



2021-22 LCAP

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Samueli Academy
CDS code:	30 10306 0126037
LEA contact information:	Anthony Saba asaba@samueliacademy.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	8,083,699
LCFF supplemental & concentration grants	\$	1,021,973
All other state funds	\$	2,236,641
All local funds	\$	869,713
All federal funds	\$	829,271
Total Projected Revenue	\$	12,019,324
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	11,435,644
Total Budgeted Expenditures in the LCAP	\$	8,974,392
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,105,784
Expenditures not in the LCAP	\$	2,461,252
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	996,211
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	1,051,369

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Administrative costs and various operational expenses</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Samueli Academy

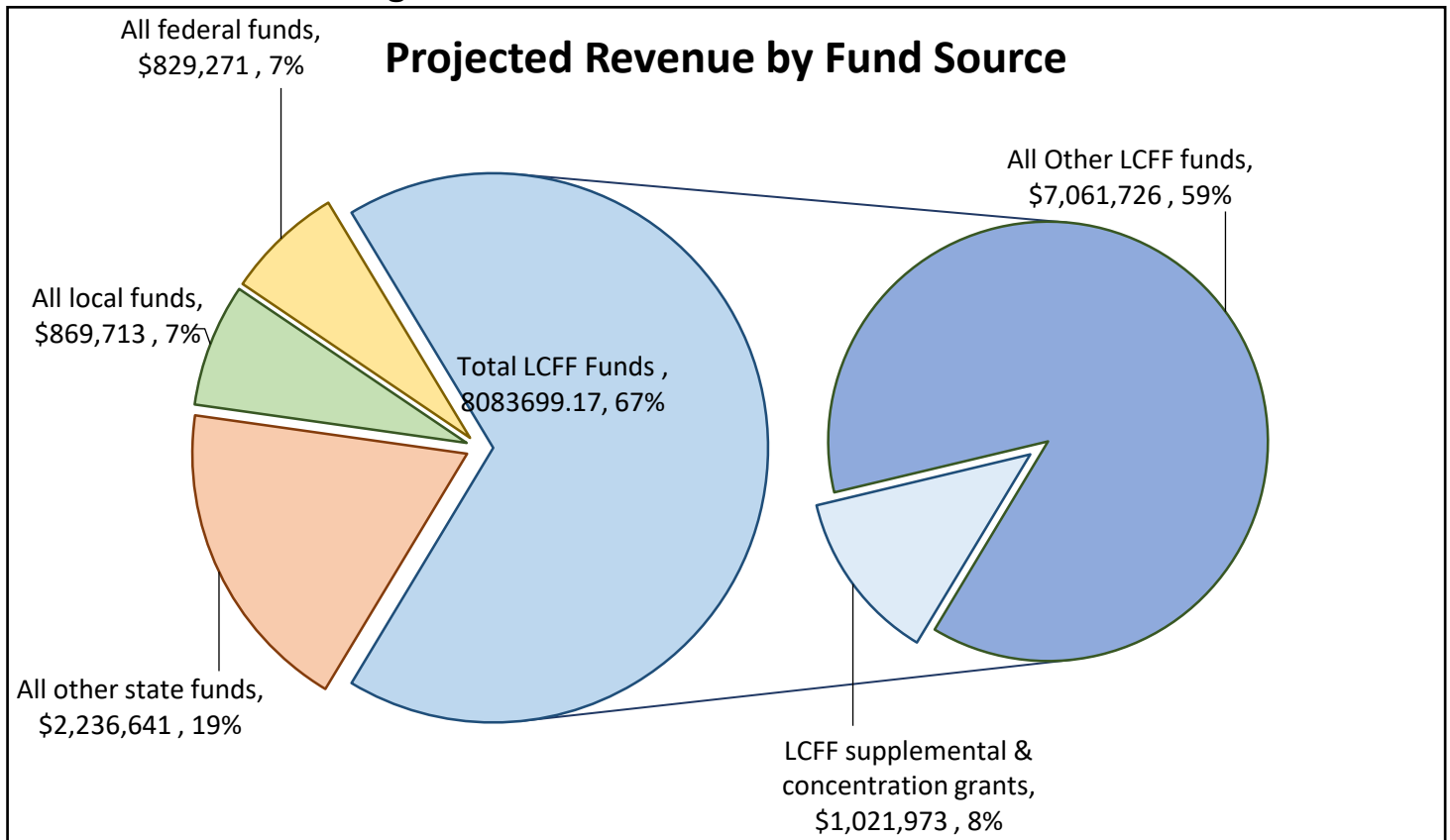
CDS Code: 30 10306 0126037

School Year: 2021 – 22

LEA contact information: Anthony Saba asaba@samueliacademy.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

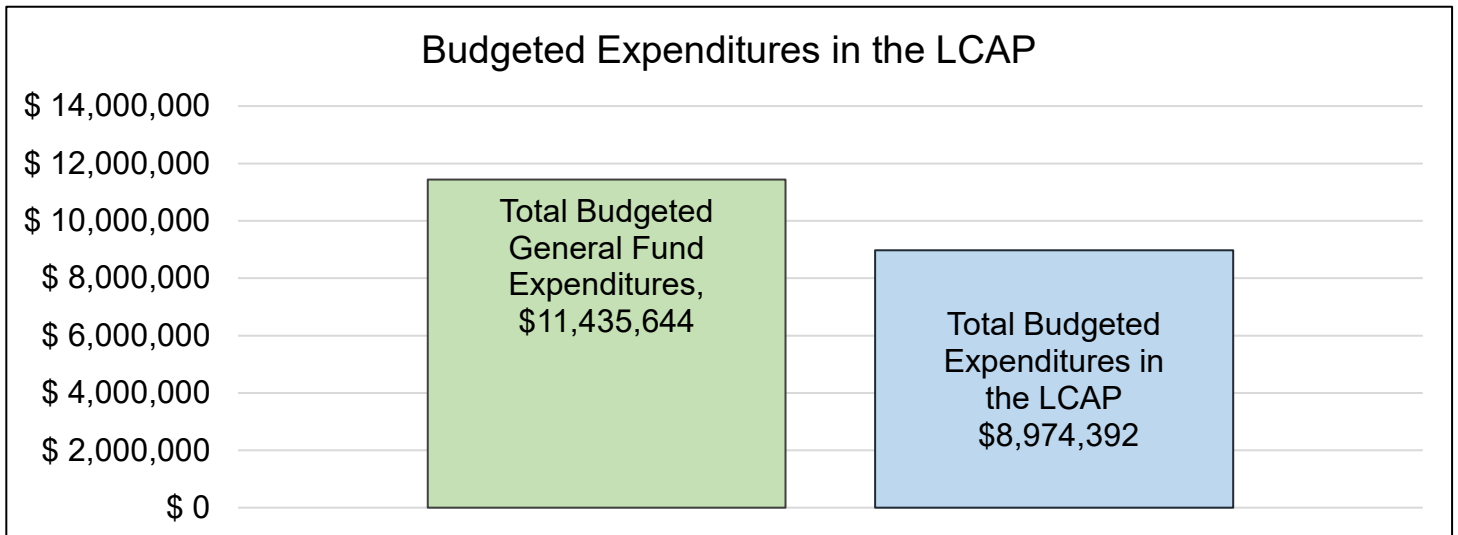


This chart shows the total general purpose revenue Samueli Academy expects to receive in the coming year from all sources.

The total revenue projected for Samueli Academy is \$12,019,323.58, of which \$8,083,699.17 is Local Control Funding Formula (LCFF), \$2,236,640.90 is other state funds, \$869,712.50 is local funds, and \$829,271.01 is federal funds. Of the \$8,083,699.17 in LCFF Funds, \$1,021,973.01 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Samueli Academy plans to spend \$11,435,643.71 for the 2021 – 22 school year. Of that amount, \$8,974,392.00 is tied to actions/services in the LCAP and \$2,461,251.71 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

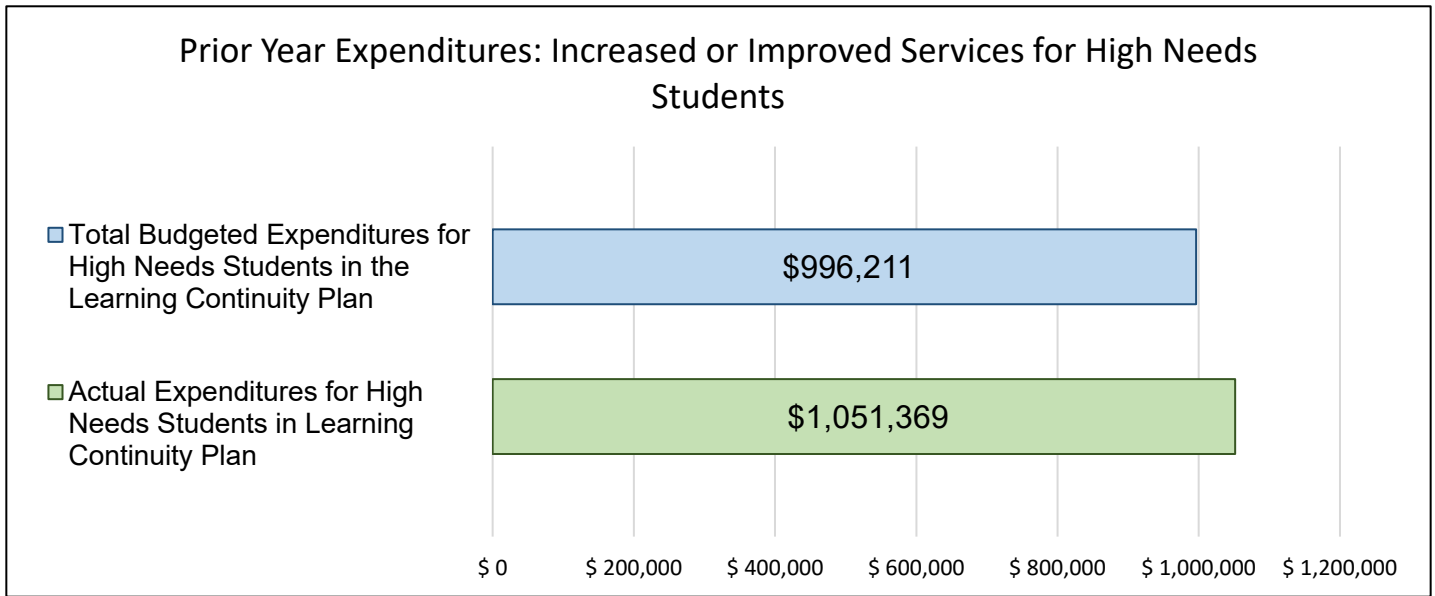
Administrative costs and various operational expenses

