LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dixon Montessori Charter School
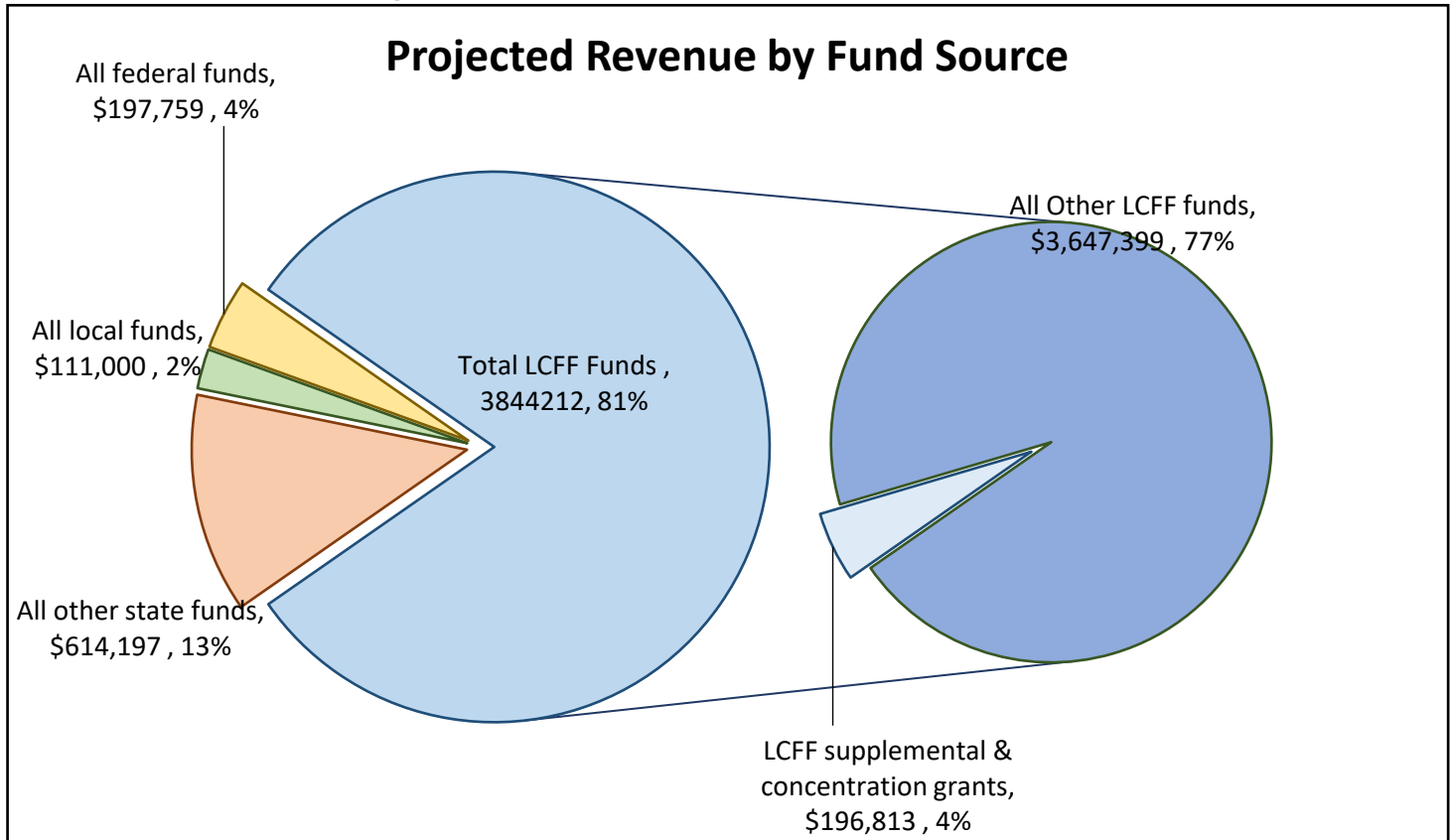
CDS Code: 48 70532 0122267

School Year: 2021 – 22

LEA contact information: Benjamin Ernest, Director

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $197,759 , 4%

All local funds, $111,000 , 2%

All other state funds, $614,197 , 13%

Total LCFF Funds , 3844212, 81%

All Other LCFF funds, $3,647,399 , 77%

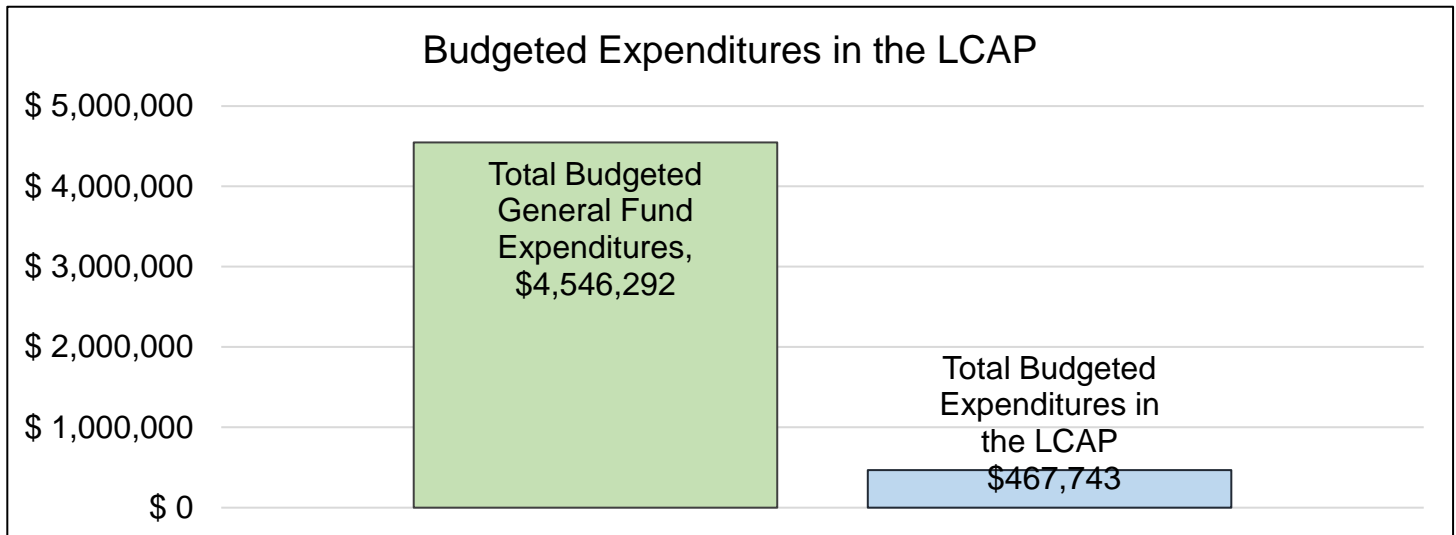LCFF supplemental & concentration grants, $196,813 , 4%

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

The total revenue projected for Dixon Montessori Charter School is $4,767,168.00, of which $3,844,212.00 is Local Control Funding Formula (LCFF), $614,197.00 is other state funds, $111,000.00 is local funds, and $197,759.00 is federal funds. Of the $3,844,212.00 in LCFF Funds, $196,813.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 5,000,000

$ 4,000,000

$ 3,000,000

Total Budgeted General Fund Expenditures, $4,546,292

$ 2,000,000

Total Budgeted Expenditures in the LCAP $467,743

$ 1,000,000

$ 0

This chart provides a quick summary of how much Dixon 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.

Dixon Montessori Charter School plans to spend $4,546,292.00 for the 2021 – 22 school year. Of that amount, $467,743.00 is tied to actions/services in the LCAP and $4,078,549.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
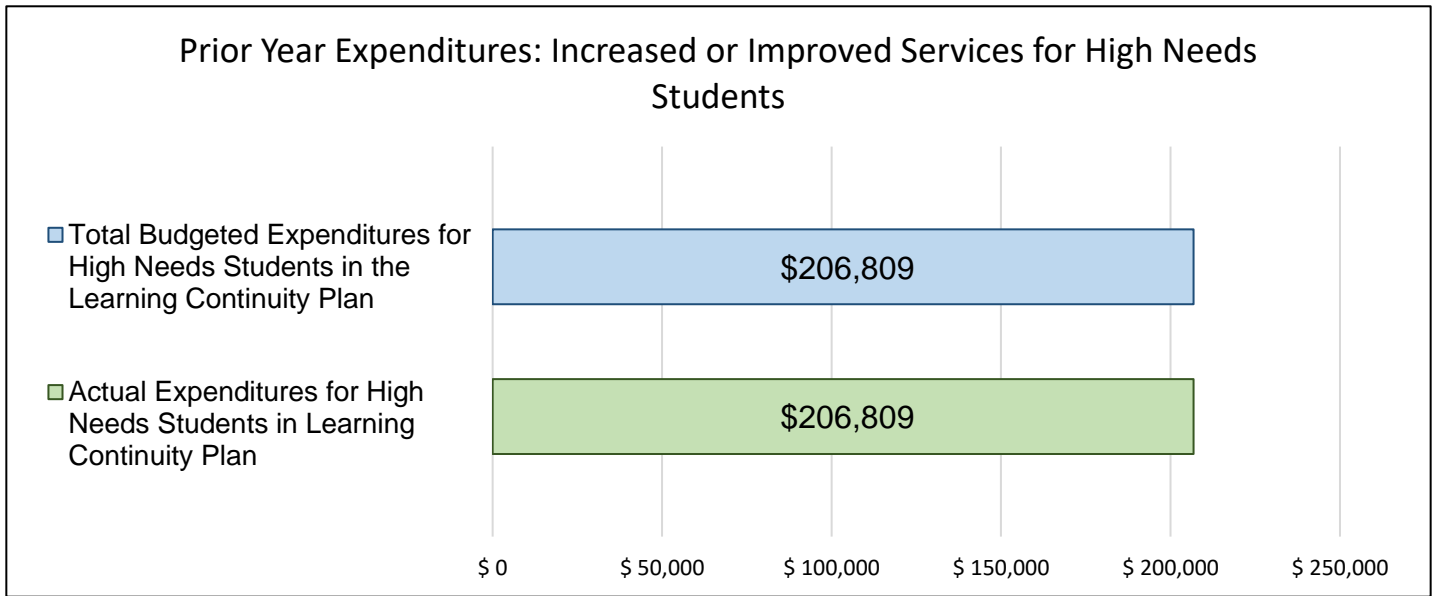
General fund expenses not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities and maintenance.

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

In 2021 – 22, Dixon Montessori Charter School is projecting it will receive $196,813.00 based on the enrollment of foster youth, English learner, and low-income students. Dixon Montessori Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Dixon Montessori Charter School plans to spend $229,095.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$206,809
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$206,809

Axis scale: $ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

This chart compares what Dixon 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 Dixon 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, Dixon Montessori Charter School's Learning Continuity Plan budgeted $206,809.00 for planned actions to increase or improve services for high needs students. Dixon Montessori Charter School actually spent $206,809.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Dixon Montessori Charter School	Benjamin Ernest Executive Director	bernest@dixonmontessori.org 707-678-8953 ext 153

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

Our highly qualified staff will ignite the love of academic discovery within all students through a rigorous blend of Montessori philosophy, common core state standards, and character development.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
	Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
	Priority 10: Foster Youth – COEs Only (Conditions of Learning)
Local Priorities:	Address needs of low performing students, and students with disabilities subgroup.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Use CAASPP scores to measure and assess student achievement for students in grades 3-8. Use benchmark scores to measure and assess student achievement for students in grades K-2. **19-20** Target: 51% of students will meet or exceed standards in math (6% increase). 62% of students will meet or exceed standards in ELA (6% increase). **Baseline** 2016-17: 33% of students met or exceeded standards in math as measured by CAASPP. 43% of students met or exceeded standards in ELA as measured by CAASPP.	Metric/Indicator CAASPP scores used to measure and assess student achievement for students in grades 3-8. Renaissance Star Reading and Star Math Benchmark scores used to measure and assess student achievement for students in grades K-8. Target not met. Did not meet the CAASPP target of 62% for ELA, 46.86% of our students scored proficient according the the CAASPP. Did not meet the CAASPP target of 51% proficient in math, 34.03% of our students scored proficient according to the CAASPP. Target met. Renaissance Star Math (benchmark): Exceeded growth target of 51%. Up from beginning of year from 42.85% to 63.27% achieving target of meeting or exceeding standards.

