshop given by the Dept. of Assessment, Accountability and Evaluation at SDCOE ($4K)	Due to the COVID19 pandemic, this did not take place.	$4000.00	0.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will send 4 teachers to CABE 2020 ($8K)	Due to the COVID19 pandemic, CABE was cancelled.	$8000	0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will use the School Evaluation service provided by SDCOE's Dept. of Assessment, Accountability and Evaluation. ($10k)	Due to the COVID19 pandemic, this did not take place.	$10,000.00	0.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will implement a school lunch program for all students which will be free to students who live in homes of qualifying income.($62,400)	This goal was fully met.	$62,400.00	$27,778.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The COVID19 pandemic altered our ability to implement most of the actions embodied in this goal. However, we were able to provide free and reduced lunches to qualifying families throughout the pandemic, even while school was closed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The action we were able to complete, which is the provision of Free and Reduced lunches, was effective in providing students with nutrition they need in order to participate in school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences are a result of the COVID19 pandemic.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The COVID19 pandemic altered our ability to implement most of the actions embodied in this goal.

Goal 2

DLI students, staff and families communicate and collaborate using multiple means of expression, languages and digital media.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Engagement, School Climate, Course Access

Local Priorities: Local Climate Survey, Access to a Broad Course of Study

Annual Measureable Outcomes

Expected	Actual
Satisfaction Survey: parent communications 95% Satisfaction	92% Satisfaction
CAST: grades 5-8 Baseline 2019 <4% growth 2020	No CAST testing due to COVID19
English Learner Reclassification Baseline 2019 <5% growth 2020	No ELPAC testing due to COVID19

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will replace School Messenger with Parent Square, a more comprehensive mass communications platform ($4500)	This goal was fully achieved.	$4500.00	$3,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will purchase all NGSS-aligned upgrades for TCI Science curriculum including interactive notebooks and 4 new microscopes	This goal was achieved.	$12,000.00	$14,683.16

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will purchase on line access to the Houghton Mifflin Journeys/Senderos curriculum ($20K)	This goal was achieved.	$20,000.00	$25,212.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
b) NUA-DLI will purchase 50 new laptop computers for middle school students. ($25K)	This goal was achieved.	$25,000	$25,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will employ a support staff member whose sole purpose will be to	This staff member was employed in March, April and May of 2020. She was needed	$30,000	$3000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
work with ELL students ($30k)	as a Special Education support teacher.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

On-line Houghton Mifflin curriculum and new computers were purchased and used even more than anticipated due to COVID19. The budget did not allow for a full time ELL teacher; however, when schools closed in March of 2020

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The pivot to distance learning in the spring of 2020 as well as the need for flexibility between distance and in person learning in the 2020-2021 school year both demonstrated the effectiveness of student access to high quality materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted expenditures and actual expenditures reflects our inability to hire a full time instructor of English Learners.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 3

NUA-DLI students develop their biliteracy to become engaged and compassionate global citizens.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Engagement, Parent Engagement, School Climate
Local Priorities: Local Climate Survey

Annual Measureable Outcomes

Expected	Actual
Student participation in Field Trips	Only third and fifth grades participated in Field Trips.
Parent Participation in Spanish class	Initial interest was high in a Spanish class for parents, but when it came time to schedule classes, very few were able to make it to the proposed times.
Parent Participation in English class	Initial interest was high in an English class for parents, but when it came time to schedule classes, very few were able to make it to the proposed times.
Student Participation in Enrichment Spanish class	Enrichment Spanish class was changed to a Reading clinic.
Student Participation in Enrichment Math class	Two groups of students participated in a six week session of Math enrichment.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will fund a field trip to Medieval Times for seventh graders ($1550)	Due to the COVID19 Pandemic, this did not happen.	$1550.00	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will fund a field trip to the Museum of Tolerance for eighth graders ($1550)	Due to the COVID19 Pandemic, this did not happen.	$1550.00	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI pay a stipend to a currently employed teacher to offer a Spanish class for parents ($10,000)	Due to lack of interest, this was replaced with an After School Reading Clinic.	$10,000	$5,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will pay a stipend to a currently employed teacher to offer English tutoring or an English class for parents depending on demand ($10,000)	Due to lack of interest, this was replaced with an After School Reading Clinic.	$10,000	$5,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will pay a stipend to a currently employed teacher to offer an after school Spanish enrichment class ($10,000)	This was replaced with an After School Reading Clinic.	$10,000	$2500

