

LCAP Overview¹

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2021-2022 LCAP year must be posted as one document assembled in the following order:

- [LCFF Budget Overview for Parents](#)
- [Annual Update with instructions](#)
- [Plan Summary](#)
- [Stakeholder Engagement](#)
- [Goals and Actions](#)
- [Increased or Improved Services for Foster Youth, English Learners, and Low-income students](#)
- [Expenditure Tables](#)
- [Instructions](#)

The Federal Addendum to this LCAP is not required to be part of this single document, and is viewable [here](#).

¹ From CDE website February 16, 2021: <https://www.cde.ca.gov/re/lc/>

[Budget Overview for Parents](#)

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

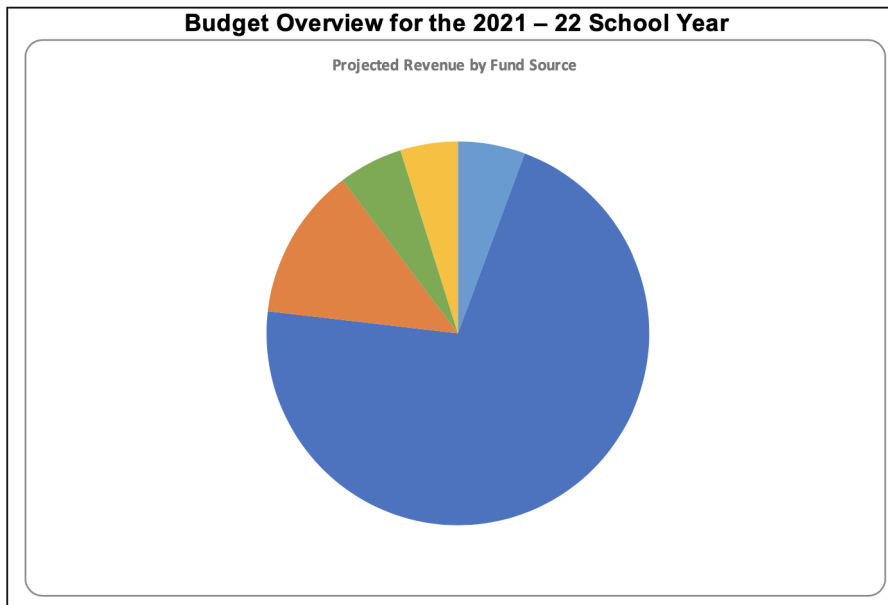
Local Educational Agency (LEA) Name: Urban Montessori Charter School

CDS Code: 383001

School Year: 2021 – 22

LEA contact information: Krishna Feeney, krishnaf@urbanmontessori.org, (510) 842-1181

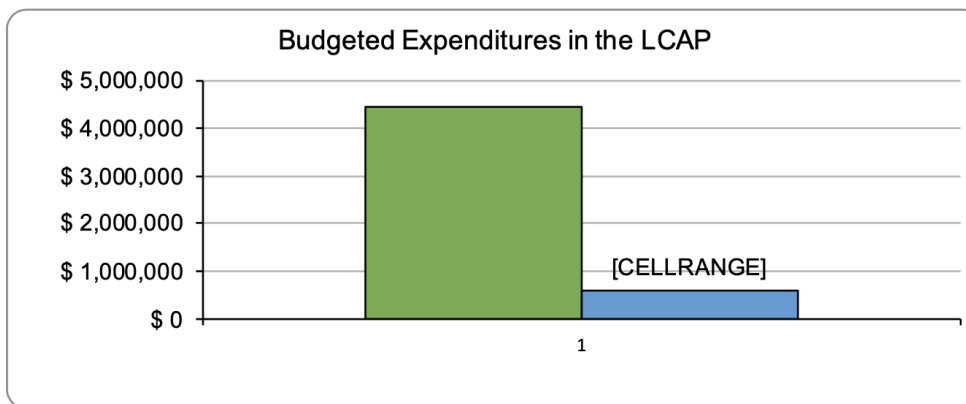
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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



This chart shows the total general purpose revenue Urban Montessori Charter School expects to receive in the coming year from all sources.

The total revenue projected for Urban Montessori Charter School is \$4,590,593.00, of which \$3,527,480.00 is Local Control Funding Formula (LCFF), \$590,697.00 is other state funds, \$249,334.00 is local funds, and \$223,082.00 is federal funds. Of the \$3,527,480.00 in LCFF Funds, \$260,871.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Urban Montessori Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

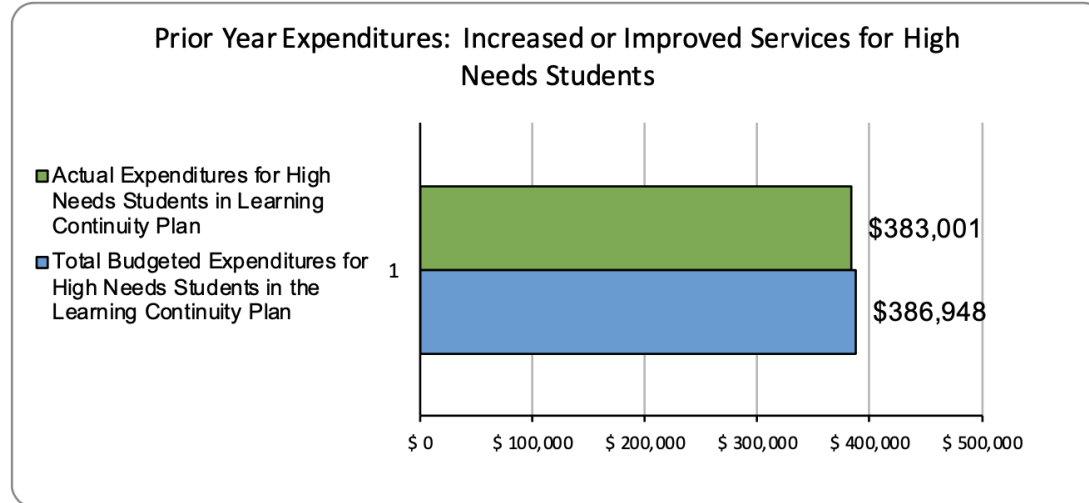
Urban Montessori Charter School plans to spend \$4,458,781.00 for the 2021 – 22 school year. Of that amount, \$616,000.00 is tied to actions/services in the LCAP and \$3,842,781.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Personnel, Benefits, Facilities use and maintenance, Financial and compliance support

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

In 2021 – 22, Urban Montessori Charter School is projecting it will receive \$260,871.00 based on the enrollment of foster youth, English learner, and low-income students. Urban Montessori Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Urban Montessori Charter School plans to spend \$457,000.00 towards meeting this requirement, as described in the LCAP.