Expected	Actual
	Target not met. Renaissance Star Reading (benchmark): Did not meet target of 62% for ELA. Up from beginning of year from 47.76% proficient to 58.02% achieving target of meeting or exceeding standards. 18.5% of our students scored in the, "on watch" category, which means that they nearly met the standard and that they may reach the standard by the end of the year with support.
Metric/Indicator Annual teacher evaluation outcomes **19-20** 100% of certificated teachers were evaluated **Baseline** 17 of 21 (81%) Certificated Teachers Evaluated	Target maintained. 100% of teachers evaluated 19-20 Maintained
Metric/Indicator Increase course participation in a broad course of study including music (Powerschool) **19-20** Increase course participation in a broad course of study including music class, science class, advance math for 4-6th grade, IM1 Mathematics, and Playworks mentoring. **Baseline** Increase course participation in a broad course of study including music and technology	Target met. Increased course participation in a broad course of study including music. Music: Maintained number of students served. All students TK-5th Grade. Band: Increased number of students from 24 to 25 Advanced Band: Increased number of students from 15 to 21 Vocal Ensemble: Increased number of students from 6 to 9 Pull out (dedicated) Science room with labs: Increase in students served from zero to 318 Technology: Technology has been integrated into classroom instruction. Study Skills: Increase in students served from zero to

Expected	Actual
	Robotics: Increase in students served from zero to Leadership: Increase in students served from zero to 4-6 advanced math: Increase from 0 to 4 IM1 Mathematics: Decreased from 5 students to 4 students Play-works mentoring: Play-works has been integrated into the recess time
Metric/Indicator API no longer applies **19-20** API no longer applies **Baseline** API no longer applies	API no longer applies
Metric/Indicator Increase EL Reclassification Rate (ELPAC 2017/2018) **19-20** Increase ELPAC EL Reclassification Rate from 19.5% to 20% **Baseline** No Data available	Target met. EL reclassification rates increased from 19.5% in 2018/2019 to 25 in 2019/2020
Metric/Indicator Maintain full Implementation of CCSS across all content areas (District Self-Assessment) **19-20** 100% aligned with CCSS **Baseline** 100% aligned with CCSS	Target Maintained. Full implementation of CCSS across all content areas. 100% aligned with CCSS
Metric/Indicator	Target maintained. Continued low expulsion rate

Expected	Actual
Continue low expulsion rate (CALPADS) **19-20** All Students less than 1% All Student subgroups less than 1% **Baseline** All Students less than 1% All Student subgroups less than 1%	All Students less than 1% All Student subgroups less than 1%
Metric/Indicator Increase fully credentialed teachers and aligned assignments (Human Resources Department) **19-20** Increase fully credentialed teachers and aligned assignments from 90% to 92.5% **Baseline** DMCS had 72% fully credentialed teachers in 17/18	Target met. Increased fully credentialed teachers and aligned assignments (Human Resources Department) from 90% to 92.5%
Metric/Indicator Maintain Williams Audit: 100% Compliant Free- Facilities in good repair, instructional materials access (Williams Report) **19-20** Maintain Williams Audit: 100% Compliant Free- Facilities in good repair, instructional materials access **Baseline** Maintain Williams Audit: 100% Compliant Free- Facilities in good repair, instructional materials access	Target maintained. 100% Compliant Free- Facilities in good repair, instructional materials access (Williams Report). 100% Compliant Free- Facilities in good repair, instructional materials access.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Continue defined approach to each core instructional practice (Montessori, PBL, Standards based instruction) a. Purchase Collaborative Classroom ELA curriculum for grades K-6. b. Purchase materials/supplies & books to support elementary and secondary reading, writing, and math curriculum. c. NGSS materials/supplies & books to support NGSS adoption including FOSS and Mystery Science d. Fund consumables for adoption e. Purchase other common core aligned materials and supplies to support instruction. Fund consumables for adoptions f. Provide a 100% position for NGSS science lab for 2-6th grade g. Staff a 50% TOSA position to coach TK-3 Montessori mathematics instruction and assessment. h. Staff a 100% academic counselor to provide counseling services, 504 plans, and to lead SST meetings for struggling students. i. Staff a 75% behaviorist to help develop tier 1 and 2 behavioral interventions for all students. j. Staff a 100% ELA RTi Specialist for grades k-8 k. Staff a 100% Math RTi Specialist for grades k-8 l. Provide a 100% music position for grades k-8 m. Fund staff training in Common Core, Montessori, and PBL n. Fund other staff development o. Provide Common Planning time for all teachers two times per month	Curriculum Support Supplies and Consumables 0000: Unrestricted LCFF $15,000 ELA, Math, and Science Curriculum 0000: Unrestricted LCFF $30,000 Staff Training and Assignments 0000: Unrestricted LCFF $5,000	Curriculum Support Supplies and Consumables 0000: Unrestricted LCFF $15,000 ELA, Math, and Science Curriculum 0000: Unrestricted LCFF $30,000 Staff Training 0000: Unrestricted LCFF $5355
1.2 Continue to establish classroom academic and behavioral expectations Fund 100% Dean of Students position to cultivate PBIS program and to provide accountability for teachers and students	Kickboard 0000: Unrestricted LCFF $10,000 Staff Training on SEL, crisis prevention, and restorative justice 0000: Unrestricted LCFF 2,000	Kickboard 0000: Unrestricted LCFF $4,915 Staff Training on SEL, crisis prevention, and restorative justice

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fund Kickboard behavior tracking software Provide student store materials for PBIS rewards Provide other PBIS rewards Fund professional CPI (crisis intervention) training for intervention and deescalation Install cameras on campus to capture video to increase security and prevent unwanted behavior	Cameras 0000: Unrestricted LCFF 1,000	0001-0999: Unrestricted: Locally Defined LCFF 1,700
1.3 Continue K-8 collaboration that is content-focused and data-driven and routinize cross-grade level collaboration opportunities 1.4 Continue protocol to follow student through high school and record high school graduation rate	Stipends 0000: Unrestricted LCFF $20,000 Professional Development- BTSA and CE 0000: Unrestricted LCFF 10,000	Stipends 0000: Unrestricted LCFF $14,353 Professional Development- BTSA and CE 0000: Unrestricted LCFF 8,986
1.5 Provide programs and services to increase equity and access for English Learners, Socio-Economically Disadvantaged, and Foster Youth. Maintain a full time English Language Development specialist Provide materials and support for the ELD program Fund full time music teacher position	ELD Materials 0000: Unrestricted LCFF 5,000 ELD Position 0000: Unrestricted LCFF 75,000	ELD Materials 0000: Unrestricted LCFF 7,269 ELD Position 0000: Unrestricted LCFF 68,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide materials and support the band program to help support students who are socioeconomically disadvantaged Fund one full time ELA RTi specialist position to support students who are not meeting grade level standards Fund one .4 math RTi specialist position to support students who are not meeting grade level standards Provide translation support for parent communication to increase communication Provide ELD support with small group intervention for all English Language learners Provide support for outdoor education programs for students who are socioeconomically disadvantaged Provide breakfast and lunch for students who are socioeconomically disadvantaged tk-8 Provide teachers with GLAD training		
1.6 Provide academic support in order to improve student achievement and social-emotional well-being principally directed toward low performing students who are not necessarily part of the unduplicated count. Provide full time RTi specialist for ELA Provide RTi specialist for Math	RtI Positions 0001-0999: Unrestricted: Locally Defined Supplemental 80,000	RtI Positions 0001-0999: Unrestricted: Locally Defined Supplemental 85,743

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide materials for RTi math and ELA programs		
Fund training for RTi specialist teachers		
Fund training for all K-8 teachers (serving low performing students) from the UC Davis Math project targeting low performing students		
Fund training for all k-8 teachers (serving low performing students) from the Area 3 Writing Project targeting low performing students		

Goal Analysis

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

Goal Area 1.2
Kickboard was budgeted $5,085.00 over the actual cost. The remaining $5,085 was used to support students who were in need of targeted intervention services by paying the increased RTI Specialist position cost.

Goal Area 1.2
Staff training on SEL was budgeted for $300.00 over the actual cost. The remaining money was used to pay for other staff training on curriculum and technology needed for remote and hybrid learning.

Goal 1.3
Stipends were budgeted at $5,647.00 over the actual cost. Material differences in estimated actual and budgeted expenditures were primarily due to the need to reduce stipends for budgetary concerns.

Goal 1.4

No notable changes. Material differences in estimated actual and budgeted expenditures were due to changing need for induction support mentors. Induction training was budgeted at $1,014.00 over the actual cost.

Goal 1.5
ELD Materials was budgeted for $2,269.00 over the actual cost. Money was used to help provide a qualified ELD Specialist to work with students in need.

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

Goal Area 1.1
Actions and services for this goal were implemented as planned with continued Montessori and PBL training, and through the use of our Renaissance system for tracking and assessing student growth.

Goal Area 1.2
Actions and services for this goal were changed due to remote and hybrid learning. The Dean of Students was primarily focusing on SEL support and student engagement rather than classroom culture and climate.

Goal Area 1.3
Actions and services for this goal were implemented as planned. The only change was the move from Wednesday to Friday planning time. The use of common Planning time continued every Friday with grade level, and cross grade level collaborations meeting time, team leader and Admin collaboration meeting time was also moved to Friday.

Goal 1.4
Protocol creation still in process.

Goal 1.5
Provision of programs and services to increase equity and access for English Learners, Socio-Economically Disadvantaged, and Foster Youth was our biggest success this year. The EL program is solidifying and student reclassification rates are increasing.

Goal 1.6
RTI and academic support has been building a program over the past two years. With the creation of the Data Team and training of RTI specialists we saw an increase in students who graduate from RTI. This program was successful and is expected to continue to adapt to student needs next year.

Goal 2

Enhance school community, safety, and climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                Priority 5: Pupil Engagement (Engagement)
                Priority 6: School Climate (Engagement)
                Priority 8: Other Pupil Outcomes (Pupil Outcomes)
                Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
                Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities: In order to reduce suspensions we need to prioritize proactive PBIS to reduce unwanted behavioral occurrences

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Referral statistics (Local Measure) **19-20** Office Referrals: 30 Office Referral Rate: 5.9%	Referral data was incomplete as one third of the year was online rather than in school. We did see a lower referral rate during our in person time on campus.

Expected	Actual
Baseline 2016-17 Office Referrals: 114 Office Referrals per 100 Students Enrolled (Referral Rate) Office Referral rates: 28.5%. This measure is calculated by 1) taking the total number of office referrals at Dixon Montessori and dividing it by the number of students enrolled and then 2) multiplying the resulting value by 100.	
Metric/Indicator Suspension/Expulsion rates (CALPADS) **19-20** 5% Decrease Suspensions: 10 Suspension Rate: 3% Expulsions: 0 Expulsion rates: 0%. **Baseline** 2016-2017 Suspensions: 43 Suspension rates: 10.75%. Expulsions: 0 Expulsion rates: 0%.	Suspension data was incomplete as one third of the year was online rather than in school. We did see a lower suspension rate during our in person time on campus.

Expected	Actual
Metric/Indicator Attendance rates (CALPADS) **19-20** Target: 96% **Baseline** 2016-17 Year End ADA 95.61 %	Attendance rates were incomplete as one third of the year was online rather than in school. Despite efforts to provide educational material and connection with all students, during the transition to online learning it was difficult to track attendance.
Metric/Indicator Staff trained in: mandated reporter, first aid, sexual harassment prevention,pest management, boundary invasion, bullying/violence, online safety, playground supervision, assault and battery reporting, back injury and lifting, and CPR (Safe Schools) **19-20** 100% of staff will pass all required courses at the beginning of the year. New training includes injury & illness prevention, Comprehensive School Safety update, and Exposure control plan for blood borne pathogens. **Baseline** 2017-18 100% of staff passed all required courses at the beginning of the year	100% of staff passed all required courses at the beginning of the year.
Metric/Indicator Surveillance Cameras (number of cameras on campus) **19-20** 4 Surveillance cameras **Baseline** 2018/19 Two Surveillance cameras on campus	4 Surveillance cameras were installed on campus.