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will pay a stipend to a currently employed teacher to offer an after school enrichment Math class for grades 3-5 ($10,000)	This goal was fully achieved.	$10,000	$6,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Language Enrichment classes for both parents and students were changed to an after school reading clinic.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Reading Clinic was met with great feedback. According to pre and post test data, the reading clinic would have almost certainly raised test scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Middle School Field trips indicated among these actions were scheduled for the spring of 2020 at which time the nation was shut down due to COVID 19.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As previously mentioned, language enrichment classes for both parents and students were changed to an after school reading clinic. No other changes were made.

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
1.01 Health Screening materials: Thermometers	$700	$246	
1.02 Hand cleaning supplies: Hand Sanitizer Dispensers, Handwashing Stations	$1000	$92	
1.03 HVAC/Clean air supplies: Air Duct Cleaning/Maintenance	$5000	$1133	
1.04 Custodial staff: Overnight crew, daytime		$20,062	
1.05 Sanitization supplies	$1500	$870	
1.06 PPE: masks, desk shields	$7000	$5984	
1.07 Entrance/Dismissal Coordination: Support Staff, subscription to Curbside app	$15000	$1148	

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

There are no substantive differences between the planned actions and budgeted expenditures.

Analysis of In-Person Instructional Offerings

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

Successes with In-Person Instruction:

Students received instruction for four full school days per week. Regular curriculum was implemented and students were able to be in the company of their peers and enjoy a somewhat normal social life.

Challenges with In-Person Instruction:

Challenges with In-Person Instruction:

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2.01 Support for ELs: part time teacher for small group instruction based on English level of proficiency			
		$1328	Y
2.02 IT Service provider:	$52800	$17560	
2.03 Technology: Webcams, microphones, Ipads, chromebooks, internet hotspots			
		($16135)	Y
2.05 Enrichment Spanish Class	$2500	$2500	
2.06 Purchase of online platforms: corporate Zoom account with webinar feature, SeeSaw, Google Classroom		$2500	($1335)	Y
2.07 Purchase of on-line curricula: Senderos, Journeys, Go Math			
2.08 Free/Reduced Grab and Go Lunch Service	$20,000	($14937)	Y
2.09 Testing Coordinator: NWEA MAP, ELPAC, local benchmark assessments			
	$5000	$5000	

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.

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.

Distance Learning Professional Development: staff collaborated to train on SeeSaw and Google Classroom as well as Equity (SDCOE: Planting the Seeds of Equity) Staff also received training and information on the California Health Education Framework.

Support for Pupils with Unique Needs: Teachers held after school ad Friday office hours for strugging students. They provided after hours small group instruction as needed. A support staff teacher assessed upper elementary and middle school students in math and then provided support instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3.01 Literacy reading curricula: Leveled readers and specialized ELD curricula	$750	$108	Y
3.02 NWEA MAP testing	$4148	($270)	Y
3.03 Support staff to tutor students	$5000	$886	Y
3.04 Support for IEP students	$25000	$19501	Y

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

There are no substantive differences between the planned actions and budgeted expenditures for these actions.

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.

Our successes in addressing Pupil Learning Loss were our implementation of Office Hours, small group instruction and overall support to students who were struggling. Our challenges were navigating dual platform instruction and standardized testing. In the Fall and Winter, virtual students tested from home. Therefore the scores were less accurate than they would be had the students tested in a standardized environment as intended. We asked virtual students to test on site in the Spring and scores were significantly lower than those in Fall and Winter.

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.

At least six students were able to meet with a counselor. Our fourth grade classes also met with a counselor. Restorative practices were implemented when necessary. Teachers did daily check-ins with students and held discussions with them about things taking place in their lives.

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.

This was a charter renewal year and families were asked to e-mail comments in support of our school to the board of directors of SDCOE. At the public Hearing for our renewal, there were over 50 comments made. At the meeting at which the vote for renewal was taken there were approximately 20 comments. This indicates high levels on engagement despite the inability to meet in person.