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

In 2021 – 22, Samueli Academy is projecting it will receive \$1,021,973.01 based on the enrollment of foster youth, English learner, and low-income students. Samueli Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Samueli Academy plans to spend \$1,105,784.04 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Samueli Academy's Learning Continuity Plan budgeted \$996,211.00 for planned actions to increase or improve services for high needs students. Samueli Academy actually spent \$1,051,368.90 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Samueli Academy	Lee Fleming, Head of School	lfleming@samueliacademy.org 714.619.0215

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

Develop & implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement data, in order to identify learning gaps in ‘real-time.’ Utilize data to continue to implement a Multi-Tiered System of Supports (MTSS) to identify and provide students with access to academic, social-emotional, and/or behavioral supports to increase student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELA CAASPP: Distance from Standard (DFS) (formerly DFL3): +50 points above DFS (Grade 11)	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered

Expected	Actual
MATH CAASPP: Distance from Standard (DFS) +5 Points above DFS (Grade 11)	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP Math Assessment was not administered
CA SCIENCE TEST (CAST): GRADE 12/HS	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CA Science Test (CAST) was not administered.
% of EL who progress in English Proficiency: CELDT/ELPAC >66%	Fall 2019 Dashboard ELPI Indicator: 63.6% (High)
EL Reclassification Rate:	2019-20: 15.4%
Maintain Attendance Rate >95%	2019-20: 94.7%
Reduce Chronic Absenteeism Rate by 0.5%	2019-20: 5.3%
Maintain HS Dropout Rate: <2%	2019-20: 1.9%
Maintain HS Graduation Rate >95%	2019-20: 97.2%
Increase % of grade 9 students meeting all 6 Fitness Areas in HFZ by 1%:	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, PFT was not administered.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>Samueli Academy staff will continue to implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> Lets go Learn Reading Assessment: 2 times/year College Readiness Assessments (CRA) across all disciplines Formative & Summative Assessments 	<p>\$14,000</p> <p>LCFF Base</p> <p>4000</p>	<p>\$4,168</p>

<ul style="list-style-type: none"> • Research and implement a Data Management System (ex. Illuminate) <p>In addition, Samueli Academy will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math: Grade 11 • CA Science Test: HS • Fitnessgram (PFT): Grade 9 		
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>Samueli Academy will continue to strengthen its academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, CRA, etc.) to ensure all students including unduplicated students, and Students with Disabilities (SWD), are on track towards grade level mastery, in order to narrow the achievement gap. The following will be implemented:</p> <p>The Assistant Head of School will provide instructional coaching for all teachers on evidence-based instructional strategies including using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented during instruction.</p> <p>Summer school will focus on ELA and Math including remediation, Pre-Calculus and Credit Recovery. The school counselor will identify students with academic grades below C-, so they can re-take the course, which will impact UC A-G passage rate. We will continue to provide students with access to the following:</p> <ul style="list-style-type: none"> • iXL Math • APEX Online Credit Recovery 	<p>\$370,598</p> <p>Title I: \$135,850 (Assistant Head of School)</p> <p>LCFF S&C: \$234,748 (Summer School, IXL, APEX, Counseling Services)</p> <p>1000, 2000, 3000, 4000</p>	<p>\$322,131</p>

<p>The (2) school counselors will provide academic and college counseling for all students.</p> <p>All incoming 9th grade students will be administered a math placement assessment to identify students who chose to enroll in an accelerated Math Pathway.</p> <p>In order to continue to improve student performance in mathematics, class sizes for the following intervention courses will be reduced to 15:1, student to teacher ratio. We will also establish a Peer Tutoring Program.</p> <ul style="list-style-type: none"> • Learning Center for SWD • Math Lab 1: Calculating Confidence • Math Lab 2: Math Support • Math Lab 3: 		
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Samueli Academy’s MTSS Program will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes.</p> <ul style="list-style-type: none"> • Research and implement social-emotional universal screener. • Offer TLC Course aimed at empowering all teens with a positive mindset and enable them to effectively cope with crisis, adversity and tough decisions. (Partnership with TLC) • School counselors (identified Action 2) will also provide social-emotional and/or behavioral counseling. • Strengthen Advisory Program: teachers will receive additional training (see PD Goal 2, Action 3) • Continue to implement Restorative Practices • Develop a plan to identify community partners to support our students social-emotional and/or behavioral needs. 	<p>\$500, Counselors in Goal 1, Action 2</p> <p>LCFF Base 5000</p>	<p>\$1,250</p>
<p><u>STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></p>	<p>\$292,536</p> <p>LCFF Base: \$101,766,</p>	<p>\$176,740</p>

<p>Samueli Academy will continue to provide all incoming and continuing students with access to a plethora of programs and resources that promote student engagement. The Student Life Coordinator leads the Advisory Program, Athletics Program, School Culture and the Clubs/Organizations.</p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ul style="list-style-type: none"> • Field trips aligned to content standards • Field trips to Art Galleries • National History Day: Field trip to Sacramento • Access to Clubs/Organizations • Toastmasters: comprised of career professionals who teach our student public speaking skills • Student Competitions: Robotics, Poetry Slam, Rocketry, Cyber-Patriot, & Model UN • Presentations of Learning: through Project-based learning • Intramural Sports: after-school • CIF Sports Teams: after-school • Town Hall: schoolwide assembly to recognize students for demonstrating trust, respect, responsibility, athletics, and staff recognition. • Career Mentor Group: Our leadership team will conduct a program evaluation. • Senior Defense: Our leadership team will conduct a program evaluation. 	<p>LCFF S&C: \$190,770 (Student Life Coordinator, After School, Field Trips, Sports Aides, Sports Equipment) 2000, 3000, 4000, 5000</p>	
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:</u></p> <p>As a high school, Samueli Academy serves a high percentage of Long-term English Learners (LTEL). Samueli Academy has adopted English 3D ELD Curriculum for the designated ELD course.</p> <p>The Student Development Coordinator will continue to administer the ELPAC, provide ELD designated instruction, and coach all teachers (across disciplines) on</p>	<p>\$108,532 LCFF S&C (Student Development Coordinator) 1000, 3000</p>	<p>\$92,046</p>

<p>implementing Integrated ELD. All ELL students will have access to academic intervention programs offered throughout the school year.</p> <p>The Leadership Team in collaboration with the Student Development Coordinator will review and/or revise the school's EL Master Plan based on CDE/SBE Reclassification guidance, CDE ELPAC guidance, and an analysis of EL student achievement data.</p>		
<p><u>ADDITIONAL SERVICES & RESOURCES FOR FOSTER YOUTH/HOMELESS:</u></p> <p>Samueli Academy was established as a countywide benefit charter school in Orange County in an effort to establish a high-quality educational program to increase high school graduation rates including foster teens served by the Orangewood Foundation. Our foster and homeless students are closely monitored by the Student Success Coordinator who provides counseling services, serve as their advocate and provide resources & services.</p> <p>The Student Development Coordinator will follow the Mc-Kinney Vento Homeless Assistance Act requirements.</p>	<p>\$72,267</p> <p>LCFF S&C (Student Success Coordinator)</p> <p>2000, 3000</p>	<p>\$76,504</p>

Goal Analysis

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

For the 2019-20 school year, Aimsweb assessments were implemented, and this is the assessment the school has selected, rather than a data management system. As a result of school closure, state mandated assessments were not implemented: CAASPP ELA & Math, ELPAC, CA Science Test (CAST), and Physical Fitness Test (PFT).

For Action 2: peer tutoring did not take place as a result of school closure, however students did receive and participate in after-school tutoring 3 times/week for 90 minutes each.

For Action 4: Field trips and schoolwide events that were scheduled for Spring 2020, did not take place as a result of school closure resulting in a decrease in expenditures.

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

Approximately 60% of students earning "F" (failing grade) reduced the number of "Fs" to 1; while 30% did not earn F's. After school tutoring took place for 90 minutes, 3 times/week. An analysis of student grades, especially those who earned failing grades, concluded that online courses are not an effective credit recovery, rather having teachers work with identified students via Independent study and attending teacher office hours (before/after school).

Samueli implemented Heads Up, Check Up social-emotional screener that connects students to a medical professional from the Psychology Department at UCI. Therapy groups were developed to address this issue. Tier 1 intervention is implemented in TLC class; and restorative practices such as restorative circles take place in classroom activities, in combination with restorative conversations to aid and assist in rebuilding and repairing relationships. Tier 2 intervention takes place through targeted intervention support groups (grief, peer tutoring, 12th grade girls group, etc.) Students have also started journaling as part of Advisory activities. Samueli Academy has partnered with Hoag, Mental Health Center, UCI and TLC.

Samueli seniors participated in Senior Defense facilitated and led by their teachers, which provided students with a valuable experience where they received feedback from the teachers/staff.