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



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

In 2020 – 21, Urban Montessori Charter School's Learning Continuity Plan budgeted \$386,948.20 for planned actions to increase or improve services for high needs students. Urban Montessori Charter School actually spent \$383,001.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$3,947.20 had the following impact on Urban Montessori Charter School's ability to increase or improve services for high needs students:

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
Urban Montessori Charter School	Krishna Feeney, Head of School	krishnaf@urbanmontessori.org; 510-842-1181

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

Provide high quality teachers and learning environments for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: Montessori trained teachers in every classroom, with a complete set of materials to prepare the environment.

Annual Measurable Outcomes

Expected	Actual
95% of classrooms with a Lead teacher who is Montessori trained or in training for that level	93%
5% increase of Montessori materials for each level	5% increase of Montessori materials for each level

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement All Students High / Increased	No updated Five-by-Five report. Prior report was Low / Declined. Latest NWEA report shows closing of academic achievement gaps for key subgroups.
Mathematics (Grades 3-8) - Student Group Five-by-Five Placement All Students Medium / Increased	No updated Five-by-Five report. Prior report was Low / Declined. Latest NWEA report shows closing of academic achievement gaps for key subgroups.
Suspension (Elementary School) - Student Group Five-by-Five Placement All Students Low / Maintained	No updated Five-by-Five report. Prior report was Medium / Maintained and for all grades, not just Elementary. We estimate for 2020-21 we would be Very Low / Declined Significantly.
Chronic Absence (Elementary School) - Student Group Five-by-Five Placement All Students Medium / Maintained	No updated Five-by-Five report. Prior report was High / Increased and for all grades, not just Elementary. We estimate for 2020-21 we would be High / Declined.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide teachers with professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics.	\$15,000 (Budget reference 5863)	\$13,615
Assistant Head of School position that supports curriculum, instruction, and assessment with a focus on serving unduplicated students.	\$92,000 (Budget reference 1311)	\$91,048.20
The site Leadership team meets twice a month to develop ongoing professional development for all staff, Accountability systems for students and staff and more.	\$15,000 (Budget reference 1103)	\$18,000
All classrooms will have 5% more Montessori materials as measured by an inventory list based off a Montessori training center.	\$20,000 (Budget reference 4100)	\$21,788

Goal Analysis

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

Funds were allocated as planned with minor differences based on actuals vs. expected expenditures.

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

To build a strong Montessori environment, we are always looking to improve our classroom practices and to better prepare the learning environments. To address classroom material needs, this year we purchased Montessori music materials for all primary and elementary classrooms as well as math and geometry manipulatives for our elementary classrooms. We are looking to simplify some of our inventory lists to get a clearer picture of classroom material needs and to have priority materials clarified when setting up a classroom space with Montessori curriculum.

In building better Montessori classroom practices, we implemented Lesson studies for level teams to examine Montessori lessons and their connection to the state standards; and Child study where level teams discuss the needs of one student per meeting and strategize ways to wrap around and support specific needs of that student. The Assistant Head of School also met weekly with all lead teachers to coach, offer observational feedback, support goal setting, students data analysis and more.

Goal 2

Prepare all students, particularly those contributing to our unduplicated count, to be college, career, and world ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: Closing achievement gaps.

Annual Measurable Outcomes

Expected	Actual
75% of all IEP goals met by students	63% of IEP goals met within the calendar year
% of designated EL students who achieve one band of growth or achieve level 4 / 5 on ELPAC.	N/A: Summative ELPAC cancelled in 2020 due to COVID-19 closures
English Learner Progress - Student Group Five-by-Five Placement High / Maintained	No updated Five-by-Five report. Last report created by California was from Fall 2017, and showed High / Increased Significantly
English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement Socioeconomically Disadvantaged Medium / Increased	No updated Five-by-Five report. Prior report was Low / Declined
Mathematics (Grades 3-8) - Student Group Five-by-Five Placement Socioeconomically Disadvantaged Very Low / Maintained	No updated Five-by-Five report. Prior report was Low / Declined
Suspension (Elementary School) - Student Group Five-by-Five Placement Students with Disabilities Low / Maintained	No updated Five-by-Five report. Prior report was Very High / Increased, and for all students, not just Elementary. Current year suspension rate on track for Very Low.
Suspension (Elementary School) - Student Group Five-by-Five Placement	No updated Five-by-Five report. Prior report was Medium / Increased, and for all students, not just Elementary. Current year suspension rate on track for Very Low.

English Learners Very Low / Maintained	
Suspension (Elementary School) - Student Group Five-by-Five Placement Socioeconomically Disadvantaged Very Low / Maintained	No updated Five-by-Five report. Prior report was Medium / Increased, and for all students, not just Elementary. Current year suspension rate on track for Very Low.
Chronic Absence (Elementary School) - Student Group Five-by-Five Placement Students with Disabilities Low / Decreased	No updated Five-by-Five report. Prior report was Very High / Increased, and for all students, not just Elementary. Current year chronic absence rate on track for improvement.
Chronic Absence (Elementary School) - Student Group Five-by-Five Placement English Learners Low / Decreased	No updated Five-by-Five report. Prior report was Very High / Increased, and for all students, not just Elementary. Current year chronic absence rate on track for improvement.
Chronic Absence (Elementary School) - Student Group Five-by-Five Placement Socioeconomically Disadvantaged Low / Decreased	No updated Five-by-Five report. Prior report was Very High / Increased, and for all students, not just Elementary. Current year chronic absence rate on track for improvement.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments.	\$61,000 (Budget reference 2105)	\$61,275.00
Provide all general education teachers with appropriate coaching, and/or ongoing professional development in order to best support, differentiation, accommodations and modifications for special education students, and other underserved student subgroups.	\$60,000 (Budget reference 1148)	\$60,000
Provide training and develop systems that consistently monitor student progress aligned with IEP goals.	\$5,000 (Budget reference 1148)	\$5,000
Purchase of Montessori materials for designated and integrated ELD.	\$5,000 (Budget reference 4100)	\$6,000
English Language Learner specialist position.	\$30,000 (Budget reference 1100)	\$29,731.85

Align ELD standards and Montessori lesson strands to create ongoing feedback and progress reporting system for EL students and families.	\$2,500 (Budget reference 1100)	\$2500
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Goal Analysis

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

Funds were allocated as planned with minor differences based on actuals vs. expected expenditures.

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

We continued focus on building academic rigor, monitoring student progress on standards through the use of Montessori materials, and supporting students needing accommodations. We look to strengthen our practices in gathering observational data, student work, and diagnostic and formative classroom assessments. We began working to standardize the use of student portfolios as they can more accurately and comprehensively demonstrate student output. School-wide, our NWEA results stayed stable, and we were unable to complete state testing due to the pandemic. Our RTI team will continue to strengthen throughlines of communication in regard to supporting students with IEPs and who receive Tier 2 accommodations. Staff will continue to collaborate and share-out best practices in regard to English Language instruction, supporting students with special needs, and varying presentations of lessons to meet the needs of all learners.

Goal 3

Fully engage students, caregivers, and the community in support of all short and long term educational outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5

Local Priorities: Strengthen student - teacher - home relationship and connectedness.