Expected	Actual
Metric/Indicator Bullying/Harassment Referrals and rates **19-20** Decrease to 8 Bullying/Harassment Referrals Decrease to 1.5% Bullying/Harassment Rate **Baseline** 28 Bullying/Harassment Referrals 4.18% Bullying/Harassment Rate	Referral data was incomplete as one third of the year was online rather than in school. We did see a lower referral rate during our in person time on campus. We saw a decrease in bullying and harassment referrals over the course of the year, and while we were in person.
Metric/Indicator Increase a sense of school safety as measured by California Healthy Kids Survey and parent surveys. **19-20** Increase sense of school safety as measured by the California Healthy Kids Survey 5th Grade: 80.56% to 83% of students always feel safe at school 8th Grade: 66.67% to 70% of students always feel safe at school **Baseline** California Healthy Kids Survey 2018-2019 5th Grade: 80.56% of students always feel safe at school 8th Grade: 66.67% of students always feel safe at school	California Healthy Kids Survey data was incomplete as one third of the year was online rather than in school.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Annually assess current safety plan and protocol • Involve stakeholders to collaborate on safety plan and make changes where necessary. • Review, update and broadly disseminate plan annually to students, parents and staff	Teacher Targeted Professional Development 0000: Unrestricted LCFF $30,000	Teacher Targeted Professional Development 0000: Unrestricted LCFF $28,150
2.2 Continue to provide safety training to all school staff members • Review safety protocols at monthly staff meetings • CPR training	Teacher recruitment 0000: Unrestricted LCFF $2,000	Teacher recruitment 0000: Unrestricted LCFF $1,665
2.3 Elicit feedback from family and community members about the school environment • Conduct parent surveys throughout the year • Conduct California Healthy Kids Survey • Review and enhance family involvement and engagement opportunities	Not Applicable Not Applicable 0	Not Applicable Not Applicable

Goal Analysis

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

Goal Area 2.1
Material differences between budget expenditures and estimated actual expenditures are due to our adoption of our authorizer's safety plan. The adoption meant that we did not need to hire our own consultant.

Goal Area 2.2
Material differences between Budgeted Expenditures and Estimated Actual Expenditures were not significant, $300 could be due to inflation.

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

Goal Area 2.1
Adopting the Dixon Unified Comprehensive School Safety plan and having it modified to fit our individual needs by our stakeholders allowed us to remain compliant, and have input in our plan. Making modifications allowed us to continue the use of our procedures for in school bullying, and other dangerous actions.

Goal Area 2.2
Safety drills were timed and analyzed for effectiveness and adherence to procedures. Our administration team met to discuss what went well and what could be improved after each drill. We noticed that the drills were preformed safely and efficiently over the course of the year. Through the drill process we found that teachers occasionally needed to be reminded to close or lock their doors. We also found that the fire alarm in our music room was inaudible from the inside, but not the outside. The fire martial participated in one of our fire drills and found that our students and educators reacted appropriately.

Goal Area 2.3
According to our surveys 88%% said that they agree or strongly agree that "DMCS seeks parental input and involvement." DMCS conducted two parent surveys. These surveys showed that 100% of parents answered strongly agree or agree that their child feels safe at school. Our surveys were heavily impacted by our move to remote learning at the end of the school year.

Goal 3

Develop active partnerships with parents, businesses and the community, in order to enrich the academic and social growth of students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator DMCS will be recognized in local papers and will be included in community events. **19-20** Target: 8 articles 3 events **Baseline** 2016-17: 2 Articles 1 Event	DMCS was recognized in local papers, and social media posts, for several school events, and academic achievement of our student CAASPP test scores. In addition, our Community Outreach stipend position facilitated communication with our community. Our very active ELAC parent group helped broaden our community outreach to our English Language learner families and community members. Because of the quarantine there were no community or school events during the final third of the school year. 2019-20 Reduced by 33% due to quarantine.
Metric/Indicator Enrollment levels and interest in the school will increase **19-20** Target: Beginning Enrollment 440 Ending Enrollment 432 Loss: 3%	Enrollment levels and interested in the school have increased. Enrollment numbers for the current 202020-2021 school year are 443, up from 432.

Expected	Actual
Baseline 2016-17: Beginning Enrollment 411 Ending Enrollment 383 Loss: 28 or 7%	
Metric/Indicator Increase satisfaction rating on DMCS parent surveys **19-20** 100% of parents will mark their students conditions of learning as average or exemplary. 0% said that it did not meet their expectations. **Baseline** Spring 2019 Survey 100% of parents marked their students conditions of learning as average or exemplary. 0% said that it did not meet their expectations.	84.43% of parents marked their students conditions of learning as average or exemplary. 0.01% said that it did not meet their expectations. The reduction in satisfaction was likely due to the quarantine and the parents voicing their desire to have students back on campus.
Metric/Indicator Increase participation in parent/school events with a particular focus on duplicated students and students with exceptional needs (sign in sheets from meetings and events) **19-20** Increase parental involvement to Approximately 76% **Baseline** Approximately 75% parents participated in events	Data for increased participation in parent/school events was not complete. Due to the quarantine we were not able to hold our annual Field Day or promotion ceremonies. We did have increased participation in Zoom meetings and held more IEP meetings, also due to the pandemic.
Metric/Indicator Increase attendance rate (CALPADS) **19-20** Maintain approximately 95% attendance rates. **Baseline** 95.61% attendance rate	DMCS maintained approximately 95% attendance rates until the school closure order was given. After the school closure our attendance rate data was incomplete.

Expected	Actual
Metric/Indicator Maintain a 0% dropout rate for middle school **19-20** Maintain **Baseline** Maintained	0% dropout rate for middle school maintained.
Metric/Indicator Reduce the Chronic Absentee Rate (CALPADS) **19-20** Reduce the Chronic Absentee Rate from 8.8% to 8.4% **Baseline** The Chronic Absentee Rate in the 16/17 school year was 8.5%	Chronic Absentee Rate (CALPADS) was reduced to 7.2% before the school closure. Data on Chronic Absentee Rate after the school closure is incomplete.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Continue to ensure community is knowledgeable about DMCS and its successes - Further implement broadening of community outreach - Create key messaging around identity (e.g. mission, vision, values) and general school information (e.g. location, grades served) to be shared externally - Follow protocol for established internal system to capture school successes - Share information with identified key outlets - Support students, parents, and teachers to share information	Community outreach 0000: Unrestricted LCFF $1,000	Community outreach 0000: Unrestricted LCFF $8,564
3.2 DMCS has community champions	Community Event materials 0000: Unrestricted LCFF $2,000	Community Event materials 0000: Unrestricted LCFF $798

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Maintain a solid base of school ambassadors (students and parents) • Continue to target community groups for partnership and support (Rotary, Lions) • Continue participation with defined school events to engage community partners • Extend school event invites to more community members • Target prospective donors and create fundraising pitch • Train staff and Board on fundraising strategies		
3.3 DMCS continues to have consistent demand for enrollment • Create targeted marketing during peak periods of interest • Further implement messaging to clarify public misconceptions • Continue to define target markets to adapt messaging as needed • Annual revisit website for changes and updates • Explore non-traditional recruitment strategies	Open Enrollment Marketing 0000: Unrestricted LCFF $1,000	Open Enrollment Marketing 0000: Unrestricted LCFF $615
3.4 Parent Partnerships and Community Engagement Coffee with the PTO and Coffee with the Director are each offered monthly allowing parents the opportunity to connect with leadership and make their voice heard, Charter School Advisory meetings three times per year Anonymous surveys made available in multiple formats and 2 languages - 3 times per year inviting parent opinion, ideas and a platform to voice concerns. Provide funding to support at least two parent events designed to articulate the vision and goals of DMCS (i.e. Fall Festival, Winter Sing, Spring Sing, Math Night, Science Night, Field Day, Talent Show, Lego Night, Sharing Night, etc.)	Community engagement 0000: Unrestricted LCFF $2,000	Community engagement 0000: Unrestricted LCFF $870

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parents volunteer in classrooms each week and are welcome on campus to observe or participate in a variety of activities throughout the school year		
Parent-Teacher Conferences are offered twice each school year for all students/guardians. Parent input is welcomed and encouraged.		
Efforts to reach Spanish Speaking parents with the creation of ELAC (English Learner Advisory Committee) involving Spanish speaking parents, led by 2 Spanish Speaking staff members * Offered translation services to teachers for all conferences and written communication * Published weekly bilingual e-newsletter to all stakeholders		
Monthly school board meetings are announced with an invitation and encouragement for parents and community members to attend and voice any concerns/ideas.		
DMCS hosts an active and dynamic Parent Teacher Organization (PTO). The PTO exists for the betterment of Dixon Montessori Charter School students and meets monthly. All community members are encouraged to participate. The PTO believes that by working together, parents and school staff can greatly enhance the school program and learning opportunities for all students. This will be accomplished when parents, teachers and school administration are actively involved with planning and providing for student projects, programs and activities that contribute to a well rounded education and the welfare of all students. Historically the PTO has sponsored guest presenters, purchased equipment for the classrooms, held a Fall Festival, organized an annual dinner/auction and provided resources for special art, music and science opportunities. The PTO holds fundraisers to help with teacher requests and other financial needs that arise within the school. Each year the PTO organizes a few fundraisers including a Scholastic book fair, Cookie Dough Sales and Raffle Giveaways.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
DMCS will host 1 school event each month that brings families together and offers opportunity for learning enrichment as well as collaboration between parents, students and staff members		
Creation of ELAC (English Learner Advisory Committee) involving Spanish speaking parents, led by 2 Spanish Speaking staff members		
Offered translation services to teachers for all conferences and written communication		
Publication of weekly bilingual e-newsletter to all stakeholders		
Website is updated weekly with local community school events and parent/student opportunities.		
DMCS will work in collaboration with parents to provide monthly PTO, ELAC, School Board and casual coffee meetings where all community members are encouraged to voice their ideas, concerns, and have questions answered.		
DMCS will welcome parents to participate in the Charter Advisory Committee Meetings once per trimester.		
DMCS will provide twice-annual parent-teacher conference opportunities that encourage parents to attend, voice concerns, ask questions and discover details about their student's personal learning journey.		
Volunteer opportunities will be made available in/for every classroom, K-8, allowing parents a closer connection to their student's learning environment and aid in enhancement of the parent-teacher relationship.		
Annual Parent Appreciation Breakfast will be held to express our gratitude to all parents for their presence, support and participation.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5 Community Partnerships UC Davis Internships (no cost) Chamberlain nursing school internships (no cost) Rotary breakfast (no cost) Dixon Chamber of Commerce partnership Invite local business representatives, mathematicians, engineers and public service officers into classrooms to share about their jobs in the community and help students connect curriculum to real world opportunities. (no cost) Invite interns from local colleges to work with students in the form of student teacher positions, classroom aids and Social-Emotional support group leadership. Invite community leaders of all types into classrooms to partner with students who need extra support in various subject areas or to simply read with and build relationships with students who need connection with a positive adult role model. Invite community leaders to share important information with parents and family members in monthly parent classes on campus. Topics covered could be home organization, health, supporting kids with homework, family finance, understanding Montessori curriculum, PBL, and other helpful life skills.	Chamber of Commerce membership 0000: Unrestricted LCFF $100 UCD Interns 0000: Unrestricted LCFF $5000	Chamber of Commerce membership 0000: Unrestricted LCFF $225 UCD Interns 0000: Unrestricted LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Send musical performing groups out into the community 3 times per year to perform and connect with service organizations and people within our community.		
Promote parental participation in programs for individuals with exceptional needs.	Parent participation Not Applicable Not Applicable 0	Parent participation Not Applicable Not Applicable

Goal Analysis

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

Goal Area 3.1
Material differences between budgeted expenditures and estimated actual expenditures are due to finding free or low cost options to communicate with the community. We have found that free alternatives to marketing adequately fulfill our enrollment needs. Facebook and participating in community events are free.