Goal 2

Continue to strengthen the quality of delivery of instruction through the use of various types of evidence-based pedagogical strategies (i.e. Differentiation, inquiry based), and Literacy skills development, to address the diverse learning needs of every student, and ensure alignment of the content standards that support 21st Century Skills Frameworks: Critical thinking, (Oral & Written) Communication, Collaboration, and Agency.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: 1, 2, 7

Annual Measurable Outcomes

Expected	Actual																						
<p>Implementation of the Academic Content Standards will improve to “full implementation (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for EL, as measured by the Local Indicator rubric.</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1066 743 1407 813">IMPLEMENTATION: ACADEMIC STANDARDS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 813 1272 850">ELA</td> <td data-bbox="1272 813 1407 850">4</td> </tr> <tr> <td data-bbox="1066 850 1272 888">ELD</td> <td data-bbox="1272 850 1407 888">2</td> </tr> <tr> <td data-bbox="1066 888 1272 925">Math</td> <td data-bbox="1272 888 1407 925">3</td> </tr> <tr> <td data-bbox="1066 925 1272 963">NGSS</td> <td data-bbox="1272 925 1407 963">2</td> </tr> <tr> <td data-bbox="1066 963 1272 1000">History</td> <td data-bbox="1272 963 1407 1000">2</td> </tr> <tr> <td data-bbox="1066 1000 1272 1037">CTE</td> <td data-bbox="1272 1000 1407 1037">5</td> </tr> <tr> <td data-bbox="1066 1037 1272 1075">Health Ed</td> <td data-bbox="1272 1037 1407 1075">3</td> </tr> <tr> <td data-bbox="1066 1075 1272 1112">PE</td> <td data-bbox="1272 1075 1407 1112">4</td> </tr> <tr> <td data-bbox="1066 1112 1272 1149">VAPA</td> <td data-bbox="1272 1112 1407 1149">5</td> </tr> <tr> <td data-bbox="1066 1149 1272 1187">World Language</td> <td data-bbox="1272 1149 1407 1187">3</td> </tr> </tbody> </table>	IMPLEMENTATION: ACADEMIC STANDARDS		ELA	4	ELD	2	Math	3	NGSS	2	History	2	CTE	5	Health Ed	3	PE	4	VAPA	5	World Language	3
IMPLEMENTATION: ACADEMIC STANDARDS																							
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<p>% of students with access to Standards-aligned materials:</p>	<p>2019-20: 100%</p>																						
<p>% of Students who complete UC A-G</p>	<p>2019-20: 58.3%</p>																						
<p>% of students who complete CTE Pathway</p>	<p>2019-20: 9%</p>																						
<p>% of students who pass AP Exams (3+):</p>	<p>2019-20: 75%</p>																						

% of students "Prepared" for College as measured by ELA EAP:	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment (EAP results) was not administered.
% of students "Prepared" for College as measured by Math EAP:	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP Math Assessment (EAP results) was not administered.
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: UC A-G approved courses, Design & Engineering CTE Pathway, Electives.	2019-20: 100%
% of Teachers appropriately credentialed & assigned:	2019-20: 93%. Teachers teaching non-core electives were not credentialed in the non-core electives but were credentialed in another subject area.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures															
<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>Samueli Academy will employ a total of 26 teachers that will be appropriately credentialed and assigned and a Head of School.</p> <p>Samueli Academy will provide a longer school year, and instructional minutes that exceed CA State Requirements as outlined in the following chart.</p> <table border="1"> <thead> <tr> <th colspan="3">INSTRUCTIONAL TIME REQ.</th> </tr> <tr> <th></th> <th>DAYS</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>CA REQUIRED:</td> <td>175</td> <td>64,800</td> </tr> <tr> <td>SAMUELI</td> <td>185</td> <td>66,835</td> </tr> <tr> <td>DIFFERENCE</td> <td>+10</td> <td>2,035</td> </tr> </tbody> </table>	INSTRUCTIONAL TIME REQ.				DAYS	9-12	CA REQUIRED:	175	64,800	SAMUELI	185	66,835	DIFFERENCE	+10	2,035	<p>\$2,583,906</p> <p>LCFF Base</p> <p>1000, 3000</p>	<p>\$2,727,722</p>
INSTRUCTIONAL TIME REQ.																	
	DAYS	9-12															
CA REQUIRED:	175	64,800															
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DIFFERENCE	+10	2,035															

<p>Samueli Academy will provide all students with 185 days of instruction that includes 2,035 additional instructional minutes that exceed the CA state requirement.</p> <p>In addition, our teachers will participate in 1 week of intensive Summer Professional Development; 2 non-instructional during the academic year; and weekly professional development.</p>		
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE STUDENTS w/ DISABILITIES (SWD):</u></p> <p>Samueli Academy SELPA provider is the El Dorado Charter SELPA. The Student Services Coordinator will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. Samueli Academy’s program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional Assistants and support staff.</p> <p>Samueli Academy’s RSP Teachers will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.</p>	<p>\$602,940</p> <p>LCFF Base: \$145,346,</p> <p>SPED Funding: \$457,594</p> <p>1000, 2000, 3000, 4000, 5000</p>	<p>\$467,233</p>
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Samueli Academy will provide all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students. Areas of focus include:</p> <ul style="list-style-type: none"> • Social-emotional learning & Equity (Advisory teacher training) • Differentiation • Data Analysis/Disaggregation • Grading practices (authentic assessments) • Project-Based Learning 	<p>\$25000</p> <p>Title II: \$18,639,</p> <p>Private Grant: \$6,361 (Network Improvement Collaborative)</p> <p>5000</p>	<p>\$31,921</p>

<ul style="list-style-type: none"> • Restorative Practices: OCDE • Conference on Social-emotional Learning: New Tech • New Tech Learning Management System (LMS) <p>In addition, our teachers will participate in 1 week of intensive Summer Professional Development; 2 non-instructional during the academic year; and weekly professional development.</p> <p>Samueli Academy also provides its staff with additional professional learning through off-site workshops, conferences which include:</p> <ul style="list-style-type: none"> • Network Improvement Collaborative with UCI: Improvement Science focused on Social-emotional 		
<p><u>CORE CURRICULUM</u></p> <p>Samueli Academy will ensure that every student has access to standards-aligned curriculum across all disciplines. Curricular purchases for the upcoming year include:</p> <ul style="list-style-type: none"> • Consumables • Physics • Math 	<p>\$114,353 LCFF Base 4000</p>	<p>\$99,256</p>
<p><u>TECHNOLOGY</u></p> <p>Samueli Academy has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Student access to laptops is essential for student work and to access web-based academic intervention supplemental programs including APEX courses for credit recovery.</p> <p>Annually, technology purchases include:</p> <ul style="list-style-type: none"> • Leasing Chromebooks • Nearpod (subscription) • Robotic Kits 	<p>\$92,200 LCFF S&C (Technology) 4000</p>	<p>\$62,791</p>
<p><u>COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS:</u></p>	<p>\$473,365</p>	<p>\$440,083</p>

Samueli Academy provides all students with a rigorous standards-aligned college preparatory science, technology, engineering, arts, and mathematics (“STEAM”)-focused, project-based learning environment. Most of our students will be first generation college students, therefore our school has implemented the following to ensure all students are college/career ready:

- UC A-G approved course list
- High School graduation requirements that far exceed UC A-G entrance requirements
- Advisory required course
- Internship: HS graduation requirements via the work-based learning program led by the Work-Based Learning Coordinator
- Field trips to colleges/universities
- College credit course: enrollment at local community colleges (costs for student textbooks)
- PSAT: Administered to all grade 10 students
- SAT: Administered to all grade 11 students.
- Provide SAT Prep Course (onsite)
- Internships: open to students in their junior year, where students apply the knowledge and skills taught in the classroom at a work place environment. Internships are a graduation requirement that provide students with career preparation while in high school.
- Director of Alumni Relations: will monitor and support Samueli Alum during their post-secondary education to ensure they graduate from college/university.

LCFF Base: \$340,057,
 LCFF S&C: \$133,308
 (Work Based Learning
 Coordinator, Field
 Trips, Testing Fees)
 1000, 2000, 3000,
 4000, 5000

Goal Analysis

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

For the 2019-20 school year, PSAT/SAT and SAT Prep Courses did not take place in Spring 2020 due to school closure as a result of COVID19.

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

The Network Improvement Collaborative with UC Irvine Improvement Science has not been implemented but rather 2019-20 served as the planning phase.

The Executive Director also serves as the Partnership Coordinator supervising the Alumni Program and Scholarship program, in addition to managing donor relations and oversees work-based learning grant opportunities.

Samueli seniors participated in Senior Defense facilitated and led by their teachers, which provided students with a valuable experience where they received feedback from the teachers/staff.

Goal 3

Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school’s mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Annual Measurable Outcomes

Expected	Actual
School Facility FIT Report Score of “Good”	2019-20: Good
Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC):	2019-20: Outcome met
Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities:	2019-20: Outcome met
Maintain Suspension Rate <3%	2019-20 Suspension rates: Schoolwide: 2.7% <ul style="list-style-type: none"> • Hispanic 2.7% • White: 2.0% • Asian: 0% • 2+ Races: 0% • English Learners 4.8% • Socioeconomically Disadvantaged 2.8% • Students with Disabilities: 5.1%
Maintain Expulsion Rate <1%	2019-20: 0%
Increase Participation Rates with parent survey on school connectedness & safety.	Parent participation rate: 21%

<p>Maintain Participation Rate with student survey >90% on school connectedness & safety.</p>	<p>Student participation rate: 87%</p> <ul style="list-style-type: none"> • 66% reported they were concerned about COVID impacting their family • 56% felt stressed as a result of COVID <p>When asked what changes they would like teachers to keep when in-person classes resume, students responded:</p> <ul style="list-style-type: none"> • 18% New teaching strategies • 15.2% Policy changes • 10.9% Lower workload • 11.2% Teacher attitudes and class management • 15% Nothing
<p>Increase Participation Rate with the staff survey >90% on school connectedness & safety.</p>	<p>Staff participation rate 70%</p> <ul style="list-style-type: none"> • Overall staff morale remained positive through the May • Teachers enjoyed teaching at Samueli at higher rates than prior year: 2019

Actions / Services

<p style="text-align: center;">Planned Action/Service</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</u></p> <p>Samueli Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> • Student Council • School Safety Team: (2) Campus Supervisors • Review & revise Comprehensive School Safety Plan; and purchase supplies as needed. • Host 3-day Leadership Institute for incoming freshman class, led by the counseling department. 	<p>\$67,004 LCFF S&C (Security) 2000, 3000</p>	<p>\$55,796</p>

<ul style="list-style-type: none"> • Link Crew, led by the Student Life Coordinator, will participate in summer orientation and culture-building. • Provide bus passes to at-risk students to increase attendance rates/reduce chronic absenteeism rates. • Administer Panorama Survey: Parents, students and staff. 		
<p><u>METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:</u></p> <p>In order to promote and elicit parent input in decision-making, Samueli Academy will host SSC & ELAC Meetings, including elections of parents, staff and teachers. Samueli Academy will adhere to AB716 requirements with regards to LCAP and SSC, and the school's LCAP will serve as its SPSA. The SSC and ELAC will provide an opportunity for parents and community members to provide input and participate in decision-making on schoolwide student programs and the allocation of public school funds.</p>	<p>\$1432 LCFF Base 4000</p>	<p>\$0</p>
<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>In order to engage parents as partners in their child's education, our school will provide the following:</p> <ul style="list-style-type: none"> • Host Parent University • Chocolate Chat with the Head of School • Establish a Community Advisory Board to include a team of parents for planning and input. • Provide volunteer opportunities that are authentic. • Translation services will be available for all parent workshops, meetings, schoolwide events, and upon request. 	<p>\$1000 LCFF Base 4000</p>	<p>\$709</p>
<p><u>FACILITIES</u></p> <p>The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:</p> <ul style="list-style-type: none"> • Annual facility leasing costs 	<p>\$1,181,063 LCFF Base: \$638,682, SB740: \$542,381 5000</p>	<p>\$1,268,535</p>

- School maintenance including repairs
- Janitorial expenses
- Administer FIT report

Goal Analysis

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

There were no substantive differences for all actions under Goal 3.