Analysis of School Nutrition

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

We continued to partner with Ki's, a local restaurant/catering company that specializes in using high quality, unprocessed ingredients. There was greater participation in the program in this second year. We provided lunches for both on site and virtual students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	4.01 Counselor: to meet with students who have been identified as struggling, to run Restorative Circles	$12,500	($12, 559)	Y
School Nutrition	4.02 Ki's Restaurant: lunch catering, both Grab and Go and on site	$12,500	$12,500	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	4.03 ParentSquare, Powerschool: communications platforms for attendance, outreach	$7500	($5400)	Y

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.

There are no substantive differences between the planned actions and budgeted expenditures.

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.

What we have learned is that students do much better when they are at school, on site, in a regular school setting. With this in mind, we have set goals for student/family engagement and attendance. We can also se that learning loss has occurred, with certain grade levels in particular. Therefore our LCAP includes funding for online intervention programs and suffient support and teaching staff.

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

We will continue to use NWEA MAP assessments as well as summative and formative assessments to gage learning loss and make instructional decisions. Students with unique needs will be monitored closely and support staff will continue to work in small groups with English learners, students with disabilities and low income students, as they have in the past.

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

There are no substantive differences in this area.

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

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

The 2019-2020 LCAP was written in the first year of our school's existence. This was the first time our school had an LCAP of its own and we were simultaneously seeking WASC accreditation. Our goals were the same as our schoolwide learner outcomes which had already been established. What we see now is that the three goals were all broad goals with limited measurability.

The 2020-2021 Learning Continuity Plan was based on best pandemic practices at that time as dictated by CDC and the CDE. The goals were centered around a safe, healthy and equitable learning environment. Since these goals were developed, more information has emerged and the LCAP 2021 goals have been tailored accordingly.

The 2021-2022 LCAP centers around family engagement and attendance as a means of mitigating learning loss. The goals are more detailed and the metrics are more specific. We cast a wider net to stakeholder groups and as a result we have a more clear picture of what is important to our school community.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o 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.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dual Language Immersion North County CDS 37-10371-0138594 2030 University Drive Vista, CA 92803-7736	Mallory Wirth, Executive Director/Principal	mwirth@dlinorthcounty.org 760.203.5140

Plan Summary 2021

General Information

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

Dual Language Immersion North County ("DLINC"), formerly National University Academy ("NUA DLI"), operates as a public charter school located in Vista, California. As of August 2018, it is authorized by San Diego County Office of Education. DLINC serves students in grades transitional kindergarten through eight. This program offers an innovative 21st Century Learning experience which is focused on dual language instruction in both English and Spanish.

The Charter school was initially founded as an academic program under the National University Academy charter, authorized by Lakeside Union School District. In its inception, DLINC began as an independent study program and has now evolved into a classroom, seat-based program. Our past affiliation with National University helped the Charter school receive numerous awards including California Gold Ribbon School and Title I Academic Achieving School. For almost eight years, DLINC has successfully operated as a top-rate dual immersion program.
The Charter school is located at 2030 University Drive, Vista, CA 92083. It has grown in popularity in the community by providing a high-quality dual language immersion program. As an approved charter with SDCOE, we believe the program can continue to grow in supporting students in grades transitional kindergarten through eight in receiving a relevant, bilingual, rigorous, and results-driven education.

We are proud of our diverse student population: 72% of our students are Hispanic, 46% qualify for Free and Reduced Lunch, 18% are English Learners and 11% have special needs. Our students come from all over north San Diego County. We have students who live in Temecula, Escondido, San Marcos, Carlsbad, Encinitas and Vista.

Dual immersion 90/10 model
Opened August 2018
Serves grades K-8
Successful renewal by SDCOE
2020 CA Dashboard information: 251 students

SED 46.2% (Increase from previous year)

EL 17.9%

Foster 0%

SWD 8% (Increase from previous year)

Hispanic 71.7%

White 20.7%

African American 1.2% (Increase from previous year)

Homeless 0.4%

*Due to our design as small school, CA Dashboard representation suppresses data for privacy protections. Additionally, many of our student groups are too small to receive color gauges for performance

Reflections: Successes

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

- WASC Accreditation
- Successful Charter Renewal
- No gaps in instruction during the COVID19 pandemic
- Offered In-Person instruction beginning 9-22-2020

- School Lunch program implemented and continued throughout the pandemic.
- ELA - Schoolwide (No color) 3 points below standard
- White 15.8 points above standard
- Chronic Absenteeism Indicator 2.6%
- Suspension Rate Indicator 0%
- Grades 3-8 California Spanish Assessment 2018-2019 scores: Exceeded the state slightly in grades 3,4 and 6; just slightly under the state in grades 5,7 and 8.