Annual Measurable Outcomes

Expected	Actual
95% Average Daily Attendance	94%
0.5% reduction in student suspensions	0.11 % reduction
100% of teachers trained in de-escalation techniques and trauma-informed practices	100% of lead teachers trained in de-escalation techniques and trauma-informed practices
6 family/caregiver workshops hosted that are aligned with Montessori education, literacy development, and social emotional-learning	4
All classrooms have art and music materials available to students and all teachers are trained in delivering art and music lessons.	All classrooms have art and music materials available to students and all teachers are trained in delivering art and music lessons.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Student Information System that provides updated and clear attendance reporting and trends.	\$13,000 (Budget reference 5881)	\$11,089.50

Staff release time to conduct home visits for chronically absent students.	\$1,000 (Budget reference 1100)	\$0
Communication system that supports auto calls and tracking for absences.	\$1,000 (Budget reference 5881)	\$1,000
Positive Behavioral Interventions and Supports (PBIS) and Anti-Racist/Anti-bias (ABAR) training for all new and returning staff.	\$7,000 (Budget reference 1100, 1300, 1322, 5863)	\$8,500
Positive Behavioral Interventions and Supports (PBIS) training for families and caregivers.	\$1,000 (Budget reference 1148, 4720, 2900)	\$1,000
Continue to train staff to implement UMCS school-wide behavior expectations matrix aligned with PBIS and CDE Ed Code.	\$2,000 (Budget reference 1100, 1300, 1103)	\$2,000
Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional- learning.	\$3,000 (Budget reference 1322, 1300)	\$2,000
Organize and provide translation services (Spanish) for all family/caregiver workshops.	\$2,000 (Budget reference 2100)	\$2,000

Goal Analysis

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

Funds were allocated mostly as planned with minor differences based on actuals vs. expected expenditures. Additionally we did not have staff conduct home visits and instead allocated those funds to general positive attendance training.

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

The Montessori curriculum provides students with a full range of activities in all subject areas to peak interest, create opportunities for independence, and to create an ideal environment for learning. To support this, we have made a concerted effort to bolster every subject area with Montessori curricular materials. This year we put a particular focus on the art and music materials as these materials help to enhance the work of all other subject areas. We successfully purchased and set up the materials in the classroom,

and provided opportunities for teachers to learn more about early Montessori music and art lessons. As we move forward, we see a need for teachers to have ongoing training and support for more advanced Montessori music and art lessons so that students can keep learning new techniques that they can apply to all areas of the classroom.

We also had a focus on supporting the community in understanding what Montessori pedagogy looks like and ways parents can support students at home. While parents that attend tend to find the workshops extremely helpful and beneficial to their understanding, attendance was not as high as we are aiming for with 20 or fewer parents coming to each event. Moving into distance learning, we see an opportunity to imagine new ways of engaging parents, creating more flexible opportunities to access information we present at these workshops.

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
Assistant Head of School position that supports curriculum, instruction, and assessment with a focus on serving unduplicated students. [English Learners, Foster Youth, and Low Income]	\$91,048.20	\$91,798	Y
Provide teachers with professional development that supports the alignment of Montessori and California standards in English Language Arts and Mathematics.	\$15,000	\$19,000	Y

Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments. [English Learners, Foster Youth, and Low Income]	\$61,500	\$63,025	Y
Organize and provide translation services (Spanish) for all family/caregiver workshops. [English Language Learners]	\$3,000	\$3,000	Y
English Language Learner specialist position.	\$30,900	\$31,650	Y

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.

Funds were allocated mostly as planned with minor differences based on actuals vs. expected expenditures.

Analysis of In-Person Instructional Offerings

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

Phase 2 of reopening:

On February 24, 2021 we moved into phase 2 of reopening based on our board approved criteria.

While we have many students (most in fact!) who would benefit from in-person support, we had space for 12 students for Learning Everywhere support on campus. Students were identified based on Academic performance and growth, attendance and access to Learning Everywhere, IEP and 504 needs and progress on goals, English Language Learner needs and progress, and teacher recommendation. When multiple students were identified as having the same level of need for in-person support, invites were determined by lottery. At all times, we served the maximum number of students that we could serve safely. By April 19th, campus was open for in-person instruction for all students and families who wanted that option, TK-8th.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks for Students	\$25,000	\$20,000	Y
Chromebooks, Monitors and remote work space setup for Staff	\$15,000	\$10,000	Y
Professional Development in shifting to remote learning model for All staff - Public Montessori in Actions	\$11,000	\$11,500	Y
Provide all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students.	\$25,000	\$25,000	Y

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

We overestimated our need for student and staff chromebooks. Primarily the difference in student chromebooks is related to the #OaklandUndivided campaign that provided many of our families with their own technology.

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.

We are very happy with the support we were able to provide families in accessing distance learning. Through #OaklandUndivided campaign to provide chromebooks and hotspots to families and our own efforts to purchase and distribute school chromebooks all student in need of a device received one either to keep (#OaklandUndivided) or on loan from UMCS. Additionally, all Lead teachers' Chromebooks were upgraded and they were provided monitors and document cameras.

We began the year with professional development (PD) with Public Montessori in Action who supported staff in anchoring our pedagogy through the use of technology while staying true to the Montessori philosophy. Additionally, we have been providing staff with ongoing PD around supporting diverse learners in the general education classroom. Teachers are engaging in cycles of inquiry, data collection, and reflection to support struggling learners and collaborating in their teams to design and implement tiered support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
50 ST Math Licenses	\$3,000	8,253	Y
Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessment	\$68,000	\$61,275.00	Y
English Language Learner specialist position	\$25,500	\$25,500	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.

We purchased additional ST math Licenses to support students in Distance Learning and our Reading Specialist is 0.8 and thus cost less than anticipated.

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.

Though the transition to Learning Everywhere has been challenging for all, our latest winter-to-winter NWEA data below shows that our students in all subgroups are above the national norm in meeting their growth goals in Reading and our Latinx and Black students are above the national average for meeting growth goals in Math. This is very exciting in such a challenging year and is evidence that we are successfully supporting students and effectively combating potential pupil learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The COVID-19 pandemic has presented the 2020-2021 school year with a number of challenges for our community, as well as globally, in terms of social-emotional well-being. Due to trauma instigated by deaths of loved ones from COVID, financial hardships, isolation, breakdown of family units, an increase in mental health crises, among other negative consequences, UMCS feels it imperative to wrap around our students and make social-emotional support a high priority. We started the year with the Youth Internalizing Problem Screener (YIPS) and Youth Externalizing Problem Screener (YEPS) for all students, to seek out those struggling who may otherwise have been missed. In an effort to reach all students, the school counselor has provided monthly guidance lessons for each class, TK-8, on such topics as coping skills, suicide ideation (for the older students), anger management, and worrying and anxiety management. Short-term small groups were available focusing on emotional learning, as well as office hours available for parents, and students for one-on-one sessions as needed.