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

While SSC meetings took place, Samueli struggled with parent participation in ELAC and ELAC meetings.

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
Head of School; and Teachers to provide instruction: in-person/distance learning platform.	\$3,201,147	\$3,137,486	Y
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$169,000	\$148,808	N

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

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

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

On March 15th, Samueli Academy provided hybrid instruction 4 days per week for grade 7; and 2 days per week for grades 9-12. Approximately 60% of its students have chosen to participate in hybrid instruction for the remainder of the school year. Successes with hybrid instruction include: high level of student engagement and participation, improved academic performance/grades, and improved student morale. In October 2020, Samueli identified students who were disengaged and most at-risk (Students with Disabilities, Foster

youth), and offered in-person instruction in pods. This cohort of students were assessed to measure their progress and within 4 weeks of in-person instruction, their academic grades improved.

Challenges with hybrid instruction include scheduling issues, with teachers. In order to provide high quality, equitable services to all students and a safe learning environment. Our teachers chose to either teach hybrid/in-person or virtual instruction. Despite communicating with families and students to increase the percentage of students participating in hybrid instruction, 40% selected distance learning because they had other commitments including babysitting their siblings, assisting siblings with virtual instruction and some were employed to help support their families who faced job, housing and food insecurity as a result of the pandemic.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assistant Heads of School to provide instructional coaching and support, and facilitate professional development for all teachers during distance learning and in-person instruction.	\$299,536	\$307,066	Y
Chromebooks, Wi-Fi Hotspot, Internet services, Laptops, IT Department	\$194,800	\$181,982	N
SPED Department and delivery of services costs for Students with Disabilities	\$451,695	\$566,804	N
Echo Learning Management System subscription costs (Learning platform for all students)	\$11,236	\$19,147	N
Technology-based instructional applications: NearPod, Kahoot, Zoom (subscriptions)	\$29,830	\$26,683	N
Professional Development for all teachers and support staff	\$34,200	\$14,500	N
Athletic Director to provide physical education instruction during distance learning; and in-person instruction	\$62,538	\$69,938	N

Work-based Learning Coordinators to address challenge of virtual internship coordination	--	\$93,008	Y
Math College textbooks (Concurrent enrollment) Santa Ana College	--	\$10,016	N
Consumables/Instructional Materials (distance learning)	--	\$22,694	N

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Work-based Learning Coordinators to address challenge of virtual internship coordination
- Math College textbooks (Concurrent enrollment) Santa Ana College
- Consumables/Instructional Materials (distance learning)

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.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: Samueli Academy educators and staff have been relentless in providing a rigorous and engaging distance/virtual instruction in combination with a schoolwide culture of high expectations for all students. Samueli Academy provided Synchronous Learning via daily live instruction led by credentialed teachers and peers for the purpose of instruction, progress monitoring and maintaining school connectedness. Educators, RSP/SPED teachers and Instructional Assistants utilized video conferencing, teleconferencing and live interactions and provided differentiated supports for students who required specific and targeted feedback for learning purposes. Each morning students logged into Echo, the Learning Management System (LMS), starting with Advisory. Our distance learning schedule included a full day of instruction with interventions and office hours built into the instructional day.

- Challenges: include ensuring all students are logged in on time and participating daily. Our school has developed and implemented systems in place so that when teachers take attendance at the start of the day/course any student identified as absent is documented and the support staff immediately contact the student/family. Some of our students had to assist their younger siblings with distance learning, lacked a conducive learning environment at home, while others were working to assist their families as a result of job insecurity during the pandemic.

Access to Devices & Connectivity:

- Successes: Samueli Academy has implemented a 1:1 student to device ratio. All students were equipped with a Chromebook prior to the start of the school year. Students who lacked connectivity at home, were provided with Wi-Fi hotspot or internet service in partnership with Spectrum. Our school also set-up a helpdesk ticketing system (onsite) with drive-thru for repairs of student Chromebooks.

- Challenges: Some challenges include students not connecting online due to connectivity issues, however our outreach/support staff communicated with students who were absent to address any barriers including connectivity.

Pupil Participation & Progress:

- Successes: Overall there was positive student attendance, engagement and participation rates during distance learning as required with SB98, which improved when we transitioned to hybrid instruction. Samueli Academy designed a distance learning program that encompassed the use of Echo LMS, and Zoom platform in addition to small group instruction and teacher office hours for academic support and intervention.

- Challenges: Despite providing Wi-Fi hotspots some students struggled with participating in daily instruction on time.

Distance Learning Professional Development:

- Successes: All educators and the Administrative team participated in professional development and staff development. Administrators conducted virtual classroom observations and provided feedback. Teachers participated in planning meetings regularly. Professional development included support for building individual relationships in virtual environments; implementing project-based and problem-based instruction, restorative practices to address behavior in a virtual classroom. Our teachers became adept to the use of multiple web-based/online instructional tools.

- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: Samueli Academy's classified staff were re-assigned during distance learning to support our program (student/family needs) as support staff. The role of the administrative team shifted to also include providing IT support, contacting families, students, staffing logistics, and strategies to support the instructional staff.
- Challenges: There were no challenges with staff roles and responsibilities.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes: Samueli Academy developed a comprehensive system of supports that was provided during distance learning to assist pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, and English Learners. All teachers provided office hours for small group and/or individual academic support. The Master Schedule included a daily double-block of mathematics to accelerate student learning and support learning loss.
 - Foster Youth: the Student Success Coordinator served as the Foster youth Liaison, and closely monitors and communicates with foster youth to identify needs, resources, academic support and counseling services.
 - Homeless Youth: the Student Development Coordinator served as the Homeless Liaison and closely monitored and communicated with foster youth to identify needs, resources, academic support, food/shelter and counseling services.
 - Students with Disabilities – The Resource Specialist provided virtual office hours for academic support and provided push-in specialized academic instruction in the general education course; and the Instructional Assistants provided additional academic support.
 - English Learners had increased access to Instructional Assistants and tutors for additional academic support and push-in support during daily instruction.
 - For dual-identified EL/SWD: Special Education (RSP) and General Ed teachers planned regular meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students. During designated times for small group instruction, the RSP teacher co-taught with the General Education teacher and provided additional language and content support in a breakout room that supported dually identified students.
- Challenges include that 40% of students/families opted to continue with distance learning, which was not the ideal learning environment for struggling students. As a result, Samueli Academy has designed a comprehensive Summer School Program to address learning gaps, credit recovery, summer bridge (for incoming 7th and 9th grade students, SEL Group counseling and Physical Fitness.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Support Staff: SPED Team Instructional Assistants & Tutors	\$50,660	\$10,623	Y
Support staff: Student Development Coordinator & Student Success Coordinator	\$198,389	\$195,794	Y
Campus Supervisors, Attendance Clerk and Office Support Staff in charge of contacting families when students are absent, trouble-shooting issues, Communicating with support Staff and Head of School (Tiered Reengagement Policy).	\$329,773	\$251,925	N
Instructional Aide	--	\$18,195	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.

The following are the substantive differences between the planned actions and what was actually implemented:

- Addition of an Instructional Aide

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.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: all teachers provided office hours to support the academic needs of our student and provided small group instruction. The master schedule includes a daily double-block of mathematics to accelerate student learning and support learning loss.

- Foster Youth: the Student Success Coordinator serves as the Foster youth Liaison, and closely monitored and communicated with foster youth to identify needs, resources, academic support and counseling services.
 - Homeless Youth: the Student Development Coordinator served as the Homeless Liaison and closely monitors and communicated with foster youth to identify needs, resources, academic support, food/shelter and counseling services.
 - Students with Disabilities – The Education Specialist provided virtual office hours for academic support and provided push-in specialized academic instruction in the general education course; and the Instructional Assistants provided additional academic support. The Education Specialist monitored the academic progress of SWD.
 - English Learners had increased access to Instructional Assistants and tutors for additional academic support and push-in support during daily instruction. The ELD instructor monitored EL/LtEL students academically.
 - Instructional Assistants and tutors provided additional academic support, targeted instruction, and tutoring during the instructional day and/or after-school.
 - The School Psychologist, Counselor and Student Development Coordinator developed consistent and effective SST Protocols and formats. Teachers were trained on the SST Protocol once it was fully developed.
- Challenges include: that despite the numerous resources provided to students there were some who were disengaged, regardless of our outreach efforts to the student and their family. We prioritized disengaged and chronically absent students for in-person/hybrid instruction but not all students identified opted for hybrid instruction and chose to continue the school year in distance learning.

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.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include: all students were enrolled in an Advisory course which also provided SEL support daily. Students were closely monitored by their Advisor via weekly check-ins. Samueli Academy staff were trained to implement trauma informed practices via Classroom Circles, Mindfulness in the Classroom. Our school also administered the Panorama Education Surveys as an SEL universal screener for all students. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes.

Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

- Challenges this past school year have impacted our students' emotional and social well-being. At Samueli Academy there was an increase in the number of students identified for socioemotional support including suicide risk assessments compared with the prior school year. Our school provided several levels of support, including parent consultation, referrals for individual and family counseling within the community, school-based counseling, and higher tiered supports. It was also challenging to find the staff to meet all of the needs including the ability to provide services in person due to COVID 19 restrictions.