Goal Area 3.2
Material differences between budgeted expenditures and estimated actual expenditures are due to budget constraints. The Rotary and Lions clubs provided us with free hearing and vision screening, and with funds for students in need to attend the outdoor education program. The staff expectation was to be a champion for our school, for the school district, and for school choice. We sent one staff member to a grant writing seminar in an effort to make up opportunity cost dollars from fundraising.

Goal Area 3.3
Material differences between budgeted expenditures and estimated actual expenditures are due to growing enrollment. Over the course of the school year we did not see any notable decline in enrollment. In January during open enrollment we had far more applicants than anticipated, filling the school to its capacity. We did not see a need to spend any money to encourage students to come to DMCS.

Goal 3.4
Material differences between budgeted expenditures and estimated actual expenditures are due to the school closure, and a reduction in events.

Goal 3.5

Material differences between budgeted expenditures and estimated actual expenditures are not notable. $125 could be due to inflation. UCD interns had no cost. Money budgeted for interns was used to transition to remote learning.

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

Goal Area 3.1
All plans, actions, and services were implemented as planned in this goal area until the school closure order. Community Outreach was broadened by our growing ELAC (English Learner Advisory Committee) Parent group . This Group helped to engage our English Learner parents and increased communication. DMCS was recognized in local papers, and social media posts, for several school events, and for academic achievement of our student CAASPP test scores. In addition, our Community Outreach organizer (stipend position) facilitated communication with our community by involving our school in community events such as the Dixon Christmas tree lighting, using newsletters and social media to inform the community of school events, and by inviting local organizations and businesses to be involved in our school events. This year, we had fewer events in which we invited the community to visit our campus due to the quarantine. We were able to host open house, an event where anyone is able to visit and experience what a Montessori classroom looks like, Fall festival, a free family event in which the public is invited to join in fun activities for all ages, and lastly a cross country meet in which all the community elementary schools participated.

Goal Area 3.2
All plans, actions, and services were implemented as planned in this goal area until the stay home order was made. Our continued community involvement in events like The Dixon Tree lighting created opportunity to educate the community about our school. Our PTO and ELAC parents are true school ambassadors willing to educate the public about our school. This year, our very active governing board was more available to further support our mission and vision. In addition, Our PTO organized several fundraising campaigns to help purchase needed technology for remote learning.

Goal Area 3.3
All plans, actions, and services were implemented as planned in this goal area, even after the stay home order. Frequent Social Media posts served as a communication outlet to educate the community about our school mission and vision. Consistent demand in enrollment has been aided with the use of a Social Media campaign during our enrollment window. Information shared thru the use of Social Media and via our website, has aided in creating a positive public opinion through the community. Our web-page is updated weekly to help parents and caregivers stay engaged and informed. We did not feel the need to explore non-traditional recruitment strategies.

Goal 3.4
All plans, actions, and services were implemented as planned in this goal area up until the stay home order was given. Parents, community members, and teachers made great efforts to continue communication through social media and other online outlets to continue engagement.

Goal 3.5

Our partnership with UC Davis Internships was successful even through the stay home order. While interns and student teachers education was disrupted, they were able to participate in online and remote teaching activities. Our Chamberlain nursing school internships were halted by the stay home order, DMCS hired our own full time nurse. The Rotary Breakfast was implemented as planned and our Dixon Chamber of Commerce partnership continued through the pandemic.

Goal 4

Enhance school community, safety, and climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Referral statistics **19-20** Minimum 10% Decrease Office Referrals: 30 Office Referral Rate: 5.9%	Referral data was incomplete due to the stay home order. We were seeing a decline in referrals when compared to years past up until the order.

Expected	Actual
Baseline 2016-17 Office Referrals: 114 Office Referrals per 100 Students Enrolled (Referral Rate) Office Referral rates: 28.5%. This measure is calculated by 1) taking the total number of office referrals at Dixon Montessori and dividing it by the number of students enrolled and then 2) multiplying the resulting value by 100.	
Metric/Indicator Suspension/Expulsion rates **19-20** 5% Decrease Suspensions: 10 Suspension Rate: 3% Expulsions: 0 Expulsion rates: 0%. **Baseline** Suspensions: 43 Suspensions per 100 Students Enrolled (Suspension Rate) Suspension rates: 10.75%. Suspension rates for serious offences: 1.0% This measure is calculated by 1) taking the total number of out of school suspensions at Dixon	Suspension data was incomplete due to the stay home order. We were seeing a decline in suspensions when compared to years past up until the order.

Expected	Actual
Montessori and dividing it by the number of students enrolled and then 2) multiplying the resulting value by 100. Expulsions: 0 Expulsions per 100 Students Enrolled (Expulsion Rate) Expulsion rates: 0%.	
Metric/Indicator Attendance rates **19-20** Target: 97% **Baseline** 2016-17 Year End ADA 95.61 %	Attendance data is incomplete because of COVID related school closure.
Metric/Indicator Increase a sense of school safety as measured by California Healthy Kids Survey and parent surveys. **19-20** Increase sense of school safety as measured by the California Healthy Kids Survey 5th Grade: 80.56% to 83% of students always feel safe at school 8th Grade: 66.67% to 70% of students always feel safe at school **Baseline** California Healthy Kids Survey 2018-2019 5th Grade: 80.56% of students always feel safe at school 8th Grade: 66.67% of students always feel safe at school	School safety data is incomplete due to COVID related school closure.

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Annually assess current safety plan and protocol • Involve stakeholders to collaborate on safety plan and make changes where necessary. • Review, update and broadly disseminate plan annually to students, parents and staff	0000: Unrestricted General Fund $30,000	0000: Unrestricted General Fund $28,150
4.2 Continue to provide safety training to all school staff members • Review safety protocols at monthly staff meetings • CPR training	0000: Unrestricted General Fund $1,000	0000: Unrestricted General Fund $1,665

Goal Analysis

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

Goal Area 4.1
Adopting the Dixon Unified Comprehensive School Safety plan and having it modified to fit our individual needs by our stakeholders allowed us to remain compliant, and have input in our plan. Making modifications allowed us to continue the use of our procedures for in school bullying, and other dangerous actions.

Goal Area 4.2
Safety drills were timed and analyzed for effectiveness and adherence to procedures. Our administration team met to discuss what went well and what could be improved after each drill. We noticed that the drills were preformed safely and efficiently over the course of the year. Through the drill process we found that teachers occasionally needed to be reminded to close or lock their doors. We also found that the fire alarm in our music room was inaudible from the inside, but not the outside. The fire martial participated in one of our fire drills and found that our students and educators reacted appropriately.

Goal Area 4.3
According to our surveys 88%% said that they agree or strongly agree that "DMCS seeks parental input and involvement." DMCS conducted two parent surveys. These surveys showed that 100% of parents answered strongly agree or agree that their child feels safe at school. Our surveys were heavily impacted by our move to remote learning at the end of the school year.

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

Goal Area 2.1
Adopting the Dixon Unified Comprehensive School Safety plan and having it modified to fit our individual needs by our stakeholders allowed us to remain compliant, and have input in our plan. Making modifications allowed us to continue the use of our procedures for in school bullying, and other dangerous actions.

Goal Area 2.2
Safety drills were timed and analyzed for effectiveness and adherence to procedures. Our administration team met to discuss what went well and what could be improved after each drill. We noticed that the drills were preformed safely and efficiently over the course of the year. Through the drill process we found that teachers occasionally needed to be reminded to close or lock their doors. We also found that the fire alarm in our music room was inaudible from the inside, but not the outside. The fire martial participated in one of our fire drills and found that our students and educators reacted appropriately.

Goal Area 2.3
According to our surveys 88%% said that they agree or strongly agree that "DMCS seeks parental input and involvement." DMCS conducted two parent surveys. These surveys showed that 100% of parents answered strongly agree or agree that their child feels safe at school. Our surveys were heavily impacted by our move to remote learning at the end of the school year.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	10,000	19,992	No
Health Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	100	79	Yes
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, a fogger, and masks.	2,500	855	No
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	200	100.00	No
Heating Ventilation and Air Conditioning (HVAC) filters:	1,000	3,189	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Portable air scrubber units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice.			
Hand-washing Stations Additional hand-washing stations for locations where sink access is insufficient. Portable sinks will improve access to hand-washing to help mitigate transmission of COVID-19. Costs for each hand-washing station include rental and 4 services per week for a 6-month period.	500	683	Yes
Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of a touchless hydration station will provide students and staff safe access to drinking water when on campus. Will include 1 station in the MPR.	2,500	2,324	
Surveillance system to reduce the cost of vandalism damage when staff is off campus. Three cameras will be installed to help keep staff, students, and the facility safe.	10,000	8,188	

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.

No substantive differences between the total budgeted funds and the estimated actual expenditures are present. The effort to create a safe environment for students and staff was changed throughout the school year as new information was made available.

Analysis of In-Person Instructional Offerings

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

Deliberate attention was given to ensure that government and professional recommended mitigation strategies were put into place. Changes in what the government knew and recommended created an uncertain message, that resulted in divided stakeholder groups. DMCS made effort to ensure voices from all stakeholder groups were heard, but the polarized opinions about COVID and school closures did not result in a clear direction for the school. In the fall we saw an increase in COVID related death and infection in Solano County. At that point the administration and the board decided to continue remote instruction. COVID rates were declining in October and DMCS was preparing for a return to in-person instruction, but in November and December the numbers sharply increased, once again resulting in remote instruction. In February we saw a trend of declining COVID rates in Solano County, and on our own DMCS COVID dashboard. We used state and federal funds to purchase all recommended mitigation materials, planned our schedules and safety procedures, completed reports, and returned to school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and Connectivity: Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis. Provided ChromeBooks to all students who needed a device to access their distance learning classes. 250 systems were handed out. Provided laptops to all teachers who needed to work at home and needed an appropriate system	25,000	80,790	Yes
Additional Technology for Students with Disabilities: Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers	10,000	1,500	Yes
ELD Specialist Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	12,798.36	83,999	No
Counselor Counselors will provide students academic and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide small group and 1 on 1 support. The counselor also leads SST's.	32,416.07	80,392	No
Collaboration Time Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on	20,000	53,460	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.			
Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary schools with possibility of expansion to additional expanded learning elementary sites	20,000	30,163	No
Distance Learning Professional Development Additional days of professional learning to help prepare teachers to implement distance learning.	10,000	27,540	No
Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	40,000	103,793	No

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.

Material differences between budget expenditures and estimated actual expenditures are due to quickly changing safety, communication, and targeted program needs throughout the school year as new information was made available.

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.

Access to Devices and Connectivity:
DMCS quickly purchased and delivered Chromebooks and connectivity technology to all students who needed one. Our on hand technology was not sufficient to meet the needs of our remote learning program. DMCS used funds from the state and federal government, and used a grant from our PTO to provide students and staff with the technology they needed to access distance learning classes.

Pupil Participation and Progress:
We have seen a reduction in pupil participation and progress during the pandemic. Our average ADA over the past five years is 95.75%, this year our ADA is at 95.43%. Participation in activities like PE, music, and science classes have reduced significantly. We are seeing an average of 72.1% of students attending music classes, 58.4% of students attending PE, and 65.51% of students attending science class. This reduction in student participation in specials is due to remote learning.

We are seeing school wide growth in ELA and math, but not at the rate we would expect during a typical year. This shows that our teachers are doing an amazing job overcoming the challenges posed by COVID. They are working against a pandemic, student illness, increased poverty and job loss, fear, isolation, and a mental health crisis.

Distance Learning Professional Development:
At the beginning of the school year teachers, paraprofessionals, custodians, and administrators participated in professional development to ensure the safety of staff and students. DMCS also provided PD on needed remote learning tools like Canvas, Zearn, and NearPod. Collaboration Time was changed from twice monthly to a weekly hour. This time was needed for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.

Staff Roles and Responsibilities:
The staff reacted quickly to the ever changing challenges of the 2020-2021 school year. They quickly learned to be effective remote providers by learning how to use the technology needed to reach students, and by adapting their teaching styles. Staff retrained themselves on how to engage students over Zoom. They made decisions based on the needs and best interest of the students, even braving potential exposure to COVID to return to school when needed. Staff responsibilities have increased considerably since our return to school. Management of students in masks with barriers and teaching remote and in person students concurrently are two responsibilities that teachers have never been asked to do before. Our teachers have learned to provide an education in this new environment quickly and effectively. They also need to enforce COVID mitigation strategies and have two separate sessions of students to ensure recommended spacing of students.