One of the biggest losses, of course, was the lack of socialization that is so vital to child development and growth. To combat this, teachers held virtual “lunch-bunch” groups, virtual recess, and our counselor held a virtual Expression Through Art group where students had a chance to interact while following an art prompt (for example, draw your Anger Monster). Professional Development was provided in areas such as suicide ideation awareness and trauma-informed care.

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

During this unprecedented year we made some exciting steps forward in our parent and student engagement. In addition to continuing to use Panorama student, staff, and family surveys to collect feedback and information on climate culture and more, we also implemented regular zoom office hours with teachers and administration to support our students and families. These were well received and well attended and we will continue them even after our return to in-person instruction.

Additionally we held multiple family education nights to support families in the transition to distance learning and supporting student engagement and autonomy in our Learning Everywhere program at home. We also brought in outside specialists to support families and had regular public meetings (Board and ELAC meetings) to update our families on progress in the Learning Everywhere program, our transition to in person learning, and to hear what supports families needed at home. In this process we heard that surveys sent out by email often does not make it to all of our families, reducing our response rates, so we made an effort to reach out in a number of different ways including all calls and other media platforms.

Analysis of School Nutrition

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

After moving to distance learning last March, we maintained our school lunch program for the end of the 2019-2020 school year as well as the 2020-2021 school year. We found that many families that qualified and were receiving free and reduced price lunches in person were not picking up school meals when available so we have continuously adjusted how much food we are ordering. This year, many families that qualify for FRL did not fill out the paperwork for school lunches as they anticipated not needing school lunches in distance learning. We therefore made a push in the fall to identify those families that qualify and support them in filling out necessary forms so that we have accurate records for who qualifies and so that those families could pick up lunch if needed or would have school lunches available to their students if we were back in person and serving lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Seesaw - Learning Platform	Connect families to see student work and celebrate progress. Up to ten family members can stay in the loop using the Parent and Family app (iOS, Android) or on web. Seesaw supports language barriers with translation in over 55 languages. Any text written in Seesaw (like notes, captions, comments, announcements, or messages) can be translated at the tap of a button by both teachers and families	\$3,000	\$3,000	Y
Parent Education nights	Monthly series of parent education events supporting families in accessing technology, supporting student learning at home, and more	\$3,000	\$3,000	Y
Increased Schoolwide and classroom Communications	Weekly all-school communication, Teacher, Admin and operation office hours, additional tech support.	\$10,000	\$10,000	Y

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

There were no substantive changes.

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.

Many 2020-2021 actions must continue in our 2021-24 LCAP so that we can continue making progress in supporting students to hit their NWEA growth targets and ultimately reach standard and beyond. Actions that must continue include: high-fidelity Montessori training, fully preparing classroom environments with materials, reading intervention and English Learner specialized instruction, social-emotional screeners for all students, lesson alignment within our Levels, access to Zoom and distance office hours and parent trainings, regular schoolwide email communication, paid translation support, and coaching inquiry cycles for all lead teachers.

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

In order to continually assess and address pupil learning loss, we will continue our schoolwide assessment protocols that include NWEA testing in the fall and winter, Universal screening through DIBELS and classroom observations and formative assessment by level. Students with identified learning loss, or learning needs will be supported through tiered intervention or additional RTI/SPED services as appropriate. In our Special Education team we continually collect data on student's progress towards their goals and share quarterly with families. Our English language learners receive designated and integrated services in their general education classrooms and early learners (ELPAC 1 and 2) receive additional pull out support for English Language Development.

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

There were no substantive differences between our proposed actions and services and those provided.

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.

Overall from the 2019-2020 LCAP our analysis shows that we have a strong track record of spending according to our plan and staying focused. We want to continue to improve our implementation of high-fidelity Montessori instruction, which includes well prepared environments with materials and highly trained staff and teachers. Because research continues to show that our core model of instruction can and does close achievement gaps, we must continue to implement our plan well in order to serve our unduplicated students and others who are most in need of an excellent public education. Our actions of building-out classroom materials and training teachers must be maintained. We also anticipated the need to maintain our investments in Reading Intervention and English Learner Specialists, which targets resources and instructional support at specific children in need of acceleration.

From our 2020-2021 Learning Continuity and Attendance Plan, again, our analysis shows that we spent in high alignment to our budgeted amounts across our actions and goals. Our latest outcomes on NWEA shows that our students in all subgroups are above the national norm in meeting their growth goals in Reading and our Latinx and Black students are above the national average for meeting growth goals in Math. We need to further increase the number of students hitting their growth goals, and students already hitting them need to continue to do so over the next few years until they get all the way to grade-level standards. This means for 2021-2022, we believe we need to create maintenance goals that bolster some of our prior years' actions and investments, and stay the course.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

California Department of Education
January 2021

First Year of the 2021-24 Three Year Cycle

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
Urban Montessori Charter School	Krishna Feeney, Head of School	krishnaf@urbanmontessori.org ; 510-842-1181

Plan Summary for the 2021-22 LCAP

General Information

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



Urban Montessori is a public charter school serving TK through 8th grade children located in Oakland and aims to maximize the diversity and beauty of our vibrant urban community. We serve a socioeconomically, racially, and culturally diverse community of children because we believe that children learn about different backgrounds and perspectives by living and working with people from those backgrounds and perspectives. In addition, our long-term goal is to open a Montessori preschool program that allows us to

provide a free and public Montessori preschool option to families who currently cannot access a private Montessori preschool option. In this way, we will provide a complete Montessori experience to our children.

Urban Montessori Charter School's mission is to develop self-directed and engaged learners who are academically, socially and emotionally prepared to succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today's world with confidence, compassion and grace, Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.

Our intention is to enroll a diverse student body, reflective of our city as a whole. The following summarizes our 2020-2021 enrollment.

Total # of Students: 370

#/% of students who are English Learners: 65 / 17.5%

#/% of students who are socioeconomically disadvantaged: 54 / 15%

#/% of students who are foster youth: 1 / 0.3%

#/% of students who are homeless: 2 / 0.5%

#/% of students who have an Individual Education Plan: 38 / 10.2%

#/% of students who have a 504 Plan: 9 / 2.4%

#/% of unduplicated students receiving supplemental support: 133 / 36%%

Enrollment demographic information from 2020 California School Dashboard:

African American - 80 / 20.4%

American Indian or Alaska Native - 1 / 0.3%

Pacific Islander - 1 / 0.3%

Hispanic or Latino - 107 / 27.2%

Filipino - 4 / 1%

Asian - 24 / 6.1%

Two or More Races - 53 / 13.5%

White - 116 / 29.5%

In addition to working to enroll a student body reflective of our city, we also strive to hire a staff, particularly our Lead Teachers, who collectively roughly represent our students' backgrounds.