- Challenges with staff mental health & emotional wellbeing has been significant. This was an exceptionally stressful year especially for our educators and support staff who also are parents and maneuvering their responsibilities as educators and the responsibilities as parents was overwhelming with distance learning. Our school implemented strategies and provided space for healing and personal wellness practices.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: overall our school maintained an average daily attendance rate of 94.8% throughout the year considering most of the school year we were solely providing distance/virtual instruction.

- Successes with parent engagement: parents provided positive feedback when surveyed and during virtual Zoom meetings in regard to the plethora of services our school provided during distance learning and with the transition to hybrid instruction. Samueli Academy provided weekly school updates to families via the school website, Social Media, Parent Portal on Aeries, and during Zoom meetings with families.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

The Administrative team and support staff also contacted families/students as part of the tiered reengagement strategies, to maximize student attendance during distance learning. The Administrative Team also prepared and analyzed student achievement data reports that was presented to teachers for review, reflection, analysis and to inform instruction.

Support Staff was used in various capacities including with supporting with our tiered reengagement strategies, making daily phone calls for students who were absent from class. Other non-certificated staff roles were modified to support the school with the attendance policy and with family and student outreach, provided tech support, and resources for families.

- Challenges include: Despite numerous efforts to communicate with families especially for those whose students were disengaged, this was an area for growth

Analysis of School Nutrition

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

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health & Social and Emotional Well-being	Counselors (2), and Psychologist to provide mental health and social-emotional counseling services for identified students.	\$237,153	\$256,904	Y
Pupil & Family Engagement and Outreach	Aeries SIS & Additional software subscription to communicate with families/guardian on student progress and adherence to attendance & student participation requirements under SB98	\$16,495	\$14,357	Y
Mental Health & Social and Emotional Well-being	Panorama Ed Well-being and SEL surveys that provides reliable data on how students are doing social-emotionally that will assist the school in determining social-emotional, and well-being needs.	\$8,667	\$9,563	Y
Pupil & Family Engagement and Outreach	Parent Square – used to communicate with families	--	\$0	N
Pupil & Family Engagement and Outreach	Translation equipment/services (headsets)	--	\$4,600	N

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Parent Square – used to communicate with families
- Translation equipment/services (headsets)

Overall Analysis

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

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: adherence to state and local county health department guidelines. Samueli Academy has allocated funds for the purchase of PPE, maintain consistent facilities cleaning, classroom arrangement, and maintaining strict health and safety standards.
- Distance Learning: the detrimental impacts distance learning has had on our students and their families there is a need to ensure targeted tier 1 and 2 academic supports built into the instructional and SEL Supports
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: Samueli Academy will implement Heads Up, Checkup, an SEL universal screener; and students identified for support will be referred to Western Youth Services (as needed). In partnership with Tilly's Life Center, Samueli will offer TLC Course aimed at empowering all teens with a positive mindset and enable them to effectively cope with crisis, adversity and difficult decisions.
- Student Engagement: there is a need to ensure all students have access to a broad course of study that includes enrichment and elective courses that integrate experiential learning opportunities, and social peer-to-peer interactions.
- Family Engagement: Our educators and support staff in addition to the School Principals have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

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

Samueli Academy has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- Aimsweb Reading & Writing Assessments: 3 times/year

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.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

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.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP - the need to implement the following;

- Implementation of Aimsweb Reading & Writing Assessments
- Instructional Aides to provide after-school tutoring
- Intervention blocks ELA & Math built into the instructional day
- Summer School: Summer Bridge
- Summer School: Credit Recovery
- Summer School: Outdoor learning experiences
- SEL Universal Screener (Heads Up, Checkup)
- Equity & Access Instructional Coach
- Student Success Coordinator: provide equitable services for Foster youth and homeless youth

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 lcf@cde.ca.gov.

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Samueli Academy	Lee Fleming, Head of School	lfleming@samueliacademy.org 714.619.0215

Plan Summary 2021-22

General Information

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

Samueli Academy is the model public school that the Orangewood Foundation envisioned to serve foster and underrepresented youth. Our school provides all students with a high quality, rigorous standards-aligned college-preparatory STEAM-focused, academic program that encompasses Project-based learning (“PBL”) and a culture of high expectations, through authentic and experiential work-based learning opportunities. With project-based learning students gain a deeper understanding of the concepts and standards at the heart of a project. Projects also build vital workplace skills and lifelong habits of learning. Projects can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom. Project-based learning reinforces 21st century job skills that include: written communication, content literacy, oral communication, collaboration, work ethic, and critical thinking.

Every student is enrolled in a UC A-G approved course, has access to Advanced Placement (“AP”) Courses, is required to complete an internship and the choice to select an Engineering or Design CTE Pathway that prepares them for college and career, and is encouraged to participate in concurrent enrollment with a local Community College.

Samueli Academy provides a well-rounded 21st century learning experience in a small school environment, in a state-of-the-art facility with 1:1 student to laptop ratio, the integration of technology-based programs and digital curricular materials. The college-going culture and expectation is supported through the Charter School’s college-readiness standards, courses, college application and financial aid workshops, access to a plethora of college scholarship opportunities, including college and career field trips, and a partnership with Santa Ana Community College that provides our students with access to concurrent enrollment, earning college credit while in high school. Additionally, Samueli Academy provides an after-school academic and social enrichment program that includes academic tutoring, extra-curricular clubs and organizations and an athletic program.

GRADUATION RATE

The graduation rate is based on the number of students who graduate with a regular high school diploma within four or five years. The rate is known as the combined four-and five-year graduation rate. To be counted as graduates under the combined graduation rate, students must graduate with a regular high school diploma within four or five years of entering grade nine.

The following chart provides the graduation rate for the 2017-18 and 2018-19 school year. Samuéli Academy received an overall blue performance level and for the Socioeconomically Disadvantaged and Hispanic student groups.

GRADUATION RATE		
	2017-18	2018-19
ALL STUDENTS	97.6%	97.5%
EL	96.3%	--
SED	97.0%	96.9%
HISPANIC	97.1%	97.1%

COLLEGE/CAREER INDICATOR (CCI)

The College/Career Indicator is based on the percent of students who graduate with a status of “Prepared” for College/Career. This indicator applies to schools serving grades 9-12.

The College/Career Indicator includes measures on how well schools are preparing students for likely success after graduation. Graduates classified as Prepared on this state measure must meet at least one of the criteria in the Prepared level.

- CAASPP Assessments: Score of Level 3 (Standards Met) or higher on both ELA & Math
- AP Exams: Score of 3 or higher on 2 AP exams
- International Baccalaureate Exams: Score of 4+ on two IB exams
- College Credit courses: 2 semester/3 quarters of college coursework with a grade of C- or better in academic/career technical education subjects where college credits are awarded.
- State Seal of Biliteracy (SSB) – SSB awarded & Level 3 (Standards Met) or higher in ELA CAASPP
- Leadership/Military Science: 2 years Leadership/Military Science score of Level 3 or higher in ELA or Math, and Level 2 or higher in other subject area.
- CTE Pathway: Pathway completion with a grade of C- or better in the capstone course plus one additional criteria:
 - CAASPP Level 3 or higher in ELA and at least level 2 in Math or vice-versa; or

- 1 semester/2 quarters of College credit courses with grade of C- or better
- UC A-G requirements met plus an additional criterion below:
 - CAASPP Level 3 in ELA and at least Level 2 in Math or vice-versa, OR
 - 1 semester/2 quarters of College credit courses with grade of C- or better, OR
 - Score of 3 on one AP exam OR score of 4 on one IB exam
 - Completion of CTE Pathway

The following chart provides the percentage of graduates that are college and career “prepared” for the Class of 2018 and the Class of 2019.

COLLEGE/CAREER INDICATOR		
	2017-18	2018-19
ALL STUDENTS	77.2%	80.7%
EL	48.1%	--
SED	74.0%	79.2%
HISPANIC	75.0%	77.7%

The overall percentage of graduates that are College/Career prepared has increased and continues to be an area for growth.

Every student is enrolled in a UC A-G approved course, has access to Advanced Placement (“AP”) Courses, is required to complete an internship and the choice to select an Engineering or Design CTE Pathway that prepares them for college and career, and is encouraged to participate in concurrent enrollment with a local Community College.

Samueli Academy provides a well-rounded 21st century learning experience in a small school environment, in a state-of-the-art facility with 1:1 student to laptop ratio, the integration of technology-based programs and digital curricular materials. The college-going culture and expectation is supported through the Charter School’s college-readiness standards, courses, college application and financial aid workshops, access to a plethora of college scholarship opportunities, including college and career field trips, and a partnership with Santa Ana Community College that provides our students with access to concurrent enrollment, earning college credit while in high school. Additionally, Samueli Academy provides an after-school academic and social enrichment program that includes academic tutoring, extra-curricular clubs and organizations and an athletic program.

Every student is enrolled in a grade-specific Advisory course and we offer an X-Block, where teachers hold office hours, similar to college environment. All students meet with their College Counselor throughout the school year, for a variety of services including but not limited to course planning, transcript/academic review, college application process and financial aid planning.

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.

Samueli Academy received a yellow performance level for the Math Academic Indicator = schoolwide and for all numerically significant student groups (Socioeconomically Disadvantaged, Hispanic); yellow performance level for ELA for the Socioeconomically Disadvantaged and Hispanic student groups; and for the Suspension Rate an Orange performance level for the White Student group.