Support for Pupils with Unique Needs:
DMCS provided additional technology and support to students who needed assistive technology. This included an iPad and an Apple pencil for students with disabilities to access distance learning instruction from home.

English Language Learners:
Our ELD Specialist Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff adapted to different delivering designated and integrated ELD in a teaching models varying between virtual and in person learning environments, including use of targeted instruction in both environments.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Data Team and Software Tools Maintain three full time data team members to support implementation of district's common assessment system and to provide information to teachers and admin. Computers and Google forms will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	25,000	28,459	No

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

Material differences between budget expenditures and estimated actual expenditures are due to approximate pricing on software tools.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The initial challenges to address pupil learning loss in the 2020-2021 school year were access to instruction, and learning to teach online. DMCS addressed limited access to instruction by purchasing enough Chromebooks and hotspots to ensure that all students had a device to connect with. We decided to use Canvas to organize our instructional material, and to use Zoom for our synchronous classes. Other distance learning tools included Zearn for math, Renaissance AR and STAR, NearPod, Mystery Science, Prodigy... Teachers learned to teach online through trial and error, asynchronous professional development, group discussion, and synchronous training.

Transitioning to remote learning was challenging. Canvas was instrumental in the transition to remote learning because it provided parents and students with an organized, consistent home base for all of the other tools needed to access information. Implementing Canvas was challenging at first. It was a new system that teachers and students had to learn to use. Our office created templates for the elementary and secondary levels to ensure consistency, and then trained teachers to use canvas. Even after training teachers went through trial and error as they learned the new system. During the implementation phase teachers, parents, and students

experienced setbacks to their educational process due to technological errors. After approximately a forty five days all teachers were able to use Canvas effectively. Once Canvas was fully implemented the students were able to use it to access their learning quickly and without major technological errors.

Teachers and staff found that creating lessons online required more preparation than creating lessons for in person learning. NearPod was a promising application that allowed teachers to present lessons in an engaging way. Teachers learned that NearPod was an effective way to present and assess student learning, but that it was extremely time intensive. Teachers worked beyond school hours to create lessons for students during the entire stay home order. Several other applications were used to present and assess lessons. The common theme between all applications and tools was that they were an inefficient way to educate students. While students did learn, that learning required heavier teacher investment and produced results that were less reliable than in person instruction.

Online engagement was a major challenge from the beginning of the school year through the current hybrid system. We found that many students had a difficult time focusing on instruction from home. Our teachers have never worked harder to engage our students in their lessons. We found that our younger students were more able to stay focused during online instruction than our higher grade levels. Even our younger students had difficulty with engagement when there were internet outages, poor wifi connections, and hardware issues. These challenges resulted in frustration and we found that students were less engaged after experiencing these issues repeatedly. Some students experienced lag even with updated hardware and software. Lag resulted in students needing to turn their cameras off, and/or in drawn out robotic sounding speech. After returning to campus in a hybrid model we have found that there is less engagement in online class offerings. While there are some students who thrive online, the majority of our students say that they prefer in person learning. Some say that they do not like Zoom or NearPod anymore, one of the middle school students said he was, "Zoomed out" and was happy to be back on campus with his teachers and friends.

Our school and our teachers sent out instructions on how to set up an appropriate learning environment at home. Many students and families followed the schools guidance and set up learning areas where students had a desk and chair, less distractions, and learning materials within reach. Some families did not, or could not, set up an appropriate learning environment. Some zoomed in from their parents job sites, some from moving vehicles, and some from vacation destinations. The lack of a proper learning environment for some students resulted in lower engagement, and more distractibility.

STAR Math

STAR ELA

ELD Reclassification

We had more IEP meetings and questions about special education than ever before. Our SPED team just completed its 101st IEP meeting, when they would typically have less than ... Many parents requested psychoeducational assessments after seeing their child

struggle with online learning. What we found routinely was that these students did not have a learning disability, they simply struggled with the environment or online learning.

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

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.

Dixon Montessori employed a full time counselor. The counselor recruited an additional intern for the 2020-2021 school year.

Tier one: The school year at DMCS began with professional development specifically geared towards supporting student and staff mental health and social emotional learning. This training, "Thriving vs. Surviving: SEL Toolbox", was conducted by the school counselor. The topics covered in this training included: how to use check-ins with students to universally screen for concerns, elements of a healthy mind, exploration of mindfulness and restorative practices, as well as provided resources and planning around social emotional support.

As the year progressed, the school counselor conducted classroom lessons in all grade levels to support both the students and teachers with topics such as emotion labeling, thoughts vs. feelings, and mindfulness. At the middle school level, students had a class specifically dedicated to social emotional learning objectives that promoted self and social awareness. All teachers utilized daily mental health check-ins throughout the year to screen for concerns. This was especially useful in gauging which students and families may need additional support. To support the home environment with mental health in mind, DMCS hosted a "Parent Hour: Mental Health at Home" training, provided by the school counselor. This training was very well-received and allowed parents to share in their collective concerns about helping their children navigate the pandemic. Additionally, the school counselor released weekly social emotional newsletters for parents that highlighted resources, websites, strategies, and activities geared towards wellness. One of the major successes of tier 1 support for students was an offering of "Lunch Bunch" zoom sessions that were held weekly to offer social interaction outside of class time. Many students took advantage of the invitation to spend social time together. These sessions helped to identify students who were seeking social interactions and presumably were feeling isolated.

A challenging element of Tier 1 support that the teachers reported at DMCS was largely due to accessing students through zoom calls instead of in person. Teachers reported that glaring concerns were easy to spot via zoom but nuanced issues like anxiety or depression were harder to identify, especially if the child did not share how they were feeling. It was also difficult to detect social issues as well due to the fact that students were not naturally engaging with each other and social problems were very few despite the developmental stages that are often expected at grade levels K-8. Another challenge in monitoring student's mental health and social emotional well-being at the first tier of support, is that the singular way to assess the need of support was through self-report by the student or parent in the form of daily check-ins, family surveys, and similar universal screening tools. Once hybrid learning began, universal screening became less challenging because in-person observations and student interactions could be incorporated as additional data points that were easier to identify as problematic. A challenge of this was how close to the end of the year that we were able to begin to take this data.

Tier two: Students were identified as having a social emotional/mental health need through referral either by teacher, parent, or data (universal screening results). Many students were successfully included in small group counseling sessions held by the school counselor that met biweekly throughout the school year. Students were grouped by need. Group topics included mindfulness, self-

care, and relaxation techniques. Another support at the second tier that was successful was brief individualized interventions (ex. motivational interviewing, development of SMART goals, and social problem solving). Teachers utilized low-intensity support for students who required daily mental health support through "Well-being Check ins' with the aid of the school counselor to design an individualized check in based on need. The main challenge at the tier two level was that many students/families were opposed to adding an additional zoom call to their workload. This often led to students not attending tier 2 interventions or resisting support.

Tier 3: IEP education-related mental health services (ERMHS) were delivered with fidelity. The distance learning model allowed for ERMHS minutes to be met outside of the class time and this flexibility lended itself to be more intensive and supportive time together. A challenge at this level of support was that access to students was limited. An example of this challenge was students who needed push-in classroom support, such as during group work to facilitate positive peer interactions, could not receive this type of intervention virtually.

Analysis of Pupil and Family Engagement and Outreach

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

One of the main challenges to implementing pupil and family engagement was the fact that our campus, and any other live venue, was closed. Live interaction with people is something that DMCS has come to depend on. Virtual events were not as engaging or effective as our typical in person events. We canceled several events that would typically help to bond our community and solidify our mission and vision including: Fall Festival, Winter Sing, Spring Sing, Math Night, Science Night, Field Day, Talent Show, Lego Night, Sharing Night, etc.)Parents volunteer in classrooms each week and are welcome on campus to observe or participate in a variety of activities throughout the school year.

While not ideal, we did have success in creating virtual spaces to meet. Our team worked together for the benefit of our students throughout the stay home order. Coffee with the Director meeting frequency was increased from once per month to four times per month due to the COVID pandemic and the everchanging conditions caused by it. Increased frequency gave parents the opportunity to connect with leadership and to work collaboratively through the challenges.

Charter School Advisory meetings were held three times during the school year. All CSAC meetings were moved to Zoom so that we could continue to meet virtually. These meetings helped to shape some of the LCAP goals for the 2021 school year. Meeting on Zoom was challenging because it reduced the number of communication tools the group had access to.

Anonymous surveys were conducted three times during the year. In a typical school year we have parents complete surveys during parent teacher conferences on campus, this year we had fewer responses because parents were not on campus for the conferences. The surveys were successful in that they continued to inventory parent opinion, ideas and gave a platform to voice concerns.

Parent-Teacher Conferences are offered twice each school year for all students/guardians. Parent input is welcomed and encouraged. Efforts to reach Spanish Speaking parents with the creation of ELAC (English Learner Advisory Committee) involving Spanishspeaking parents, led by 2 SpanishSpeaking staff members* Offered translation services to teachersfor all conferences and writtencommunication

Analysis of School Nutrition

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

Dixon Montessori met with our authorizer and formed a plan to provide school meals while maintaining social distancing practices. The district decided that they would distribute food in a "grab and go" fashion to any Dixon student. We would advertise the availability of free breakfast and lunch to our charter population on our webpage, bulk emails, Facebook, and school meetings. We delivered all of our stocked milk and other packaged food supply to our authorizer so that it would not go to waste. Our staff also helped the district distribute food. Because our charter school serves students from multiple cities and counties we provided links to free breakfast and lunch service pick up locations in Dixon and our surrounding cities and counties on our website. Our students were able to acquire food from any of the sites in Solano county, depending on their residency. The closest distribution site to our campus is CA Jacobs. Our campuses are separated by a soccer field and there is a path between the schools.

When students returned to campus for half day sessions we decided to make DMCS one of the food distribution sites. We provided meals to students at lunch time for the first week of hybrid learning and had zero (0) students come to pick it up. We decided to continue to send students to CA Jacobs or their closest provider.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Staff pay for preparation to return to campus	81,000		

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.

Increased workload due to instructional transitions took more plan than was available in a school day. Staff worked outside of their expected hours and were compensated for that time.

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.

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

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.

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.
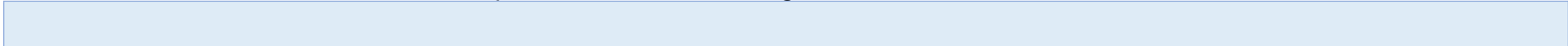
Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

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

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- Pupil Participation and Progress,

- Distance Learning Professional Development,

- Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		
	31,000.00	29,815.00
	216,100.00	196,965.00
	0.00	0.00
	80,000.00	85,743.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	247,100.00	225,080.00
	80,000.00	87,443.00
	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		31,000.00	29,815.00
		216,100.00	195,265.00
		0.00	1,700.00
		80,000.00	85,743.00
		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	253,000.00	241,821.00
Goal 2	32,000.00	29,815.00
Goal 3	11,100.00	11,072.00
Goal 4	31,000.00	29,815.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$26,800.00	$35,410.00
Distance Learning Program	$170,214.43	$461,637.00
Pupil Learning Loss	$25,000.00	$28,459.00
Additional Actions and Plan Requirements	$81,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$303,014.43	$525,506.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$26,200.00	$34,648.00
Distance Learning Program	$135,214.43	$379,347.00
Pupil Learning Loss	$25,000.00	$28,459.00
Additional Actions and Plan Requirements	$81,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$173,914.43	$431,942.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$600.00	$762.00
Distance Learning Program	$35,000.00	$82,290.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$35,600.00	$83,052.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dixon Montessori Charter School	Benjamin Ernest Executive Director	bernest@dixonmontessori.org 707-678-8953 ext 153

Plan Summary [2021-22]

General Information

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

Dixon Montessori Charter School is a TK-8 community dedicated exclusively to students and learning. At DMCS students are taught to achieve their individual greatest potential in a nurturing environment that inspires discovery, academic excellence, and positive social contribution. DMCS supports its mission through low teacher-to student ratios, family participation, multi-aged classrooms, a diverse curriculum, and differentiated learning for each student. DMCS is a tuition-free public school committed to developing socially responsible life-long learners.