Race/Ethnicity	STUDENT ¹ #	STUDENT %	TEACHER ² #	TEACHER %	DIFFERENCE in Percent	Within 10%?
American Indian	1	0.3%	0	0%	~0 percentage points	Roughly represented
Pacific Islander	1	0.3%	0	0%	~0 percentage points	Roughly represented
Hispanic	107	27.2%	4	28.5%	1.3 percentage points	Roughly represented
Filipino	4	1%	0	0%	1 percentage point	Roughly represented
Asian	24	6.1%	1	7.1%	1 percentage points	Roughly represented
Two or More Races	53	13.5%	1	6.3%	7.2 percentage points	Roughly represented
White	116	29.5%	6	42.8%	13.3 percentage points	Over represented
African American	80	20.4%	2	14.2%	6.2 percentage points	Roughly represented

¹ This report replicates the data and identity language used by the State of California, viewable via the 2020 California School Dashboard.

² This is 2020-2021 data. Most recent publicly available data on ed-data.org is for the 2018-2019 school year.

Our aim is for children who attend Urban Montessori to be well educated and able to use their knowledge flexibly in novel contexts. Students have effective teachers, trained in Montessori methods, national and state standards, current research and best practices. Children attending Urban Montessori enjoy learning to think creatively and critically through all subject areas, including math, language arts, science, history/social studies, world language, physical education, music, arts, and design. Children have extended blocks of uninterrupted learning time that allow for concentration and practice. Moreover, they collaborate with other children regularly on Design Challenges that make problem solving and creative thinking an integral part of the Urban Montessori experience.

Other characteristics of Urban Montessori include:

- Multi-age classrooms that enhance peer tutoring and modeling opportunities, provide the developmental time to master learning goals, and build strong learning communities
- Individualized lessons that support differentiated instruction and opportunities for practice in a carefully prepared classroom environment
- Use of proven learning materials and manipulatives that drive curiosity, teach respect, and provide opportunities for children to engage in authentic tasks
- Low adult-to-child ratio to maximize opportunities for differentiation and self-directed learning
- Music, Visual Arts and Design Challenges integrated across the curriculum
- Authentic and varied assessments, including state-mandated tests
- Curriculum and assessments designed to foster and evaluate deep understanding of content and ideas
- Technology integration that sets children up for success in the 21st century
- Teacher collaboration that facilitates improved learning for children

Instructions: 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

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

A review of Fall 2019 California Dashboard Reports show that our school made year-over-year progress in the following areas for the following student groups:

Chronic Absenteeism:

- African American students, and students who identify as Two or More Races both had year-over-year declines

Suspension:

- Latinx students declined year-over-year and have a Low suspension rate

- White students, All students, and students who identify as Two or More Races each Maintained. Students who identify as Two or More Races had a Very Low rate.

English Language Arts:

- White students performed in the Blue -- Very High / Maintained

Mathematics:

- Students who are Socioeconomically Disadvantaged Increased
- White students performed in the Green -- High / Maintained

No English Learner Progress indicator was generated by the state of California for the Fall 2019 Dashboard.

Additionally, since the pandemic began in March 2020, UCMS has implemented a successful *Learning Everywhere!* program, and supported families' access to food, internet and device access, and other social services. In 2021, UMCS started bringing back small groups of students for targeted in-person instruction. UMCS maintained a distance-only option for families, and the majority of students returned to school for in-person instruction in April 2021. The school also moved campuses during Summer 2020.

Instructionally, the school launched a teacher coaching program with cycles of inquiry just before moving to distance-only instruction in early 2020, and was able to grow and strengthen the work this year. It's important to support teachers to have what they need instructionally so that they can focus on and deliver quality for students, and we saw this happen much more at our school. During the pandemic, as measured by NWEA, student achievement gaps *shrank* Winter 2020 to Winter 2021. Black and Latino/a students made gains in reaching their growth targets, supporting us to make progress schoolwide on prior LCAP goals. We also launched a deep partnership for staff around anti-racism with a best-in-class facilitator and have recently begun extending that work out to families, including a listening session for parents and guardians of color without school administration present.

In addition to state indicators, we survey students, families, and staff locally. Urban Montessori conducts an annual survey with both families and staff to assess strengths and identify areas of growth. Key indicators of the strength of the Urban Montessori program, as surveyed in April 2021, are as follows:

- 96% of families feel welcome and appreciated

- 96% of families feel Urban Montessori teachers create a safe school environment where all children can learn
- 92% of lead teachers are expected to return for the 2021-22 school year, with the majority of staff reporting they can see themselves staying longer than two more years.

We have been working this year across our LCP goals to build on the successes named above. Specifically, the actions we took this current school year on behalf of African American Students have lessened the achievement gap for these students in Math and ELA. We will continue this work into next year and years to come!

Instructions: 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

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.

Our greatest needs have now shifted from the prior year and prior Dashboard results. Per the Fall 2019 California Dashboard, these are the following indicators and student groups where performance was in the “Red” or “Orange”.

Chronic Absenteeism:

- English Learners, students who are Socioeconomically Disadvantaged, Students with Disabilities, Latinx students each perform Red Very High / Increased
- All Students perform Orange High / Increased
- African American students declined, but perform in the Orange Very High / Declined
- White students perform Orange Medium / Increased

Steps already taken in 2019-2020 and 2020-2021 to address high Chronic Absenteeism for the above subgroups:

- Ensure internet and device access for all students in need during the pandemic.
- Leverage online learning and platforms to share information and communicate daily with families.
- Align lessons across levels to support quality, consistency, and access when a teacher is absent.
- Use of Google Calendars to support students to stay on track and attend everyday participating fully.

Suspension:

- Students with Disabilities perform Red Very High / Increased. The gap between this subgroup and All Students was two performance levels.
- African American students perform Orange High / Increased
- English Learners and students who are Socioeconomically Disadvantaged perform Orange Medium / Increased

Steps already taken in 2019-2020 and 2020-2021 to address high Suspension for the above subgroups:

- Zero students have been suspended in 2020/2021.

English Language Arts:

- African American students perform Red Very Low / Declined Significantly
- Latinx students perform Orange Low / Declined Significantly
- All Students and students who are Socioeconomically Disadvantaged perform Orange Low / Declined
- English Learner students perform Orange Low / Maintained

Steps already taken in 2019-2020 and 2020-2021 to address low performance in English Language Arts for the above subgroups:

- Access to online learning resources and reading materials during the pandemic.
- Daily small group live instruction with teachers.
- Regular assessment
- Small group pull-out instruction

- regular and on-going instructional coaching

Mathematics:

- African American students perform Red Very Low / Declined Significantly
- Latinx students perform Orange Low / Declined Significantly
- All Students perform Orange Low / Declined
- English Learner students perform Orange Low / Maintained
- Students who are Socioeconomically Disadvantaged perform Orange Very Low / Increased

Steps already taken in 2019-2020 and 2020-2021 to address low performance in Mathematics for the above subgroups:

- Access to online learning resources and mathematics materials during the pandemic.
- Daily small group live instruction with teachers.
- Regular assessment
- Small group pull-out instruction
- regular and on-going instructional coaching

No English Learner Progress indicator was generated by the state of California for the Fall 2019 Dashboard.