Reflections: Identified Need

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

English/Language Arts – Schoolwide (No color) 3 points below standard

English Learners 26.7 points below standard

Hispanic 10.5 points below standard

SED 26.4 points below standard

Mathematics - Schoolwide (No color) 32.5 points below standard

English Learner 61.7 points below standard

Hispanic 41.1 points below standard

SED 57.2 points below standard

White 9 points below standard

Chronic Absenteeism – Schoolwide 2.6%

Hispanic 3.1%

SED 4.9%

LCAP Highlights

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

- Sufficiently staffed middle school program to ensure correct Spanish to English ratio, availability of electives, an advisory/mentoring component, and health and wellness, with an overarching goal of student retention
- Summer School in the summer of 2021 and 2022
- After school enrichment classes
- After school intervention clinics
- 1 to 1 Chromebooks, grades 3-8

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.

Dual Language Immersion North County has not been identified by the CDE for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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

- Parents: Coffee with the Principal December 15, February 25, March 3, 9 and 23
- Parents, Teachers and Support Staff: School Site council October 13, 20, 27; November 17
- Parents and Teachers: ELAC September 14 and 21; October 5
- Teachers: Staff Meetings February 19 and 26, March 5 and 19, April 9 and 16
- Teachers and Support Staff: Staff Needs Assessment 1 April 7
- Teachers and Support Staff: Staff Needs Assessment 2 April 8
- MOU from charter authorizer San Diego County Office of Education draft received March 24
- DLINC Board Meeting presentation March 8
- WASC Schoolwide Learner Outcomes/LCAP Goals 2019-2020
- Math Focus Group Feedback

A summary of the feedback provided by specific stakeholder groups.

Results of the Staff Needs Assessment were cross-referenced with the SDCOE MOU as well as parent feedback and the WASC Schoolwide Learner Outcomes/2019-2020 LCAP Goals. The parent feedback most relevant to the LCAP was the strong desire for more after school enrichment activities. Teachers and staff feedback regarding adequate and appropriate staffing, sufficient technology equipment for students, and professional development played a major role in the development of this document.

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

All stakeholder groups acknowledged and agreed that student achievement is our highest priority. The result of this agreement is an LCAP that provides multiple paths to student success. The elements of the plan collectively address the needs of the whole child. Teachers suggested specific web-based interventions for Math and Reading, particularly non-fiction text. Parents were interested in the availability of a variety of enrichment activities after school. Older students requested more choices in the form of class electives, for which adequate staffing is required. This was complementary to the MOU item stipulating that DLINC develop a retention plan for all students but specifically middle school students. Teachers also emphasized the need for adequate support staff so that the school operates smoothly and student learning is the focus of all adults in the school community.

Goals and Actions

Goal 1

Goal #	Description
1	Using baseline data from the 2018-2019 school year, DLINC will increase the percentage of students who have met or exceeded Math standards on the SBAC/CAASPP test (34.35%) by 4.65%, to match the state average of 39%. DLINC will Increase this percentage by 5% in each subsequent year. State priorities addressed: 4 - Pupil Achievement

An explanation of why the LEA has developed this goal.

This is a **modified goal** which is a derivative of Schoolwide Learner Outcome/LCAP 2019-2020 Goal #2 *DLINC students use critical thinking and creativity to work towards reaching high academic standards in English and Spanish.* Intended to address SDCOE MOU requirements for increased student achievement plan and designated data coordinator.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide assessments	CAASPP/SBAC Math 34.35% meeting/exceeding -EL 14.81%				54%

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	S.T. Math	DLINC will purchase and implement S.T. Math, an evidence-based math program which has improved student achievement in Math,	$10,000	Yes
1.02	Parent Workshops	DLINC will host two parent workshops- 1 per semester- which will help parents to understand common core math.	$6,000	Yes
1.03	Professional Development	DLINC will work with SDCOE to develop and implement a customized professional development plan specifically for Math.	$5,000	No
1.04	Classroom Easels	Each DLINC classroom will have an easel for writing "I Can" or lesson objective statements.	$900	No