Dixon Montessori is a community of 438 students and 49 staff members. Our student and staff ethnicity, socioeconomic status, and other demographics mirror our surrounding area, Dixon California.

Dixon Montessori Charter School is part of an innovative, child-centered teaching movement that has grown for more than one hundred years worldwide. Montessori schools are based upon the educational methodology of Maria Montessori, an Italian physician, who is remembered as one of the most practical, visionary and progressive minds in the history of modern education. In the tradition of Maria Montessori our school offers a pleasant and nurturing environment in which children learn at their own pace pursuing those things that interest them most. In upper elementary and middle school, grades 4th-8th, students progress with the overall philosophy of Maria Montessori in a project based learning environment developing their self motivation and independence. Dixon Montessori provides

purposefully designed experiences that lead to our Expected Student Learning Results or M.E.R.I. T.: Motivated Learners ~ Effective Communicators ~ Respective Citizens ~ Innovative Thinkers ~ Technologically Skilled.

Reflections: Successes

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

Progress toward LCAP goals
Goal 1. Our highly qualified staff will ignite the love of academic discovery within all students through a rigorous blend of Montessori philosophy, common core state standards, and character development.
Goal 2. Enhance school community, safety, and climate.
Goal 3. Develop active partnerships with parents, businesses and the community, in order to enrich the academic and social growth of students.

Despite the challenges caused by COVID-19 our highly qualified staff continued to ignite the love of academic discovery within all students at DMCS. From the announcement that schools would be closing, through our March 2021 reopening date, our school community remained committed to our students.

Dixon Montessori staff responded quickly to the COVID-19 crisis. On March 13, 2020 Solano County, along with several other counties and districts, closed their doors to in person schooling. On the day of the school closure announcement teachers were running culture building events, preparing for the CAASPP test, and energetically finishing up the 2019 school year. The staff at DMCS had a meeting at 1:00pm that day to discuss the ramifications of the campus closure. Teachers and administrators were upset that they had to stop their in person activities, but they worked together to ensure that learning would continue from home. By Monday, March 16, 2020 all teachers had created packets of work for students to complete at home. We had a teacher work day on March, 16 and invited students to come to school to collect work for what we expected to be a two week quarantine.

Staff was worried that some students would not have access to an appropriate education once the quarantine began. Our Executive Director, Music Teacher, Counselor, and Dean of Students worked together to identify and connect with students who did not pick up their learning materials. Our staff went to homes, farms, and businesses to ensure that all of our students were safe, and had school work. We were able to track down 100% of our students. The administrative team and teaching staff increased email communication with parents and guardians. This teacher/parent partnership model was developed further and was reflected in conferences later in the school year. We understood immediately that students would need wrap around support from home and school. Our idea of providing community, safety, and climate had to adapt to meet the moment.

We developed a more active partnership with Dixon Unified School District (our authorizer). On March 15 DMCS met with our authorizer (Dixon Unified School District) to ensure that all students had breakfast and lunch available. DUSD set pick up locations, DMCS communicated those locations to our families, and we delivered the remaining food from our site to those locations. The partnership with Dixon Unified also included combined messaging to families and the public, and constant communication between DMCS and DUSD leadership.

Our special education and ELD teams met to develop a plan to ensure that all students had access to the support they needed. Both teams began to reach out to families via phone calls and emails. Staff and parents worked closely together to ensure that learning could continue. IEP's were re-worked to fit the new environment and circumstances.

On March 17 we began to have meetings on Zoom. We had been working diligently on our teacher training in mathematical thinking and did not want to pause the training because of the quarantine. We met with our Math Scope and Sequence Team to discuss our plan for vertical and horizontal math alignment for the upcoming school year. We discussed trainings with the UC Davis Math Project, and the Solano County Math Coach. The school quickly transitioned to Zoom and Google Docs to help manage the physical separation.

Our administrative team began working on technology access for all students. We developed a checkout request form, and knew shortly after how many Chromebook would need to be sent home. We developed grab and go procedures for our technology.

On Monday, March 30th Solano County pushed the school closures out further. Dixon Montessori was prepared and had 100% of our teachers online for remote learning. We had also sent out our IEP prior written notices to help give students the support that they needed in our new environment. Our counselor and teachers began to focus on social emotional learning (SEL). We began to see and hear about student anxiety and wanted to address it quickly.

By 4/3 we had distributed technology and communication devices to 100% of the students who needed/requested them. The series of grab and go events went smoothly, and students who were unable to drive through to pick up their computers had a staff member bring the technology to their home. We continued to teach via Zoom using online materials for the remainder of the school year.

Our abilities to adapt quickly meant less learning loss, and more social connections. We were excited to take the CAASPP test in May, but were unable to do so. We had made some curricular and training changes in both math and ELA that should have produced positive results. Even with the disruption of online learning we were seeing increased math and ELA scores on our Renaissance benchmark assessments. Our community pulled together. We began having weekly Coffee with the Director meetings to facilitate positive communication with parents, guardians, and other stakeholders. We surveyed our stakeholders to find their wants and needs, analyzed the results, and responded publicly. By the end of the school year we felt that had done the best possible job considering the challenges we faced.

In June we developed one plan for all stages of re-entry. The plan streamlined our ideas about technology, support for all, and transitioning between school and remote learning. The plan included assessments, and ways to address learning gaps. It was created with student engagement in mind, at that point we knew that engagement would be one of the major hurdles in remote education. We also prioritized social and emotional health.

When we came back to school in August we were ready with a plan that would support all students in a fully remote, hybrid, or in-person format. We prioritized SEL training and education at the beginning of the year, and our full time counselor brought in an assistant. We worked to reconnect students, families, and staff. We addressed health concerns by training on preventing illness, protecting at risk populations, and controlling mitigation factors that would slow or stop the spread of COVID-19. With so much uncertainty in the world it was important to plan and prepare for any new announcement.

We began the 2020-2021 school year remote. We purchased new hardware and software to help all students learn from home. Some software additions were Canvas to help all stakeholders organize the learning process and Zearn to aid in math instruction. We decided to use Renaissance STAR Reading and STAR Math to measure student learning from home. Teachers and administration worked to ensure the efficacy of our efforts. Our teaching teams worked closely together to provide instruction to all students. They divided up curriculum and each teacher specialized in specific learning goals. Parents and guardians praised our teachers for their effective teamwork saying that "Distance learning was done well. Packets, videos, Canvas, and other online tools meshed and hit so many learning styles." Parents from our PTO said that they appreciated the teamwork from all of the grade level groups at DMCS. They appreciated the effort to build routine and organization with our online learning platform. Students benefited from our collaborative efforts. They were able to go to one place (Canvas) to find all of the videos, school work, calendars, links, etc. This organization made online learning more accessible and less frustrating to all.

The administrative team focussed on communication. We altered our meetings dates, times, platforms, and goals to fit the new challenges. Staff meetings were moved to Zoom. All staff had to set up their own zoom rooms, and our staff meetings increased in frequency to once per week. This enabled us to disseminate information faster. It also enabled us to work as a team to solve problems and provide timely, relevant answers. Board meetings, Charter School Advisory, ELAC, PTO, and Coffee with the Director all went online. This helped to increase participation, add perspective, and increase communication within the community. The administrative team quickly found that sending too many emails was not effective. We quickly made efforts to limit communication to maximize the effectiveness of each message. We translated messages to Spanish before sending them out. We also created grade level Facebook groups for parents, guardians, and caregivers and posted messages on Facebook for the DMCS community to see. The Executive Director made video announcements to help make mounds of new information digestible. Morning announcements, quick trainings, and some mass communication were all video recorded and sent to the community.

Local assessment tools
Renaissance Star Math
Our baseline assessments showed increases in math scores among all subgroups when comparing baseline assessments from 2019 and 2020. The math training and curricular improvements were producing data that was encouraging. We recognize the limitations in Renaissance testing vs. the CAASPP. We also recognize that there could be compromised data from students taking the test at home, reducing the validity and accuracy of our measurements/data.

Renaissance Star Reading
Our baseline assessments showed increases in Reading in nearly all grade-levels and groups when comparing assessments from 2019-2020. Our ELA curriculum and teacher specialization may have helped to maintain or increase scores. We recognize the limitations in

Renaissance testing vs. the CAASPP. We also recognize that there could be compromised data from students taking the test at home, reducing the validity and accuracy of our measurements/data.

Stakeholder input
Team Representatives
Team Representative meetings increased in frequency during the pandemic. We decided to meet weekly rather than monthly to help increase the spread of relevant and useful information between teaching staff and administrators. Team Reps have directly contributed to improving school communication, staff collaboration, academic organization, school safety, and school culture among other things. Team rep meetings resulted in schedule changes, software purchasing, curricular implementation strategies, assessment planning and implementation, technology distribution, and more.

Charter School Advisory Committee (CSAC)
Three meetings per year with a group of stakeholders including board members, staff, parents and caregivers. CSAC members were tasked with analyzing our goals and data this year. We worked on adapting our school safety plan to include more specific COVID-pandemic response and preparation. Input from CSAC meetings helped to drive our COVID-19 School Safety Plan and to increase facility safety when no one was on campus. Input from CSAC meetings also caused us to rethink LCAP Goal #1. We found that Goal #1 was difficult to measure, and wanted it to target academic growth as measured by assessments.

Coffee with the Director
Coffee with the Director is a parent opportunity to Zoom with the Executive Director occurring at least once per week since the beginning of the pandemic. Parents said that weekly Coffee with the Director meetings gave them access to information, allowed constant communication, and helped reduce anxiety. They felt that weekly meetings helped keep parents connected to the school, and to understand the why behind the decisions being made. It also allowed parents to give input.

English Learner Advisory Committee (ELAC)
Our monthly ELAC meetings were held on Zoom, and facilitated by our ELD Specialist. ELAC members were given access to our school data, analysis of data, and had the opportunity to find solutions with the ELD Specialist and the Executive Director. ELAC members produced meaningful change in the areas of communication, response to intervention (bilingual tutor), culture and climate, school safety, and more. Many of our ELAC members are also members of the PTO and are leaders in our community.

Parent Teacher Organization (PTO)
Monthly PTO meetings were held on Zoom, and facilitated by our PTO President. PTO members worked to produce meaningful change in the areas of communication, school culture and climate, school safety, and more. They have held teacher appreciation events, put up signage to increase spirit, funded teacher projects and needs. Overall the PTO has worked collaboratively with school staff to enrich the academic and social growth of students throughout the duration of the pandemic.

Board Meetings
Monthly board meetings were held on Zoom and were run by our Board President. Our board helped to give perspective and direction during the pandemic. They worked closely with the DMCS staff to ensure that LCAP goals 1-3 were being completed. Board members contributed

to the community this year through expressing appreciation for the staff, voting on difficult COVID related decisions, and increasing communication with the community. Attendance at board meetings this year was extremely high compared with board meetings in the past two years. Board members helped to collect perspective, and to pull our community together.

This year DMCS is most proud of the way we came together as a community to meet the moment. Teachers, administrators, parents, and board members have adapted to challenging changes in the way that school works. We remained focused on our students and understood the difference between adult problems, and student problems. Our innovative community made adjustments to all parts of our educational process, from how students walk on to campus to the way we assess at the end of the year. We plan to use some of our innovative changes to improve our process in future school years. Some changes that we will likely keep are: Broadcasting major community meetings to increase participation, grade level teamwork and division of labor allowing specialization, school entry and dismissal plans, increased outreach and services to homeless, foster youth, English learners, and low-income 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.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 California School Dashboard.

Our most recent data from the California School Dashboard comes from 2018. According to the data one of our focus areas for improvement was in suspensions, especially those who are white or two or more races. The second area of focus was for our Students with Disabilities subgroup. We have been working on improving the following for our students with disabilities: Chronic absenteeism, suspension rate, ELA, and mathematics.