Steps already taken in 2019-2020 and 2020-2021 to support English Learner Progress:

- Access to online learning resources and reading materials during the pandemic.
- Daily small group live instruction with teachers.
- Regular assessment
- Small group pull-out instruction
- Integrated and designated English Language Development instruction
- Active and engaged English Language Advisory Council of families

Local Indicator Needs

All Local Indicator standards were met. Due to the tremendous energy and effort of heroic volunteer families, the Family Advisory Council has continued and gained momentum even during the pandemic. The FAC continues to work to support with school to home communication, the identification of problems needing attention and resolution, and in coordinating volunteer efforts across school events and daily functions. The FAC has greatly expanded the use of the online platform Konstella, which supports communications, volunteer coordination, and fundraising.

Instructions: 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

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

Our 2021-2022 LCAP has four goals:

1. Focus - a full, strong, safe return to campus for in-person instruction.
2. Broad - support student subgroups to achieve accelerated academic growth.
3. Broad - support the school to implement a high-fidelity Montessori model, including support for all staff and teachers
4. Maintenance - build-on and strengthen anti-racist practices, including engagement with staff and families.

Major actions in each goal include:

1. investment in our facility and materials related to COVID-19 safety and regulations, student wellness, and expanded learning opportunities to support students to complete unfinished learning due to the pandemic.
2. investment in small group instruction and in class and pull-out intervention, and training for teachings on meeting specialized needs.

3. investment in instructional standards leadership, coaching, and professional development for teachers, and classroom instructional materials.
4. investments in facilitation for staff and family engagements, communication and technology platforms, and translation services.

Goals are generally measured using publicly available data on the CA School Dashboard, NWEA MAP data, and school community and survey information.

Instructions: Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement

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

Instructions: 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

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

Urban Montessori Charter School

Instructions: Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

We are a single-site charter-run school and a standalone LEA. Our updated LCAP is our CSI plan.

Instructions: 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

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

We will measure progress by looking at each specific LCAP goal identified below and progress monitoring metrics described in each goal. Our school board, school leadership team, family advisory council, and administrative team will need to at least monthly review planned activities and investments, and monitor progress on the metrics delineated for each of our four goals.

Instructions: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement for the 2021-22 LCAP

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

As a small school, we always work to be well engaged with and in community with all our stakeholder groups. We are:

- Students
- Families
- Teachers, Staff, and Administration (employees)
- Board of Directors

UMCS Administration, with support from the Board, are the main authors and editors of the LCAP document itself. Since this document was created in February 2021, it has had “Suggest” and “Comment” access turned on for any member of the public to use if that is their preferred method of engagement.

Throughout Spring 2021, our Board of Directors met regularly, as did the various committees of the Board. LCAP development was on the agenda of the Board and Committees starting in March 2021 through the Board’s vote on the motion to adopt the LCAP in June 2021. A Public Hearing was held during the May 27th Board meeting. At each meeting, Board members are given an opportunity to ask questions, offer suggestions, or clarify something in the plan. All of these Board and Committee meetings are publicly available, with opportunities for public comment. All meetings, including information on how to attend, are posted publicly on the school’s website and school calendar. Additionally, multiple current parents of students serve on the Board of Directors.

Teachers and Staff are engaged through the school’s internal calendar of staff meetings and professional development. Teacher and Staff representatives also come together with Administration to form the School Leadership Team (SLT), which meets twice monthly. The SLT specifically engaged with the LCAP process on 4/12/21, 5/10/21, and all staff were invited to comment on draft goals and suggest investments to support unduplicated students on 5/12/21.

Families are engaged in LCAP development in multiple ways, including meeting with the two main family leadership bodies: the English Learner Advisory Council (ELAC) and the Family Advisory Council (FAC). Each meets monthly, and Administration specifically sought input into the LCAP at the following meetings: 2/10/21, 3/9/21, 4/28/21. Additionally, families complete school-wide Culture and Climate surveys multiple times per school year. This information is used by Administration to help

understand where to focus effort for further school improvement and inform our LCAP development. This year, a third-party facilitator hosted a listening session with parents and guardians of color without administration present.

Students complete Social Emotional Learning surveys, and also Culture and Climate surveys, multiple times per year.

Instructions: 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.

A summary of the feedback provided by specific stakeholder groups.

- Students:

Through surveys, students reported wanting to return when it was safe for them, and to have fun and learn with other students in-person as much as possible.

- Families

Through ELAC, families reported a desire to see extra support for social emotional needs of students, for example enrichment activities offered by our school counselor (art therapy etc). Additionally our ELAC is interested in the development of a shared vocabulary between home and school that will further connect our daytime work to our greater community through parent education and ongoing collaboration. ELAC requested Extended learning in math through summer or afterschool opportunities, and continued focus on recruitment of diverse student populations. They also identified a continued need to access translation services and communication from school and teachers, and needing students to be safe at school.

Through FAC, families reported wanting to continue working with Dr. Rachelle Rogers-Ard around topics of race and anti-racism.

Through surveys, families reported improved communication and more frequent communication, but gaps remain due to our outdated Student Information System causing some families to miss emails or other announcements. Families want the facility to be as COVID19-safe as possible.

- Teachers, Staff, and Administration (employees)

Through general staff meetings, teachers and staff reported a clear need to ensure the physical campus and classrooms meet all required local, state, and federal health and safety guidelines.

Through the SLT, teachers and staff reported a desire to invest in professional development of teachers and other student facing staff to support student literacy and math acquisition.

- Board of Directors

Through Board and Committee meetings, members reported wanting to ensure that the LCAP encompasses all required State and Local priorities; include only a few (or one) Broad Goals; include clear Maintenance Goals that build on and honor the hard improvement work the school has already been doing for the past few years; and specifically names Focus Goals where Community wants to do something specific in the 2021-2022 school year for a specific group of children. The Board concerned itself with the overall LCAP development process, including asking questions about how the Administration engaged with everyone else, and what was learned from each of those engagements. The Board additionally wanted a final LCAP that included all required elements, aligned to the vision and mission of the school, and work laid out in our Charter.

Instructions: 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.

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

All aspects of our LCAP are influenced and shaped by specific stakeholder input. In particular our increased investment in staff professional development was influenced by staff and family feedback. Additionally, feedback from our ELAC support continued focus on best practices for integrated and designated ELD services including our SLD specialist position.

Instructions: 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 action

Goals and Actions

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.

Goal 1 (Focus Goal Option)

Goal #	Description
1	By Fall 2021, Fully return to in-person instruction while ensuring COVID-19 safety on campus; prepare for any <i>required</i> distance accommodations; attend to student unfinished learning; attend to student and staff physical, mental, and emotional needs.
FOCUS	<p>LCFF State Priorities: 1, 2, 5, 6</p> <p>Focus Goal(s)</p> <p>Instructions: 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.</p>

An explanation of why the LEA has developed this goal.