Action #	Title	Description	Total Funds	Contributing
1.05	Math Manipulatives	Teachers for grades K-5 as well as the middle school Math teacher will have a full set of the math manipulatives of their choice. $50 per teacher, 7 teachers.	$350	No
1.06	After School Math Clinic	DLINC will hold an after school Math Clinic for students who need support in Math.	$3600	Yes

Goal 2

Goal #	Description
2	Using baseline data from the 2018-2019 school year, DLINC will increase the percentage of students who have met or exceeded English Language Arts standards on the SBAC/CAASPP test (49.23%) by 5% each year.

An explanation of why the LEA has developed this goal.

This is also a **modified goal** which is a derivative of Schoolwide Learner Outcome/LCAP 2019-2020 Goal #2 *DLINC students use critical thinking and creativity to work towards reaching high academic standards in English and Spanish.* Intended to address SDCOE MOU requirements for increased student achievement plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP/SBAC	49.23% EL 25.92%				70%

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Read Naturally	DLINC will purchase and implement Read Naturally, an evidence-based intervention program for struggling readers	$5500.00	Yes
2.02	Reading Clinic	DLINC will hold an after school reading clinic	$3600.00	Yes
2.03	Classroom Libraries	DLINC will augment classroom libraries to facilitate sustained silent reading and an overall reading culture	$5500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.04	Accelerated Reader	DLINC will purchase and implement Accelerated Reader, a reading comprehension program.	$3000.00	No

Goal 3

Goal #	Description
3	Provide opportunities to maximize engagement in the school's mission/vision, and support from parents/community members to be active participants in the school. State Priorities Addressed: 3- Parent Involvement 5- Pupil Engagement 6- School Climate

An explanation of why the LEA has developed this goal.

Prior to 2018, DLINC was classified as an independent study program. Student attendance was demonstrated by a body of work per student. Our program is now classroom-based, yet some families continue to take time away from school. A cultural shift is needed. The school understands that it can improve its efforts in priorities 3,5 and 6. Student attendance and engagement will be vital to student achievement. Parental engagement supports student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Opportunities for Parent Input in Decision-Making	5 meetings per year				8 meetings per year
Increase Parent Survey Participation Rate	54% survey completion by parents				95% survey completion by parents
Implement Student Surveys	1 student survey given in the 2020-2021 school year, grades 3-8				One survey per trimester
Maintain Attendance Rate exceeding 90%	97% Attendance Rate				98% Attendance Rate
Maintain or lower current rate of Chronic Absenteeism	Schoolwide 2.6% Chronic Absenteeism Indicator				Schoolwide 2.6% or > Chronic Absenteeism Indicator

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Family Engagement Workshops	DLINC will work with the Parent Institute for Quality Education to hold family engagement workshops.	$7500.00	Yes
3.02	After School Enrichment	DLINC will hold thematic after school Spanish enrichment activities to augment core instructional program and promote cultural differences.	$3600.00	Yes
3.03	Student Recognition	DLINC will hold monthly assemblies to recognize students for Good Citizenship, Academic Achievement, and Perfect Attendance per Learning Period.	$1200	No

Goal 4

Goal #	Description
4	Maintain high standards for our community focused on providing a safe, nurturing learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality materials, curricula (CCSS ELA, math, NGSS) and assessments, targeted interventions, and ensuring supports/materials for staff for increased effectiveness/impact on goal of biliteracy for DLI students. State Priorities Addressed: 1 -Basic Services (Facilities, Curriculum, Teachers/Staff) 2 -Implementation of Standards

An explanation of why the LEA has developed this goal.