Suspensions
In 2018 the student performance indicator for Suspension Rate was red. Our data from 2018 indicated that our suspension rate was too high overall, and that we were disproportionately suspending students with disabilities, white students, and students who are two or more races.
- The All Student indicator was in the red
- Students with disabilities indicator was in the red.
- White students indicator was in the red
- Two or More Races indicator was in the red
- Hispanic students indicator was in the orange
- Socio-economically disadvantaged students indicator was in the orange

Since 2018 our school behavioral system has gone through positive changes. In 2019 our suspension rate decreased drastically following systemic changes. This year is an anomaly because we spent 2/3 of the time in distance learning. While distance learning there was one

suspension. The continuation of a Dean of Students to the staff has contributed to the overall school behavioral system, including improved attendance, character building, and increasing the climate for learning. This year the Dean of Students focused more on social emotional needs than in school behaviors.

Suspension rates by subgroup
- The suspension rate for all students fell to .002%
- The suspension rate for students with disabilities decreased to 0%
- The suspension rate for white students decreased to 0%
- The suspension rate for students of two or more races decreased to 0%
- The suspension rate for socio-economically disadvantaged students decreased to 0%
- The suspension rate for Hispanic students decreased to 0%

Addressing the needs: In order to address the needs of our identified student groups this year we will focused our efforts on:
- Social emotional learning
- Continued implementation of our comprehensive PBIS program.
- Improving staff training on Tier 1 and Tier 2 behavior intervention strategies

Chronic Absenteeism
Our chronic absenteeism was negatively affected by the COVID-19 pandemic. Attendance overall has declined. We believe the decline in attendance is a result of environmental changes (learning from home). Routines and structure have been reduced because students were not coming to school daily. We have seen an increase in attendance for all groups since our return to in person instruction. Socioeconomic status changes and increases in homelessness due to the pandemic have also negatively affected student attendance.

ELA
In 2018 all of our subgroups scored in the yellow or green categories. Since 2018 we have adopted a new ELA curriculum and are currently in year two of implementation. We have also provided training for our Reading Intervention Specialist, and have organized the RTI process. Next year we will be refreshing the RTI process again, moving toward a more inclusive push in model. We will also be training teachers and paraprofessionals on tier 1 intervention.

This year we have measured student growth in ELA with the Renaissance STAR Reading Test. We assessed students at the beginning of the school year, and at the end of each trimester. We have seen improvements in scores throughout the year in most grade levels, but we have not seen learning growth at the rate we would expect with in person instruction. Since our return to in person instruction many teachers are saying that it is easier to identify and adapt when they see that a student is in need.

Math
In 2018 our Socioeconomically Disadvantaged subgroup scored in the orange category on the dashboard. Since then we have hired a math coach from Solano County, we have purchased new curriculum (Zearn), we have created a math team who has been working on vertical and horizontal instructional alignment and pacing guides, and we have been using number talks in our classrooms to help students see math in a different way. This year we had a challenge using manipulatives to teach math. As a Montessori school it is important to us that students are

immersed in the proper environment, with the correct hands on learning materials. All math teachers created work for students to take home, many teachers created or sent manipulatives home to reinforce student learning.

This year we have measured student growth in math with Renaissance STAR Math Tests. We assessed students at the beginning of the school year, and at the end of each trimester. As a school we saw mixed results on STAR Math assessments. When we compare our data to the last school year we can see that students are not doing as well. We have a higher number of students who need urgent intervention, and a lower number of students who are at or above grade level. Since our return to in person instruction we have seen higher levels of engagement, which should translate to more learning and higher scores on assessments. We believe that a lack of engagement during distance learning caused lower levels of student success. The progress we were expecting to make from our training with the math coach from Solano County, and our curriculum adoption was interrupted by COVID-19 and distance learning.

LCAP Highlights

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

This year Dixon Montessori added two goals to the LCAP. The first goal separated our previous academic achievement goal into two distinct categories: 1. Student assessment performance 2. Teacher qualifications. The second added goal added addresses facilities, which have consistently been our lowest scoring item on surveys.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools 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.

No schools identified for CSI

Monitoring and Evaluating Effectiveness

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

No schools identified for CSI

Stakeholder Engagement

DMCS staff held site-based and Zoom meetings with all stakeholder groups including parents, community members, school personnel, management and the Board of Directors in the development of our 2020-2021 Local Control Accountability Plan and Annual Update. Site and Zoom meetings with school staff, parent advisory groups, Charter Advisory Committee, ELPAC committee and surveys exemplify the collaborative opportunities created to ensure DMCS consulted with in an effort to hear all voices and stakeholders. There were opportunities for both individual and group input at all sessions. DMCS also used electronic surveys to ensure that the stakeholder engagement process was inclusive.

One parent survey was targeted on the 8 state priorities and DMCS administration analyzed the data to identify major themes and patterns from the survey to incorporate into our LCAP.

Structure of the LCAP input meetings:
Each meeting began with a presentation of the role and purpose of the LCAP, the funding and accountability measures and the current goals and actions. Local benchmark/grade data and state data was reviewed and highlights from this data discussed. Participants were then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected electronically or by pencil/paper.

Data Collection process:
Data from all stakeholder meetings were collected. All data was documented digitally and included the stakeholder group, date and time of the meeting. A group of teachers and administrators from all levels across the school, and met to review the data and the initial themes that emerged.

Deliberate attention was given to ensure voices from all stakeholder groups were heard. It was the intent of DMCS to consult with parents, community, students, and school personnel. Stakeholder engagement was facilitated through surveys and meetings. These meetings were held during staff meetings, Charter Advisory Meetings, ELAC meetings, and Admin meetings so that all stakeholders could participate. The impact these meetings have had is that a robust set of feedback and data has been gathered and incorporated into the LCAP. The data collected from stakeholders allowed us to prioritize actions and services in the LCAP based on their effectiveness and value. The stakeholder sessions were also beneficial in helping to identify actions/materials that were not making an impact.

Governing Board Meetings:
The board was presented with local benchmark and grade level data at the beginning of the school year, and the conclusion of each trimester. Our LCAP goals were reviewed on August 10, 2020, September 14, 2020, December 14, 2020, January 11, 2021, and May 10,

2021. The board was informed of major decisions related to COVID-19, learning loss mitigation, school safety, and budgeting throughout the school year.

Charter School Advisory Committee (CSAC) Meetings:
The CASC is made up of a diverse group of teachers, parents, guardians, administrators, and board members. CSAC met to discuss the LCAP, progress toward goals, and goals moving forward on Tuesday, September 8, 2020, Thursday, December 3, 2020, and Thursday, May 20, 2021.

Staff Meetings:
Staff meetings were held with greater frequency during remote learning to ensure timely and relevant information dissemination. Staff meetings focused heavily on COVID-19 response including safety data and precautions, social-emotional well being, and adapting to different forms of instruction. Several iterations of our safety plan and response were discussed throughout the year as new information became available. Teams of teachers worked together at staff meetings, and in their CPT groups to adapt to changing conditions and to respond to those changes.

Team Rep Meetings:
The Team Rep group is made up of one grade level teacher per grade band, and one program representative from special education, data team/RTI, and specials. Together they met with administration to work on responding to continuous change by planning and organizing responses to the challenges that arose this school year. We discussed curriculum, instruction, discipline, budget, school safety, meeting frequency, LCAP goals, and future plans throughout the school year. We increased meeting frequency this year to ensure adequate and timely information.

Parent Teacher Organization Meetings:

ELAC Meetings:
The ELAC group is composed of our ELD specialist, PTO members, parents, and guardians. The administration joined the ELAC group this school year to discuss LCAP goals, the progress we are making toward those goals, and plans for the future.

Coffee with the Director:
The Executive Director provides parents, guardians, staff members, and community members with the opportunity to meet online weekly. This group provides a wide range of perspective and adds to the community communication and involvement of DMCS.

Parent/Guardian Surveys:
DMCS sent out ten (10) parent/guardian surveys in the 2020-2021 school year. Over 300 parents provided feedback on the surveys. This data was informative in LCAP revisions and ensuring that the stakeholder engagement processes were inclusive and accessible. Surveys provided feedback on remote learning, safety, climate, communication, parent involvement, student support, and academics throughout the school year.

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

The data collected from stakeholders allowed us to prioritize actions and services during the pandemic, and to prepare for a safe and effective return to school. Major aspects of the LCAP that were influenced by stakeholder input included a restructuring of our goals.

Our CSAC wanted data to drive our decisions moving forward. The CSAC found LCAP Goal 1 from the previous year to be difficult to measure. They advocated for two specific and measurable goals over one lofty and less measurable goal. The CSAC wanted one goal to measure academic performance based on standardized test scores, and another to measure teacher recruitment and retention. The CSAC found our safety, climate, and community outreach goals to be relevant, specific, and measurable. They also found these goals to be beneficial for the students and the school.

The staff and team reps contributed to changes in communication, learning tools, organizational tools, and modality of instruction throughout the year.

The ELAC group voiced praise about our progress on past goals, and suggestions about future goals. They were appreciative of the effort the school made to add Spanish translations to all schoolwide communication, and of the efforts to support student learning for our EL's. They would like to see all school documents translated to Spanish, and for the school to identify and support Spanish speaking parents who's children are not classified as English Learners.

Coffee with the Director provided input that contributed to our purchase of Canvas and other communication tools.

Our parent and guardian surveys primarily provided input on our basic conditions of learning. We changed our teaching model to best fit the needs of our students, staff, and parents throughout the school year. Parents overwhelmingly support in person instruction with safety mitigation strategies in place.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement as measured by standardized test scores, English Learner reclassification, and local assessment data.

An explanation of why the LEA has developed this goal.

Dixon Montessori Charter School has developed this continuous improvement goal to help measure and focus on academic achievement. DMCS expects academic growth for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) Scores ELA	2019 Orange- 7.7 points below standard				2024 Green
California Assessment of Student Performance and Progress (CAASPP) Scores Math	2019 Orange- 32.7 points below standard				2024 Green
California Science Test (CAST) scores	NA*				2024 Green
English Language Proficiency Assessment (ELPAC) scores	Students will increase one level each year				Students increase one level each year
English Learner Reclassification Rate	2019 Very High				2024 Very High

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	85% making progress toward English language proficiency				65% or higher making progress toward English language proficiency
Benchmark data from local assessments					
Support digital learning environment by increasing site technology	Students have access to an electronic device for school				Students have access to an electronic device at school Robotics program STEAM education through science class integrates hands on learning with standards.
Access to standards-based instructional materials for all students.	Williams Act Compliance Reports shows 100% of the pupils have access to standards-based instructional material.				Williams Act Compliance Reports shows 100% of the pupils have access to standards-based instructional material.

Actions

Action #	Title	Description	Total Funds	Contributing
1	SBAC interim benchmarks	Training and implementation of the SBAC interim benchmarks in order to expose teachers and students to the rigor, style, and presentation of state summative test questions.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Hand scoring	Hand scoring training and implementation to help grade level teachers normalize written response assessments. Vertical and horizontal alignment will help to ensure that all classes and all students are familiar with state academic expectations.	$2,500.00	No
3	Math intervention	ELA intervention systematically targets learning gaps and attempts to bridge those gaps with intervention tools. Intervention is push in or pull out, small group or large group, integrated or designated depending on the needs of students.	$50,000.00	Yes
4	ELA intervention	ELA intervention systematically targets learning gaps and attempts to bridge those gaps with intervention tools. Intervention is push in or pull out, small group or large group, integrated or designated depending on the needs of students.	$50,000.00	Yes
5	ELD Teacher/Coordinator	The ELD Teacher/Coordinator provides high quality designated ELD support for qualifying students. The ELD Teacher/Coordinator also provides integrated ELD training to teachers, tests students, and ensures compliance.	$111,347.00	Yes
6	Local assessments	Renaissance and other tools used to assess student performance throughout the school year. Student assessment provides data for individual teachers, teacher teams, and administration to use in the continuous improvement effort.	$5,000.00	No
7	Math Coach	Math coach and training to help guide teachers in the planning and implementation of lessons, units, and projects. School wide coaching will help to ensure consistency.	$3,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Attract and retain high quality staff

An explanation of why the LEA has developed this goal.