Our top priority after a year of uncertainty is to bring all of our students back for in-person instruction. This will position us to address learning loss, support student mental health and partner with our community for improved outcomes for all.

Instructions: 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.

Measuring and Reporting Results

Instructions: 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.

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

<p>In-person is the default mode of instruction.</p> <p>Instructions: Indicate how progress is being measured using a metric.</p>	<p>% in-person in 2020-2021</p> <p>Full day: 15%</p> <p>Half Day: 52%</p> <p>Distance Only: 33%</p> <p>Instructions: Enter the baseline when completing the LCAP for 2021–22.</p> <p>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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p> <p>NOTE: 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.</p>	<p>100%</p> <p>Instructions: When completing the first year (2021-22) 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.</p>
# of students being served directly by school psychologist.	0%				30
# of students served at no-cost or	0%				40

subsidized in extended school day.					
# of students served at no-cost or subsidized in extended school year.	55				80

*Duplicate rows to include more metrics, as needed.

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

Instructions: 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.

*Duplicate rows to include more actions, as needed

Action #	Title	Description	Total Funds	Contributing
1	Facility Environment	Procure augmented outdoor seating, fencing, playground upkeep, shade, and other equipment	\$50,000	N
2	COVID-19 Safety	Procure supply of air filters; water stations and water filters; sanitizer; and masks	\$10,000	N
3	COVID-19 Safety	Augmented capacity to support COVID-safe operations and including compliance administration.	\$45,000	N
4	Student Wellness	School Psychologist position to support student mental health and response to pandemic learning loss and social emotional learning concerns (or contract services in the event that we are unable to hire)	\$90,000	Y
5	Technology for students	Chromebooks for Students	\$10,000	Y
6	Instructional Materials	Online software for Math and reading support	\$10,000	Y
7	Assessment	Universal literacy and dyslexia screeners - material, training, time for administration. NWEA MAP testing and data analysis	\$6,000	Y
10	Extended Learning	Outdoor learning and multi-day learning excursions	\$50,000	N

Goal 2 (Broad Goal Option)

Goal #	Description
2	<p>Black students, students with IEPs, and students contributing to our unduplicated count meet or exceed their NWEA growth goals (winter to winter) and 50% reach average or above average achievement on NWEA math and reading assessments.</p> <p>LCFF State Priorities: 1, 2, 4, 5, 6, 7</p>
BROAD	<p>Broad Goal</p> <p>Instructions: 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.</p>

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Instructions: 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.

<p>Metric</p> <p>Enter information in the box below when completing the LCAP for 2021–22.</p>	<p>Baseline</p> <p>Enter information in the box below when completing the LCAP for 2021–22.</p>	<p>Year 1 Outcome</p> <p>Enter information in the box below when completing the LCAP for 2022–23. Leave blank until then.</p>	<p>Year 2 Outcome</p> <p>Enter information in the box below when completing the LCAP for 2023–24. Leave blank until then.</p>	<p>Year 3 Outcome</p> <p>Enter information in the box below when completing the LCAP for 2024–25. Leave blank until then.</p>	<p>Desired Outcome for 2023–24</p> <p>Enter information in the box below when completing the LCAP for 2021–22.</p>
<p>Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Reading, Black students</p> <p>Instructions: Indicate how progress is being measured using a metric.</p>	<p>54.35%, NWEA 2021 T2</p> <p>Instructions: Enter the baseline when completing the LCAP for 2021–22.</p> <p>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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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</p>	<p>100%</p> <p>Instructions: When completing the first year (2021-22) 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.</p>

				<p>instructions above.</p> <p>NOTE: 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.</p>	
Percent of Black students who score average or above average in Reading as measured by NWEA	60%, NWEA 2021 T2				50%
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Mathematics, Black students	53.49%, NWEA 2021 T2				100%
Percent of Black students who score average or above	49.18, NWEA 2021 T2				50%

average in Math as measured by NWEA					
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Reading, SED students	37.14%, NWEA 2021 T2				100%
Percent of students who are SED who score average or above average in Reading as measured by NWEA	34.17%, NWEA 2021 T2				50%
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Mathematics, SED students	48.48%, NWEA 2021 T2				100%
Percent of students who are SED who score average or above average in Math as measured by NWEA	35.9%, NWEA 2021 T2				50%
Percent of students achieving their Winter-to-Winter Growth Target rate	53.33%, NWEA 2021 T2				100%

using NWEA: Reading, EL students					
Percent of students who are EL who score average or above average in Reading as measured by NWEA	39.62%, NWEA 2021 T2				50%
Percent of students achieving their Winter-to-Winter Growth Target rate using NWEA: Mathematics, EL students	53.49%, NWEA 2021 T2				100%
Percent of students who are EL who score average or above average in Math as measured by NWEA	33.33%, NWEA 2021 T2				50%

*Duplicate rows to include more metrics, as needed.

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

Instructions: 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.

*Duplicate rows to include more actions, as needed

Action #	Title	Description	Total Funds	Contributing
1	School Leadership Team	The site Leadership teams meet twice a month to develop ongoing professional development for all staff, accountability systems for students and staff and more.	\$24,000 (Budget reference 1103)	Y
2	Reading Intervention	Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments.	\$64,000 (Budget reference 2105)	Y
3	Supporting Students with Special Needs	Provide teachers with professional development that supports alignment of Montessori with a Multi Tier System of Support to aid all students, particularly those with an identified special need.	\$10,000 (Budget reference 5863)	Y
4	Supporting Students with Special Needs	Provide training and coaching for Response To Intervention (RTI) team members to develop systems that consistently monitor student progress aligned with IEP goals.	\$10,000 (Budget reference 1148)	Y

5	English Language Development	English Language Learner specialist position.	\$32,000 (Budget reference 1100)	Y
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Goal 3 (Broad Goal Option)

Goal #	Description
3	All UMCS staff receive regular coaching and mentoring and feel sustained in their roles, every classroom has a fully trained Montessori teacher, and classrooms are each a fully prepared learning environment. LCFF State Priorities: 1, 2, 4, 5, 6
BROAD	<p>Broad Goal</p> <p>Instructions: 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.</p>

An explanation of why the LEA has developed this goal.

In order to maintain high fidelity Montessori Learning environments, we must ensure that our teachers and staff are highly trained and highly supported, and our learning environments are prepared to the standards set by our rigorous pedagogy.

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

Measuring and Reporting Results

Instructions: 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.