The COVID19 pandemic has raised awareness around keeping our environment safe and healthy for student learning; additionally, NWEA MAP scores have indicated that many of our students have experienced learning loss. High quality instruction and materials will be vital to academic improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Facilities in Good Repair (Facility Inspection Tool – FIT)	100% Facilities in "Good Repair" as measured by the FIT and SARC				100% rating in "good repair"
Maintain Fully Credentialed Teachers and Appropriately Assigned	99% of teachers fully credentialed and appropriately assigned				100% of teachers fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Continue to provide access to standards-aligned curricular and instructional materials					100% of students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) in English/Spanish.
Implementation of academic content standards will improve to "Full Implementation – Level 4" or "Full Implementation and Sustainability – Level 5" for all students, including access for English Learners, as measured by the Local Indicator Rubric on the California Accountability Dashboard	2019 California Dashboard Local Indicator for Implementation of Standards ELA 3 ELD 3 MATH 3 NGSS 3 HISTORY 3				2023 California Dashboard Local Indicator for Implemtation of Standards ELA 5 ELD 5 MATH 5 NGSS 5 HISTORY 5
Increase Student Access to Broad Course of Study (i.e., Art, Physical Education)	100% of students access to a broad course of study				100% of students access to a broad course of study

Actions

Action # 4	Title	Description	Total Funds	Contributing
4.01	Additional Classroom Space	DLINC will seek three additional classrooms in the building next door	$40,000	No
4.02	Sufficient Middle School Teaching Staff	DLINC will ensure that there are enough middle school teachers to provide 3 classes in Spanish and 3 classes in English. Elective classes will be available to middle school students.	$50,000	No
4.03	Sufficient Support Staff	DLINC will ensure that there are two lunch supervisors for student lunches Monday through Thursday, a site secretary/health clerk, and a part time staff member to assist in operations.	$58,400	No

Goal 5

Goal #	Description
5	Increase the achievement of students designated as English learners through the use of strategic interventions and supportive ELD curricula, and monitor the annual progress for three years of students who have redesignated as Fluent English Proficient.

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	0				20% Reclassification Rate
English Learners demonstrating annual progress on ELPAC					60% EL demonstrate annual growth in English mastery
English Learner – Local Assessment growth in reading & language (NWEA)					
English Learner – Local Assessment growth in mathematics (NWEA)					
SBAC English/Language Arts	SBAC English/Language Arts (Meets/Exceeds) • 25.92% English Learner 57.15% RFEP				SBAC English/Language Arts (Meets/Exceeds) • 50% English Learner 75% RFEP
SBAC Mathematics	SBAC Mathematics (Meets/Exceeds) • 14.81% English Learner • 28.57% RFEP				SBAC Mathematics (Meets/Exceeds) • 50% English Learner 50% RFEP

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	In-classroom support for English Learners, grades K and 1	Kindergarten and first grade classes will have full time classroom aides whose responsibilities will include working with English Learners one-on-one or in a small group setting.	$30,000	Yes
5.02	After School classes for English Learners	Enrichment classes and intervention clinics will be available for English Learners after school	$12,000	Yes
5.03	Summer School for English Learners	Summer School classes will be available to English Learners to address specific needs based on Spring2021 NWEA MAP data	$12,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.9%	$72,200

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 six actions listed under goal one ensure a high quality program for English Learners by including sub-goals for their specific achievement, web-based interventions which can be used at school and independently at home, and increased stakeholder feedback in the form of and English learner Advisory Committee. The LEA has identified that English Learners require additional support in the language-based components of Math-those in which students are required to read word problems and describe how they arrive at their answer. The four actions in Goal 2 also identify specific outcomes for English Learners, and they also include web-based interventions and expanded learning opportunities. Goal 5 is specifically for English learners and the actions consist solely of expanded learning opportunities.

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

Goal 1.01, the purchase and implementation of S.T. Math addresses the needs of English Learners in that the program enables students to acquire and demonstrate knowledge of mathematical concepts regardless of English proficiency level. Goal 2.02, the purchase and implementation of Read Naturally, also supports English Learners in improving their non-fiction text reading comprehension. In goal 1.02, parent workshops are intended in part to engage all families, but particularly those of

English Learners. Goal 1.03 supports teachers in Math instruction to a wide variety of language proficiencies. Goals 1.06, 2.02, 5.02 and 5.03 support English Learners with expanded learning opportunities outside the classroom and in a clinical, evidence-based intervention setting.

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.

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.

- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA

- English Language Development (ELD) (Aligned to Common CoreState Standards for ELA)

- Mathematics – Common Core State Standards forMathematics

- Next Generation Science Standards

- History-Social Science

- Career Technical Education

- Health Education Content Standards

- Physical Education Model Content Standards

- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA		2			
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards		2			
History-Social Science		2			

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA		2			
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards		2			
History-Social Science		2			

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts	1				
World Language					5

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole		2			
Identifying the professional learning needs of individual teachers		2			

Activities	1	2	3	4	5
Providing support for teachers on the standards they have not yet mastered		2			

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 – Exploration and Research Phase

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths: Kindergarten, New Student and Middle School Orientations each year. Ice Cream Social, Back to School Night and Open House each year. Monthly Coffee with the Principal. Regular use of ParentSquare for mass messaging. Teachers communicate weekly via e-mail with their families. This year there will be three parent conferences.

Growth areas:

ONBOARDING OF NEW STAFF As we have lost two teachers during the pandemic, we now have several new staff members. It will be important to acclimate new employees to our core values. We plan to bring on an Instructional Coach next year, who will work closely with new teachers to support them in the classroom with curriculum, students and learning best practices as they pertain to dual language immersion.

PROVIDING MORE OPPORTUNITIES FOR ENGAGEMENT The pandemic affected our ability to hold the social events and activities which are so vital to our school community. We look forward to providing more of these opportunities.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.		2			
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			3		

Building Partnerships	1	2	3	4	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		2			

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths: Our program is small; therefore our teachers and staff are easily accessible. This spring we used the Goalsetting worksheets offered by NWEA to get students interested in their own learning. We also held several socially distanced events for parents which showcased student work.

IMPROVEMENT:

We traditionally hold a conference in the fall and then hold conferences as needed in the spring. In 2021—2022 We will hold three mandatory parent conferences to that parents know where there students are academically. We will incentivize families to maintain good attendance which will translate into engagement.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths:

Surveys were administered to staff, parents, and students to obtain feedback.

All 6 Zoom Coffees with the Principal were well attended, with at least 10 parents each time and up to 40 parents twice.

Both the SSC and the ELAC were formed and met 3-4 times in the 2020-2021 school year.

Areas for Improvement: We'd like to hold SSC and ELAC meetings 6 x per year with the two groups meeting simultaneously. Also, we will re-activate our PTO.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

    95.8% of students responded that they are learning things that are important for them to know.

    88% of students reported that the work they do in school really makes them think.

    81.7% of students agree that the building is nice.

    81.7% of students agree that they enjoy coming to school.

    78.1% of parents were interested in summer school.

    34.3% of parents felt that their children need additional support in Spanish.

    22.4% of parents feel that their children need additional support in Math.

    39% of parents said that their child would not participate in distance learning in 2021-2022 if it was offered.

    Virtual student feedback indicated that there were many distractions in the home that were challenging for them.

2. **MEANING**: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

    NWEA MAP Data indicated a decline in Math scores in 4th, 5th and 6th grades.

    NWEA MAP Data indicated that grades K-3 were able to make progress despite the pandemic.

    NWEA MAP Data for virtual students was somewhat skewed in that the first two tests were taken from home and the third test was taken on site.

    Teachers and staff observed a decline in engagement and motivation in both parents and students.

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

- Student and Family Re-engagement will be the theme for the 2021-2022 school year
- The school will make a concentrated effort in keeping parents informed as to their child's progress by holding three mandatory conferences throughout the year.
- The school will offer after school activities for both intervention and enrichment.
- Math will be an area of academic focus
- The LEA is participating in training to effectively use student data and create a data-oriented school culture.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

   All students have access to all materials in every grade level.   Special population groups are all part of the general education classroom setting. Chromebooks were sent home at the beginning of the year for all students who wanted/needed a school issued device. Curriculum, textbooks, books have been sent home to all students whether they are virtual learners or in person. In addition to curriculum content, all students have access to online programs that promote ELA content and Common Core Math content. All students have been given access to Raz Kids and Think Central for ELA and Reading development and Think Central for Math, which is aligned to our Go Math curriculum.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

   Since our school is contained to one school site, all student groups have equal access to all courses of study and additional online programs.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

   There are no barriers. All student groups have equal access to all courses of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

   Dual Language Immersion North County will continue to ensure that 100% of students have access to a broad course of study. We will continue to give all students in all grade levels access to not only our core curriculum, but to additional online programs such as S.T. Math, Raz Kids and Think Central.