SUSPENSION RATES

Samueli Academy received an overall green performance level for the Suspension Rate Indicator; and the following student groups: English Learners, Socioeconomically Disadvantaged (SED), Students with Disabilities, and Hispanic and an orange performance level for the White student group.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	547	16	14	2.6%	85.7%	14.3%
ASIAN	21	1	1	4.8%	100.0%	0.0%
HISPANIC	452	10	9	2.0%	88.9%	11.1%
WHITE	52	3	2	3.8%	50.0%	50.0%
2+ RACES	*	*	*	*	8.0%	*
EL	36	1	1	2.8%	100%	0%
FOSTER YOUTH	15	4	3	20.0%	66.7%	33.3%
SOC. ECON DISADV	364	13	11	3.0%	81.8%	18.2%
SWD	39	4	3	7.7%	66.7%	33.3%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	551	8	8	1.5%	100.0%	0.0%
ASIAN	20	0	0	0.0%	0.0%	0.0%
HISPANIC	461	5	5	1.1%	100.0%	0.0%
WHITE	49	3	3	6.1%	100.0%	0.0%
2+ RACES	13	0	0	0.0%	0.0%	0.0%
EL	54	1	1	1.9%	100.0%	0.0%
FOSTER YOUTH	*	*	*	*	*	*
SOC. ECON DISADV	370	5	5	1.4%	100.0%	0.0%
SWD	42	2	2	4.8%	100.0%	0.0%

All students were enrolled in an Advisory course, that provided Social-emotional learning and support that met daily via synchronous instruction. The Advisory Curriculum and content was planned and developed by the Assistant Head of Schools specifically designed for our students.

Students were closely monitored by their Advisor via weekly check-ins. Samueli Academy staff received training on implementing trauma informed practices via Classroom Circles, Mindfulness in the Classroom. Our school administered Panorama Education Surveys as an SEL universal screener for all students.

The School Psychologist and Student Development Coordinator initiated student groups as part of Tier 2 intervention when appropriate to support social behavior in a distance learning platform. All students had access to our Counseling team. Educationally Related Mental Health Services (ERMHS) were provided to Student with Disabilities (SWD).

ACADEMIC INDICATORS

The following chart outlines schoolwide and student group performance from the Spring 2018 and Spring 2019 ELA & Math CAASPP, using Scale Scores – Distance from Standard (DFS), the measurement used by the CDE on the CA Schools Dashboard.

	ELA CAASPP		MATH CAASPP	
CAASPP	2018 DFS	2019 DFS	2018 DFS	2019 DFS
ALL STUDENTS	+74.9	+34.1	-0.5	-21.6
EL	+15	-57.5	-64.6	-116.5
SED	+65.4	+14.4	-17.2	-34.8
HISPANIC	+66.8	+23.8	-13	-34.8

There were declines in ELA CAASPP performance when comparing Spring 2018 cohort to Spring 2019 cohort, for all student groups; with significant declines among English Learners and RFEP (reclassified EL) by 83.1 points, performing 53.3 points below DFS. For Mathematics, all students and student groups demonstrated significant declines compared to the spring 2018 cohort. The English Learner and RFEP student group had the largest decline attributing to growing achievement gap. RFEP students performed 109.6 points below Distance from Standard (DFS), a decline of 67.4 points.

Samueli Academy administers teacher created internal interim assessments across all disciplines. However, there is a need to adopt research-based standards-aligned assessments that have been recommended as “verified data” by WestED and the CDE to measure student academic progress in ELA and Mathematics for each grade level, monitor student progress, identify student growth and needs,

and for use as required under AB1505 charter renewal. With the decline in student academic performance as identified with the Spring 2019 CAASPP results (for grade 11) in combination with the suspension of state mandated assessments in Spring 2020, implementing assessments that are ‘verified data’ would provide staff, students and families with student academic progress and performance towards grade level mastery; that would serve to identify the allocation of resources including academic supports and intervention.

Samueli Academy started the school year with 100% of its students in distance learning, and every student was enrolled in 4 courses per quarter.

Samueli Academy provided Synchronous Learning via daily live instruction led by credentialed teachers and peers for the purpose of instruction, progress monitoring and maintaining school connectedness. Educators, RSP/SPED teachers and Instructional Assistants utilized video conferencing, teleconferencing and live interactions to provide differentiated support for students who required specific and targeted feedback for learning purposes. We recognized that live synchronous daily sessions were a new requirement for 2020-2021. Each morning students logged into Echo, the Learning Management System (LMS), started with Advisory.

Samueli Academy teachers also incorporated Asynchronous Learning mode of instruction—such as prerecorded video lessons or learning tasks that students complete on their own time—that was not delivered in person or in real time. Asynchronous learning encompassed a wide variety of instructional interactions, including email exchanges between teachers and pre-recorded video lessons.

For Students with Disabilities, Specialized academic instruction took place in distance learning through push-in Zoom support in classrooms and in accordance with student’s IEPs. Instructional Assistants and Resource Specialist provided additional academic intervention/supports through small group instruction twice per week (T/TH or W/F). An hour block was scheduled per course to meet their individualized need as determined by the IEP. Small group instruction provided targeted support with study/organizational skills in response to virtual/hybrid instructional model. SWD also received in-person or virtual Educationally Related Mental Health Services Counseling (T/TH or W/F) either individual or group counseling per the student’s IEP. Speech and Language Therapy was provided either with individual or group sessions on T/TH or W/F. Occupational Therapy delivered services virtually through individual sessions on T/TH or W/F. Virtual Vision Therapy is provided through individual sessions on T/TH or W/F. IEP meetings take place virtually/hybrid learning environment.

Instructional Assistants and tutors also provided additional academic support during the instructional day and after-school. English Learners received daily integrated English Language Development (ELD); and designated ELD three times per week. ELs and LtELs received additional push-in support during daily synchronous instruction. Instructional Coaches participated in synchronous instructional lessons and provided one-on-one support for teachers. To continue to develop English learner language skills, teachers

provide daily comprehensive English Language Development. Designated English Language Development “first teaching” was provided through synchronous instruction via small groups differentiated by proficiency level.

Samueli Academy developed a comprehensive system of supports that was provided during distance learning to assist pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, and English Learners. All teachers provided office hours for small group and/or individual academic support. The Master Schedule included a daily double-block for mathematics to accelerate student learning and support learning loss.

- Foster Youth: the Student Success Coordinator served as the Foster youth Liaison, and closely monitored and communicated with foster youth to identify needs, resources, academic support and counseling services.
- Homeless Youth: the Student Development Coordinator served as the Homeless Liaison and closely monitored and communicated with foster youth to identify needs, resources, academic support, food/shelter and counseling services.
- Students with Disabilities – The Resource Specialist provided virtual office hours for academic support and provided push-in specialized academic instruction in the general education course; and the Instructional Assistants provided additional academic support.
- English Learners were provided with increased access to Instructional Assistants and tutors for additional academic support and push-in support during daily instruction.
- For dually-identified EL/SWD: Special Education (RSP) and General Ed teachers planned regular meetings to collaborate and adjust instructional schedules and lessons, analyzed formative assessment linguistic and academic data to meet the needs of dually identified students. During designated times for small group instruction, the RSP teacher co-taught with the General Education teacher and provided additional language and content support in a breakout room to support dually identified students.

Throughout the transition to distance learning Samueli Academy has been implementing actions to mitigate learning loss. For the 2020-21 school year, the following cycle of assessments were implemented to determine present student academic levels in the fall that served as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which guides instructional and curricular planning.

The systemic cycle of assessments included:

- Diagnostic assessments (teacher created) for all subjects
- Individualized Assessment of Knowledge and Thinking (IAKT) – Literacy tasks across all disciplines
- Lexile Assessments: Beginning and End of year
- Social-emotional universal screener

- Panorama Ed – ongoing self-assessments.

Findings from initial diagnostic assessments in ELA, Math and ELD were used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporated innovation, ELD strategies and access to instructional technology, was provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades 9-12.

The School Psychologist, Counselor and Student Development Coordinator developed and implemented consistent and effective SST Protocols and formats. Teachers were trained on the SST Protocol once it was fully developed.

LCAP Highlights

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

Samueli Academy has implemented a Multi-Tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

Samueli Academy's LCAP was developed with an equity lens in mind, in alignment with the school's mission and vision and the school's annual growth and grade level expansion which will result in the reporting of additional metrics pertinent to grade levels served in middle school.

- Goal #1: Continue to implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement data, in order to identify learning gaps in 'real-time.' Implement universal screeners as part of the Multi-Tiered System of Supports (MTSS) to identify academic, social-emotional, and/or behavioral needs and provide supports to ensure all students are College and Career-ready.
- Goal #2: Continue to strengthen the quality of delivery of instruction & implementation of evidence-based pedagogical strategies with an equity focus, to address the diverse learning needs of every student, and ensure alignment of the content standards that support 21st Century Skills Frameworks: Critical thinking, (Oral & Written) Communication, Collaboration, and Agency.
- Goal #3: Continue to engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school's mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

Samueli Academy's LCAP goals are aligned to the school's WASC Critical Areas for follow-up and therefore the LCAP also serves as the WASC Action Plan.

Samueli Academy has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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.

Samueli Academy has not been identified for Comprehensive Support and Improvement; therefore, this section does not apply.

Support for Identified Schools

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

Samueli Academy has not been identified for Comprehensive Support and Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