<p>Metric</p> <p>Enter information in the box below when completing the LCAP for 2021–22.</p>	<p>Baseline</p> <p>Enter information in the box below when completing the LCAP for 2021–22.</p>	<p>Year 1 Outcome</p> <p>Enter information in the box below when completing the LCAP for 2022–23. Leave blank until then.</p>	<p>Year 2 Outcome</p> <p>Enter information in the box below when completing the LCAP for 2023–24. Leave blank until then.</p>	<p>Year 3 Outcome</p> <p>Enter information in the box below when completing the LCAP for 2024–25. Leave blank until then.</p>	<p>Desired Outcome for 2023–24</p> <p>Enter information in the box below when completing the LCAP for 2021–22.</p>
<p>Percentage of classrooms with a fully trained lead teacher.</p> <p>Instructions: Indicate how progress is being measured using a metric.</p>	<p>85%</p> <p>Instructions: Enter the baseline when completing the LCAP for 2021–22.</p> <p>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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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</p>	<p>100%</p> <p>Instructions: When completing the first year (2021-22) 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.</p>

				<p>instructions above.</p> <p>NOTE: 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.</p>	
Percentage of classrooms with 90% of full inventory of a Montessori environment.	33%				100%
Percentage of Lead teachers receiving coaching and support.	100%				100%
Percentage of Support teachers receiving coaching and support.	0%				100%

*Duplicate rows to include more metrics, as needed.

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

Instructions: 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.

*Duplicate rows to include more actions, as needed

Action #	Title	Description	Total Funds	Contributing
1	Instructional Coaching	Every Lead Teacher engages in instructional coaching cycles with the Assistant Head of School, including professional development activities specific to English learners. Assistant Head of School position also supports curriculum, instruction, and assessment with a focus on serving unduplicated students.	\$95,000 (Budget reference 1311)	Y

2	Professional Development	Provide teachers with professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics.	\$20,000 (Budget reference 5863)	Y
3	Professional Development	Provide beginning teachers with induction professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics and to help them clear their CA Multiple Subject credential.	\$10,000 (Budget reference 5863)	Y
4	Teacher Support	Staff are supported with specific wellness opportunities and training, as well as regular appreciation and recognition.	\$5,000	Y
5	Instructional Materials	Purchase of maintenance and expanded Montessori materials, and reading intervention and English Language Development instructional materials.	\$20,000 (Budget reference 4100)	Y
6	Technology for Staff	Chromebooks, Monitors and work space setup for Staff	\$5,000	Y

Goal 4 **Option #3 (Maintenance of Progress Goal)**

Goal #	Description
4	Continue to build strong school community-wide and families-wide engagement; examine and interrogate school procedures and policies to surface and address racist practices or behaviors in the ongoing effort to model being an anti-racist school and community.
MAINTENANCE OF PROGRESS GOAL	LCFF State Priorities: 3
	<p>Maintenance of Progress Goal</p> <p>Instructions: 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.</p>

An explanation of why the LEA has developed this goal.

Our school intentionally works at ensuring we are welcoming to each family and student, and that each student and staff member feels that they belong. We have begun this work over two years ago, and must continue to invest to maintain our progress to date and push further. This work requires professional development; facilitation for staff and families; communication and attendance support; other workshops and time for families to engage with the school.

Instructions: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results

Instructions: 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Black student attendance increases 1% annually.</p> <p>Instructions: Indicate how progress is being measured using a metric.</p>	<p>5.31% (% absent pulled 5/18)</p> <p>Instructions: Enter the baseline when completing the LCAP for 2021–22.</p> <p>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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p>	<p>[Insert outcome here]</p> <p>Instructions: 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.</p>	<p>[Insert outcome here]</p> <p>Instructions: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent</p>	<p>3% higher attendance than baseline year</p> <p>Instructions: When completing the first year (2021-22) 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.</p>

				with the instructions above. NOTE: 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.	
Chronic absence decreases 1% annually.	13.32% (5/18 data pull)				3% lower chronic absence than baseline year
Two school policies or procedures are reviewed and addressed annually.	1 specific policy updated by staff teams				Two school policies or procedures are reviewed and addressed per year
Six family/caregiver workshops are provided annually.	6 family/caregiver workshops are provided annually.				At least six family/caregiver workshops are provided per year

*Duplicate rows to include more metrics, as needed.

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

Instructions: 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.

*Duplicate rows to include more actions, as needed

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide teachers and staff with professional development that supports alignment of Montessori and anti-racist and anti-bias training and school culture-building.	\$10,000 (Budget reference 5863)	Y

3	Attendance Tracking and Communications	Student Information System that provides updated and clear attendance reporting and trends. Also provides systems for communication with families to support positive attendance and school engagement.	\$15,000 (Budget reference 5881)	Y
4	Attendance Support	Staff time to conduct virtual or in-person home visits for chronically absent students.	\$1,000 (Budget reference 1100)	Y
5	Seesaw	Connect families across over 55 languages to see student work and celebrate progress.	\$3,000	Y
6	Communication	Weekly all-school communication, Teacher, Admin and operation office hours, etc.	\$10,000	Y
7	Staff and Family Support	Professional facilitation to support staff and family affinity conversations and book discussions.	\$5,000	Y
8	Family Engagement	Provide at least six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional learning.	\$4,000 (Budget reference 1322, 1300)	N
9	Family Engagement	Organize and provide translation services (Spanish) for all family/caregiver workshops.	\$2,000 (Budget reference 2100)	Y

Goal Analysis of the 2021-22 LCAP Goals

NOTE: This will not be completed until the development of the 2022-23 LCAP. For 2021-22 LEAs may provide the following statement as the response: “This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP”

Goal Analysis

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

Instructions: 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.

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

[Respond here]

Instructions: 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.

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

[Respond here]

Instructions: 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.

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

[Respond here]

Instructions: 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.

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.

[Respond here]

Instructions: 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.

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 **for the 2021-22 LCAP**

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	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here] % 8%	\$250,371
Instructions: 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)	Instructions: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

We are a small school and invest in a variety of roles that serve across the entire school, which includes serving our students contributing to our unduplicated counts. For these actions, we consider first the needs of students contributing to our unduplicated count and what their most recent holistic academic outcomes show. Then we frame what their acceleration and success must look like such that the entire student body would meet our school-wide goals. We include disaggregated outcome metrics (above, Goal #2 for example) to help us be specific and measurable. Teachers, in particular, are invited to consider and plan for the specific actions they and others need to take to fully wrap around these particular subgroups of students, and then other key subgroups of students needing further academic acceleration. Our recent history shows that our prior investments in teacher coaching, training,

professional development, response to intervention, and other actions are creating higher academic outcomes for students. For next year, we are strengthening many of those prior actions to sustain that progress and then adding in new professional learning to keep meeting new student needs. The associated investment amounts of actions above that appear to apply schoolwide only reflect the contributing amount of that action that supports unduplicated students beyond what any student would normally receive.

Instructions: 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.

Students contributing to our unduplicated count will receive improved or increased services as compared to the services we provide to all other students in a variety of ways, including no-cost or subsidized extended school day opportunities after school; no-cost or subsidized extended school year opportunities in summer; designated English Language Development instruction and instructional materials; response to intervention small group instruction; focused professional development and training for their teachers about their specific needs and corresponding instructional strategies; augmented engagement with their families; and additional access to internet and computers, as well as online learning subscriptions and licenses.

Instructions: 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 **for the 2021-22 LCAP**

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[Expenditure Tables](#)

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:

- o 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)*).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- o 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 2023–24 .

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.