Samueli Academy has not been identified for Comprehensive Support and Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Samueli Academy engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. Samueli Academy also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT	Links
5/1/20	Students	Fall Learning Preferences	Survey	https://docs.google.com/presentation/d/1SZsDvBxiFkE86XuXelPyN17u2DPQoLz7lwGz5EszFvA/edit#slide=id.p
8/1/20	Parents/Caregiver of SWD	Input on school improvement, suggestions for parent/caregiver supports	Interviews (zoom)	
8/12/20	Students	Developing in a challenging time, inclusive school culture	Virtual assembly	
8/27/20	Parent/Caregiver	Instructional Plan for the year with both remote and possible hybrid plans, introduction of echo to demonstrate how to check student grades	Zoom session	
9/24/2020	Parent/Caregiver	Instructional Plan and gathering input on reopening plan	Zoom session	https://docs.google.com/presentation/d/1X6PGFF9m0aMNaq2g0DrOY_4fZOTuDBhQ38Gm91o2MA0/edit#slide=id.g35f391192_04
11/9/20	Students	Reopening Committee and input on current instructional model	Zoom session	
11/18/20	Students	Input on reopening and walkthrough for signage	In person, socially distanced meeting	
11/19/20	Parent/Caregiver	Mental Health Supports, feedback on instructional experience	Zoom session	https://docs.google.com/presentation/d/1VoFu6PGDWN5Hels1Yi1qbHhcbD1uXjRlCqXbjjH_p7k/edit#slide=id.gac7198c64c_0_0
12/17/20	Parent/Caregiver	Review of survey results, collecting data on updated opening plan	Zoom session	https://docs.google.com/presentation/d/1ASCY8NC9cmt4xeK_-FO1zSi8PDnI0svDxnIYtpmngb0/edit#slide=id.ga3b661fe2b_0_2_Z
1/28/21	Parent/Caregiver	Presentation on supports for Foster Youth, College & Career Planning	Zoom session	https://docs.google.com/presentation/d/1PU_7XGdmikhuxIA2E4Vjhg_1GvyG-TRXKYIZXZ6hVgU/edit#slide=id.ga3b661fe2b_0_2_Z
2/25/21	Parent/Caregiver	Reopening plan update, Career Ignition Conference information	Zoom session	https://docs.google.com/presentation/d/1PT8MLft3Cg4NEDIop55MSioVs-aLZHPevNPwedPj70U/edit
12/5/21	Parent/Caregiver, Student, Staff	Feedback on current learning, input on reopening plan and instructional needs, survey on learning loss	Zoom session	
4/21/21	Parent/Caregiver	Input on Expanded Learning Opportunities	Zoom session	https://docs.google.com/presentation/d/1IIV48nnjyIVdi-FnUoyWLtuUleKHeujCy5IA0K0y44k/edit
4/24/21	Staff	Same survey as parent/caregiver	Zoom session	
4/17/21	Support Staff	Input on Expanded Learning Opportunities	Zoom session	
9/25/20	Teaching Staff	Equity, Culturally Responsive Teaching and PBL	Zoom session	UvH6LIR1nx2m4Owloke1wug/edit?usp=sharing
10/23/20	Teaching Staff	Learning and the Brain	Zoom session	l41VxdgqU1182PmBnROvdeBfPNoClO/edit?usp=sharing
2/12/21	Teaching Staff	Improving Learning Capacity of Students through Universal Design Learnign and Culturally Responsive Teaching (Equity PD)	Zoom session	https://docs.google.com/presentation/d/1-efqVjLGTea9qTbAflXgslgfnOnyr5qet26YlqfOY/edit?usp=sharing
3/12/21	Teaching Staff	Critical Friends: Feedback on upcoming projects	Zoom session	
4/19/21	Teaching Staff	Building Intellectual Capacity in ALL of our Students (Equity PD)	Zoom session	https://docs.google.com/presentation/d/1OR5cnqc0KcKOWwDM2j88o0MPH-iemX-C92e10hGnbu4/edit?usp=sharing

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

- Administrators/Leadership Team indicated the need to provide instructional coaching for teachers, with a focus on equity.
- Teachers indicated they would like to receive ongoing instructional coaching to improve the quality and delivery of instruction; and with the shift to a culturally responsive teaching there is a need for training for new teachers –on Project-based learning with an equity lens.
- Support Staff: indicated there is a need to focus on the mental health and wellness of our students; and invest in Advisory.
- Parents including PAC, ELAC/DELAC & EL-PAC: shared concerns about learning loss specifically with English and Math; mental health and socialization for their child.
- Students indicated they would like the school to focus on wellness (Advisory); and had concerns about Math and English support.
- Samueli consulted with its SELPA and suggestions were incorporated in Goal 2, Action 2.

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

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Academic supports (Goal 1, Action 2)
- SEL & Counseling; and Advisory (Goal 1, Action 3)
- Supports for English Learners (Goal 1, Action 4)
- Professional Development & Instructional Coaching (Goal 2, Action 3)
- Supporting Students with Disabilities (Goal 2, Action 2)

Goals and Actions

Goal

Goal #	Description
1	Continue to implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement data, in order to identify learning gaps in ‘real-time.’ Implement universal screeners as part of the Multi-Tiered System of Supports (MTSS) to identify academic, social-emotional, and/or behavioral needs and provide supports to ensure all students are College and Career-ready.

An explanation of why the LEA has developed this goal.

There is a need to continue to expand and strengthen MTSS using universal screeners and multiple forms of data to identify and provide targeted supports for students to prepare them for post-secondary education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	pending				+10 Scale Score annual gain
Math CAASPP Scale Score - DFS	pending				+10 Scale Score annual gain
Gr 8: CA Science Test (CAST) Scale Score - DFS	*Not administered				+10 Scale Score annual gain
Gr 12: CA Science Test (CAST) Scale Score - DFS	pending				+10 Scale Score annual gain
% EL who progress in English Proficiency (ELPI):	Fall 2019 CA Dashboard ELPI: 63.6% (High)				60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate:	0%				20%
% EL with access to CCSS & ELD Standards	100%				100%
Attendance Rate:	94.8%				>95%
Chronic Absenteeism Rate:	5.2%				5%
Middle School Dropout Rate:	0%				0%
High School Dropout Rate:	2%				<2%
High School Graduation Rate:	98%				>98%
Gr 7 PFT: % students meeting all 6 HFZ	** Not administered				>30%
Gr 9 PFT: % students meeting all 6 HFZ	** Not administered				>30%
% students “Prepared” per CCI (Dashboard)	Fall 2019 CA Dashboard: 80.7%				85%

* For the 2020-21 school year, CA Science Test (CAST) was not administered for grade 8 because Samueli did not serve grade 8.

** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS - ASSESSMENTS	<p>In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support:</p> <ul style="list-style-type: none"> Aimsweb: Math, Reading & Writing Assessments: Gr 7-10: 3 times/year 	\$15,000	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Alteryx Assessment management System Dashboard 		
2	ADDRESSING ACADEMIC NEEDS & SUPPORTS TO ACCELERATE LEARNING	<p>Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. Feedback from stakeholders indicated there are concerns over learning loss and learning gaps, and the need to provide our students with additional academic supports and interventions built into the instructional day (X-block for ELA & Math), to further mitigate learning loss. The <i>Instructional Aides</i> will provide after-school tutoring 4 days per week.</p> <p>Samueli Academy will provide its students with ALEKS math as supplemental math support program.</p> <p>School Guidance Counselors (2) will provide academic and college counseling for all students.</p> <p>Our school will provide in-person 3-week Summer School (July 2021) that will include:</p> <ul style="list-style-type: none"> Gr 7 & 9 Summer Bridge Program with a focus on Math Credit Recovery Counseling interns for SEL group counseling Physical fitness Field trips (outdoor learning experiences) 	\$430,650	Y
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Samueli Academy is committed to providing social-emotional supports to address the	\$147,486	Y

Action #	Title	Description	Total Funds	Contributing
		<p>mental health needs of our students. The <i>Student Development Coordinator</i> will provide wraparound services, including referrals to community mental health services, facilitate SST, and address student behavioral issues.</p> <p>Samueli Academy will implement <i>Heads Up, Checkup</i>, an SEL universal screener; and students identified for support will be referred to Western Youth Services (as needed). In partnership with Tilly's Life Center, Samueli will offer TLC Course aimed at empowering all teens with a positive mindset and enable them to effectively cope with crisis, adversity and difficult decisions. A wellness course will be provided for students in grade 10. The Advisory course will be revised to include <i>Advisory curriculum adoption</i>.</p>		
4	EQUITABLE SERVICES FOR EL	<p>An area of concern is the academic progress and achievement gap of English Learners (EL) and long-term English Learners (LtEL). Currently, Samueli Academy is researching a standards-aligned ELD curriculum for adoption. The Equity and Access instructional coach will provide professional development for our educators to improve designated and integrated ELD to improve EL academic outcomes, increase English language proficiency, English language acquisition, increase reclassification rates, and reduce long-term English Learners.</p>	\$47,095	N

Action #	Title	Description	Total Funds	Contributing
		<p>Samueli Academy has designed and implemented an oral communication rubric that focuses on:</p> <ul style="list-style-type: none"> • Interpersonal communication: focus on listening and speaking skills • Presentation section • Delivery section: individual aspects of a presentation <p>The EL Aide will provide supplemental academic support for English Learners.</p>		
5	EQUITABLE SERVICES FOR FOSTER YOUTH/HOMELESS STUDENTS	<p>The Student Success Coordinator serves as the school's Homeless and Foster youth liaison and adheres to McKinney-Vento Homeless Assistance Act requirements. The Social Worker will provide coordination of services, including housing, and resources for Foster Youth.</p> <p>Samueli Academy will provide:</p> <ul style="list-style-type: none"> • Targeted counseling supports • Bus passes • On-campus housing (dorms) for foster youth (Orangewood) 	\$126,981	Y

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
2	Continue to strengthen the quality of delivery of instruction & implementation of evidence-based pedagogical strategies with an equity focus, to address the diverse learning needs of every student, and ensure alignment of the content standards that support 21st Century Skills Frameworks: Critical thinking, (Oral & Written) Communication, Collaboration, and Agency.

An explanation of why the LEA has developed this goal.

There is a need to provide all teachers with Instructional Coaching, with feedback cycles to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																														
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS <table border="1"> <thead> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>2</td> </tr> <tr> <td>MATH</td> <td>3</td> </tr> <tr> <td>NGSS</td> <td>2</td> </tr> <tr> <td>HISTORY</td> <td>2</td> </tr> <tr> <td>CTE</td> <td>5</td> </tr> <tr> <td>HEALTH</td> <td>3</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>3</td> </tr> </tbody> </table>			2020-21	ELA	4	ELD	2	MATH	3	NGSS	2	HISTORY	2	CTE	5	HEALTH	3	PHYSICAL ED.	4	VAPA	5	WORLD LANG.	3				OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS <table border="1"> <thead> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>3</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> <tr> <td>CTE</td> <td>5</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>4</td> </tr> </tbody> </table>			2023-24	ELA	4	ELD	3	MATH	4	NGSS	3	HISTORY	3	CTE	5	HEALTH	4	PHYSICAL ED.	4	VAPA	5	WORLD LANG.	4
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WORLD LANG.	4																																																		
% of students with access to Standards-aligned materials:	100%				100%																																														
% of students who complete UC A-G	52.9%				90%																																														
% of students who complete CTE Pathway	50%				75%																																														

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who pass AP Exams (3+):	2019-20: 75%				85%
% of students “Prepared” for College as measured by ELA EAP:	Spring 2019: 31.9%				40%
% of students “Prepared” for College as measured by Math EAP:	Spring 2019: 20.9%				35%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	100%				100%
% of Teachers appropriately credentialed & assigned:	94%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Samueli Academy will employ a Head of School and a total of 35 appropriately credentialed and assigned classroom teachers for students in grades 7-12, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies/History and Physical Education as part of the school’s base program.</p> <p>Samueli Academy will provide its students with 185 instructional days which exceeds CA state requirement of 175 instructional days. (longer school day/longer school year)</p> <p>All teachers will participate in 5 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 2 non-instructional days during the academic year for professional development to</p>	\$3,915,433	Y

Action #	Title	Description	Total Funds	Contributing
		<p>focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development.</p> <p>Therefore, a portion of salaries are being funded with LCFF S&C.</p>		
2	SERVICES SUPPORTING SWD	<p>El Dorado Charter is the SELPA provider for Samueli Academy. The Student Services Coordinator (SPED Director), will ensure IEP timelines and related services are addressed and communicated with parents.</p> <p>The SPED Team led by the <i>Student Services Coordinator, SPED Staff, Instructional Aides</i>, includes and contracted services will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.</p>	\$658,333	N
3	PROFESSIONAL DEVELOPMENT	<p>Samueli Academy educators will participate in a robust evidence-based professional development starting with 5 days of Summer Professional Development and 2 non-instructional days during the academic school year and weekly professional/staff development during the year. All teachers will receive ongoing coaching, professional development, observation cycles, with a focus on data analysis and equitable practices led by the Equity and Access Coach (Instructional coach). An Assistant Head of School, will provide Math & Science Instructional coaching; and another Assistant Head of Schools will provide ELA and math coaching for the Middle School educators.</p>	\$479,388	N

Action #	Title	Description	Total Funds	Contributing
		<p>Samueli Academy educators will have access to the Echo Learning Management System (LMS); Math Equity workshops and Humanities Training (Facing History).</p> <p>Samueli Academy will continue to build capacity among its leadership team. Assistant Principals will participate in an administrative credential clearing program. (Title II). To support teacher effectiveness and credential clearance, our school will reimburse teacher induction expenses (Title II Funded)</p>		
4	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • 8th grade standards-aligned curriculum & consumables 	\$138,680	N
5	CLOSING THE DIGITAL DIVIDE	Samueli Academy will continue to implement a 1:1 student to device ratio and provide students with internet access at home, and Tech support services.	\$211,200	N
6	PROMOTING A “COLLEGE-GOING” CULTURE	<p>Samueli Academy provides all students with a rigorous standards-aligned college preparatory science, technology, engineering, arts, and mathematics (“STEAM”)-focused, project-based learning environment.</p> <p>The Student Life Coordinator will lead numerous efforts to ensure students meet UC A-G eligibility requirements, participate and complete a CTE Pathway, participate in an Internship (work-based learning). The Work-based Learning Coordinator, leads the internship program and conducts outreach within the community for internship opportunities for our students.</p>	\$394,990	Y

Action #	Title	Description	Total Funds	Contributing
		<p>As part of our college going culture and in order to prepare students for post-secondary: our students will visit colleges/universities, have access to dual enrollment (on/off site) in partnership with Santa Ana College, and participate in PSAT/SAT Prep workshops and testing. Our students also access Naviance, a comprehensive toolset to assess students' interests, strengths, and needs in order to individualize support so they can reach their goals.</p> <p>Each of these elements are components of the College/Career Indicator (CCI) on the CA Schools Dashboard.</p>		

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
3	Continue to engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school’s mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Good				Good
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC:	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD):	Outcome Met				Outcome Met
Suspension Rate	0%				<2%
Expulsion Rate	0%				<1%
% parent satisfaction rate as measured in the annual survey:	70%				75%
% of students who feel connected, safe and engaged at school as measured in the annual survey:	91%				>90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff who feel supported and connected as measured in the annual staff survey:	90%				>90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>In order to provide all students with a College going culture that promotes student engagement, positive school climate, and a safe learning environment, and reduce chronic absenteeism rates, Samueli Academy will provide its students with extra-curricular activities and sports program that includes:</p> <ul style="list-style-type: none"> • Intramural Sports • CIF Sports • Link Crew ASB • Student Clubs/organizations <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> • Student competitions • Presentations of Learning • Campus supervision • Town Hall <p>The Executive Director coordinates student internships with community based organizations, conducts outreach among the professional community to serve as external evaluators</p>	\$768,911	N

Action #	Title	Description	Total Funds	Contributing
		providing an authentic audience experience for our student's Presentations of Learning.		
2	PARENT INPUT IN DECISION-MAKING	<p>At Samueli Academy parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Samueli Academy will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education.</p> <p>The school's Leadership Team will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide translation services (Spanish/English). The leadership team will host Parent University series of workshops on how to support the academic needs of their child, including accessing the learning management system, college application/admission process, FAFSA application and financial planning, etc.</p> <p>Parents will also be surveyed annually and results will be reported on the LCAP, and SARC.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs."</p>	\$2,000	N

Action #	Title	Description	Total Funds	Contributing
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Samueli Academy strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.	\$1,638,244	N

Goal Analysis

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.47%	\$1,021,973

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The following actions were principally directed towards and effective in meeting Samueli Academy’s goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they need additional academic supports/interventions in order to graduate and be prepared for post-secondary education. These students have also faced significant trauma further exacerbated by the COVID-19 pandemic and need additional social-emotional supports and intervention. Unduplicated Pupils also had a lower College/Career Indicator Rate, lower rates of being “college prepared” as measured by CAASPP EAP, including lower rate of meeting UC A-G eligibility criteria; and most unduplicated pupils will be first generation college students. Samueli Academy will administer universal screeners (academic) as part of its Multi-tiered System of Supports (MTSS); and provide tiered academic support, that includes the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Academic supports & Intervention: Goal 1, Action 2
- SEL Supports & universal screener: Goal 1, Action 3
- Equitable services for Foster Youth/Homeless: Goal 1, Action 5
- Longer school day/longer school year: Goal 2, Action 1
- Promoting a College going Culture: Goal 2, Action 5

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 14.47% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

For example, Instructional Aides will provide after-school tutoring services. School Guidance Counselors will provide academic and college counseling for all students.

To prepare and support our Unduplicated Pupils for post-secondary education and success: our students will visit colleges/universities, have access to dual enrollment (on/off site) in partnership with Santa Ana College, and participate in PSAT/SAT Prep workshops and testing. Our students also access Naviance, a comprehensive toolset to assess students' interests, strengths, and needs in order to individualize support so they can reach their goals. The Student Life Coordinator will lead numerous efforts to ensure students meet UC A-G eligibility requirements, participate and complete a CTE Pathway, participate in an Internship (work-based learning). The Work-based Learning Coordinator, leads the internship program and conducts outreach within the community for internship opportunities for our students. Each of these elements are components of the College/Career Indicator (CCI) on the CA Schools Dashboard.

The Student Development Coordinator will provide wraparound services, including referrals to community mental health services, facilitate SST, and address student behavioral issues. Samueli Academy will implement Heads Up, Checkup, an SEL universal screener; and students identified for support will be referred to Western Youth Services (as needed). In partnership with Tilly's Life Center, Samueli will offer TLC Course aimed at empowering all teens with a positive mindset and enable them to effectively cope with crisis, adversity and difficult decisions.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,226,593	\$ 2,367,344	\$ -	\$ 380,455	8,974,392	\$ 6,276,984	\$ 2,697,408

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ -	\$ 15,000			\$ 15,000
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 172,294	\$ 258,357			\$ 430,650
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 112,486	\$ 35,000			\$ 147,486
1	4	EQUITABLE SERVICES FOR EL	EL		\$ 47,095			\$ 47,095
1	5	EQUITABLE SERVICES FOR FOSTER YOUTH & HOMELESS YOUTH	SPED	\$ 126,981				\$ 126,981
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 3,627,105	\$ 288,328			\$ 3,915,433
2	2	SERVICES SUPPOTING SWD	All	\$ 32,560	\$ 625,774			\$ 658,333
2	3	PROFESSIONAL DEVELOPMENT	All	\$ 233,579	\$ 220,809		\$ 25,000	\$ 479,388
2	4	CORE CURRICULAR PROGRAM NEEDS	All	\$ 138,680	\$ -			\$ 138,680
2	5	CLOSING THE DIGITAL DIVIDE	All	\$ 26,200			\$ 185,000	\$ 211,200
2	6	PROMOTING A COLLEGE GOING CULTURE	All	\$ 394,990				\$ 394,990
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 638,209	\$ 130,702			\$ 768,911
3	2	PARENT INPUT IN DECISION-MAKING	All					\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 2,000				\$ 2,000
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 721,509	\$ 746,280		\$ 170,455	\$ 1,638,244

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 806,751	\$ 1,100,107
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 806,751	\$ 1,100,107

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide		Samueli	\$ -	\$ 15,000
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	Low Income, English Learners, Foster Youth	Samueli	\$ 172,294	\$ 430,650
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide	Low Income, English Learners, Foster Youth	Samueli	\$ 112,486	\$ 147,486
1	4	EQUITABLE SERVICES FOR EL	schoolwide		Samueli		\$ 47,095
1	5	EQUITABLE SERVICES FOR FOSTER YOUTH & HOMELESS YOUTH	schoolwide	Foster Youth	Samueli	\$ 126,981	\$ 126,981
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide		Samueli	\$ 3,627,105	\$ 3,915,433
2	2	SERVICES SUPPOTING SWD	schoolwide		Samueli	\$ 32,560	\$ 658,333
2	3	PROFESSIONAL DEVELOPMENT	schoolwide		Samueli	\$ 233,579	\$ 479,388
2	4	CORE CURRICULAR PROGRAM NEEDS	schoolwide		Samueli	\$ 138,680	\$ 138,680
2	5	CLOSING THE DIGITAL DIVIDE	schoolwide		Samueli	\$ 26,200	\$ 211,200
2	6	PROMOTING A COLLEGE GOING CULTURE	schoolwide	Low Income, English Learners, Foster Youth	Samueli	\$ 394,990	\$ 394,990
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide		Samueli	\$ 638,209	\$ 768,911
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		Samueli		\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide		Samueli	\$ 2,000	\$ 2,000
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		Samueli	\$ 721,509	\$ 1,638,244

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

The revised LCAP template for the 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.