One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge is greatly associated with student learning. Teachers and staff have expressed the overwhelming need for added opportunities for relevant Professional Development especially in the areas of Montessori activities, response to intervention, math, behavior, UDL, SEL, and special education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Retention	2020-2021 Teacher Retention: 86.4% Total Staff Retention: 87.8%				Teacher Retention: Equal to or greater than 90% Total Staff Retention: Equal to or greater than 90%
Percentage of teachers who are appropriately credentialed pursuant to Education Code Section 47605(l)	100% appropriately credentialed. 14.8% are in the process of clearing their credentials.				Maintain at least 90% clear credentialed teachers (Conditional, dependent on teacher retention of current staff.)
Percentage of appropriately placed teachers	100%				100%
Professional development	100% of teachers will participate in annual				100% of teachers will participate in annual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	professional development to broaden and sustain their understanding of Common Core State Standards ("CCSS") and up to date pedagogy, including strategies for differentiation to enable English learners and students with special needs to access the appropriate grade level standards, while providing students with academic rigor.				professional development to broaden and sustain their understanding of Common Core State Standards ("CCSS") and up to date pedagogy, including strategies for differentiation to enable English learners and students with special needs to access the appropriate grade level standards, while providing students with academic rigor.
Appropriate curriculum	100% of DMCS pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition				100% of DMCS pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
Competitive salary, benefits, and stipends	Salary and benefits range between 1.54-4.85% above local average when comparing Dixon Montessori with Dixon				Salary and benefits combined will remain above local average when comparing Dixon Montessori with Dixon USD, Davis

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	USD, Davis JUSD, Vacaville USD, Kairos, Winters USD, Travis USD, Woodland USD, and Fairfield USD.				JUSD, Vacaville USD, Kairos, Winters USD, Travis USD, Woodland USD, and Fairfield USD.
Educational Grants	$5,000 educational grant available to staff				$5,000 educational grant available to staff
Staff culture and climate	2020-2021 end of year staff survey 69.7% agree that they have the training needed to accomplish their job 69.5% agree that they have the supplies needed to accomplish their job 73.9% agree that the admin team is supportive 43.4 agree that morale is positive 78.3% agree that students needs are the priority in decision making 60.8% agree that they have the necessary				2020-2021 end of year staff survey 80% agree that they have the training needed to accomplish their job 80% agree that they have the supplies needed to accomplish their job 75% agree that the admin team is supportive 75% agree that morale is positive 75% agree that students needs are the priority in decision making 75% agree that they have the necessary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	information to perform their duties 60.9% agree that staff meetings and CPT are effective and productive				information to perform their duties 75% agree that staff meetings and CPT are effective and productive
Mentorship program	DMCS pays for and supplies mentors for the El Dorado County Teacher Induction Program.				DMCS pays for and supplies mentors for the El Dorado County Teacher Induction Program.
Leadership opportunities	Grade level representative positions available. Stipends available for leadership responsibilities.				Grade level representative positions available. Stipends available for leadership responsibilities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Continued Investment in faculty and staff is expected to improve teacher performance and job satisfaction.	$10,000.00	No
2	New teacher induction	DMCS will fund and support Induction training for all teachers in need of clearing their credentials. New teachers are more likely to leave the profession if they are not appropriately supported.	$6,000.00	No
3	Curriculum and Assessement	Appropriate curriculum and training for curriculum will ensure that teachers are able to deliver high quality lessons that are rigorous and	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		connected to state standards. DMCS will purchase curriculum as necessary, and provide training for that curriculum. Appropriate assessments are necessary for school staff to gauge and address student needs.		
4	Educational grants, individual professional development, and leadership stipends.	DMCS will continue to offer an educational grant of $5,000 in exchange for years served at the site for continued education that is needed by DMCS. The school will offer and consider professional development on an individual basis to encourage continuous professional growth. Stipends are offered to teachers who take leadership positions at the school.	$21,580.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain a clean and safe school facility in partnership with DUSD, which serves as our facility lessor

An explanation of why the LEA has developed this goal.

A clean and safe environment ensures the health and safety of everyone including teachers and students. A safe and clean environment contributes to school pride, and increases learning time that could be lost due to illness. With school returning in the fall health and safety are among the top concerns of virtually every parent and staff member. Our shared experience with COVID has increased our attention to keeping a safe and clean environment. Even without COVID, our facilities are consistently the lowest scoring item on our parent surveys. Staff and students deserve a clean, safe, and maintained environment to work and learn in.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT)	The Facility Inspection Tool ("FIT") provided by DUSD in January 2020 describes the facility as, "Fair." 83.20% of FIT category totals are described as being in good repair. The FIT describes the school as "not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several				"Good" 90%-98.99% of FIT category totals are described as being in good repair. The school is maintained in god repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	areas of the school site.				
Parent survey	80.6% of parents agree that the classrooms are clean and well-maintained.

74.8% of parents agree that the playgrounds are clean and well-maintained.

64.07% of parents agree that the bathrooms are clean and well maintained.

77.4% of parents agree that the MPR is clean and well maintained. | | | | 90% of parents agree that the classrooms are clean and well-maintained.

90% of parents agree that the playgrounds are clean and well-maintained.

90% of parents agree that the bathrooms are clean and well maintained.

90% of parents agree that the MPR is clean and well maintained. |
| Work orders submitted | During the 2020/2021 school year there were 83 work orders submitted. | | | | Work orders placed the same day as the issue is found. Work orders tracked by the school and followed up with in a timely manner. |
| Work orders completed | During the 2020/2021 school year there were 68 work orders completed as of June 7. | | | | 90% of work orders will be completed in a timely manner. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site beautification hours worked	During the 2020 school year our volunteers and garden chair worked approximately 250 hours to weed, paint, plant, build, etc.				DMCS will maintain or increase volunteer hours and opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Daily general cleaning	Custodial staff will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards	$117,443.00	No
2	Movement to "good standing" on the FIT	Annually, 75-89% of all items on the Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed. This movement will depend on DMCS attention to reporting problems to the district, and district followthrough in repairing problem areas.	$1,000.00	No
3	Site beautification	Dixon Montessori has a committed parent presence that has been highly effective in non construction school maintenance. Assign staff to work with parent committees on site beautification	$4,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Enhance school community, safety, and climate.

An explanation of why the LEA has developed this goal.

Students need a safe and consistent environment for learning. Positive Behavior Intervention Support (PBIS) is used to maintain the learning environment. DMCS understands and encourages the link between children's emotional development and their ability to learn at an optimal rate. To support the development of social skills, emotional intelligence, and academic wellbeing DMCS uses PBIS to enhance the classroom and school community. DMCS will strive to make each classroom, the campus, and the broader parent/teacher/family community a place that is welcoming, safe, and academically enriching.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2019-2020 Suspensions: 2 Suspension rates: 0.005%. Expulsions: 0 Expulsion rates: 0%.				The suspension rate is less than 3.0 percent, or in the Green category of the California School Dashboard.
Referral rate	2019-20 Office Referrals: 4 Office Referrals per 434 Students Enrolled (Referral Rate) Office Referral rates: 0.009%				The referral rate is less than 7.0 percent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Positivity ratio	2019-2020 Positivity Ratio was 89%				Maintain an 89% positivity ratio or higher.
Staff and student training on student safety	100% of staff participated in at least four hours of Safe School training; Students participated in at least eight fire, earthquake or safety drills annually. Staff training included: Bloodborne pathogen exposure Student Sexual Abuse Prevention Child Abuse: Mandated Reporter Drug Free Workplace Hazard Communication Youth Suicide Social Emotional Support PBIS Training				100% of staff will participate in at least four hours of Safe School training; Students will participate in at least eight fire, earthquake or safety drills annually. Measured by the school calendar. Comply with current laws on student safety training.
Number of volunteers helping with traffic in the morning and afternoon	Three to five volunteers per day				All crosswalks are covered by an adult at the beginning and end of school, daily.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rallies and student engagement events	2019-2020 Three MERIT rallies				Maintain three MERIT rallies per year.
Student enrollment	2019-2020 434 students as measured by our Student Information System at the conclusion of the school year				Maintain 450 students as measured by our Student Information System at the conclusion of the school year.
Student and parent participation at school events	2018-19 More than eight community events Spring Sing Winter Sing Talent Show Fall Festival Math Night Science Night Dragonfly Dinner Lego Night				Hold at least one event per month (10 events) including: Spring Sing Winter Sing Fall Festival Field Day Education nights Dragonfly Dinner The DMCS calendar of school events outlines events such as Meet and Greet, Back to School Night, Winter Sing, Sharing Night, Dragonfly Dinner and Auction, Spring Sing, Field Day and Parent Information Nights among others. Measured by the school calendar.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance (ADA)	2018-2019 95.85% ADA				DMCS will maintain a 95% or higher ADA rate
Chronic and habitual truant student rate	8.4% of students were chronically absent during the course of the 2017-2018 school year.				Fewer than 5% of students will be chronically absent during the course of the school year.
Camera coverage	13 Cameras covering all entry and exit points.				Maintain video surveillance of all entry and exit points.
Relationship with Dixon PD and Fire	2019-2020 Dixon Fire Department- Fire safety assembly Dixon Police Department- Youth Resource Officer presence for positive and punitive intervention.				Maintain relationship with Dixon Fire and Police Departments.
Staff provided SEL training	2018-19 The School Counselor provided the staff with one SEL training per year				The School Psychologist and Dean of Students will provide the staff with at least two SEL trainings per year, and provide more SEL based on student need.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS Continuation	Teachers are trained and follow the Positive Behavior Intervention System which outlines our classroom management and behavior school-wide approach. The Dean of Students will work with teachers and families to manage student behavior issues and concerns. SEL training will be provided based on student need. Discipline incidents will be used as evidence and can be found in Section C of the DMCS Charter.	$2,500.00	No Yes
2	Increased positivity	Attendance awards, MERIT awards, caught being goods, and other positive reinforcement will be used to teach and reteach expected student behavior. Awards will be presented at school assemblies or in classrooms. Teachers trained to use positive behavior intervention in classes and on the playground.	$1,500.00	No
3	Behavior and culture tracking software	Positive and negative student behavior incidents will be tracked electronically and used as evidence to guide the Dean of Student's daily operations and trainings. Data will also be used to determine intervention levels for students, and to help teachers and other staff respond appropriately to behavior incidents in class or on the playground.	$5,000.00	No
4	School Safety Plan and staff safety training	Annually, all Charter School employees are trained on the elements of the School Safety Plan. Students will participate in Fire, Earthquake, and safety drills Annually, all school employees are trained on the elements of the School Safety Plan. Students will participate in Fire, Earthquake, and safety drills. Other beginning of year safety training.	$0.00	No
6	Volunteer engagement	Volunteers are needed at crosswalks before and after school to ensure student safety when crossing the street.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
7	School attendance plan	Rigorous adhesion to the school attendance plan and the tiers of reengagement will increase student learning time and reduce unsupervised time. School office assistant will work as the school attendance officer for 50% of her time.	$15,748.00	Yes
8	Social Emotional Learning	SEL training by staff or an outside agency will help increase self-awareness, academic achievement, and positive behaviors in school. This will be provided at the beginning of the school year and revisited throughout the year.	$2,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Develop active partnerships with parents, businesses and the community, in order to enrich the academic and social growth of students.

An explanation of why the LEA has developed this goal.

Developing active partnerships with parents, businesses and the community contributes positively to student academic performance and school engagement. This goal builds on the schools previous goal focusing on stake holder engagement and business and community partnerships. Data from our Fall and Spring Family surveys shows that this goal still remains relevant. Analysis of data show that 38% of families responded to the Spring 2021 Family Survey and 40% of families responded to the Fall 2020 Family Survey. Although these response percentages are encouraging from previous years, it proves that more work still needs to be done in engaging our stakeholders and promoting feedback and communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Receive input and support from parent organizations	The PTO and ELAC shall meet 10 times annually and will be attended by 10% of the parent school population and EL Families. The Charter Advisory Committee shall meet 3 times annually.				The PTO and ELAC shall meet 10 times annually and will be attended by 20% of the parent school population and EL Families. The Charter Advisory Committee shall meet 3 times annually.
DMCS will continue to communicate to stakeholders and community members	DMCS will complete at least 20 social media posts				DMCS will complete at least 20 social media posts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
through social media outlets					
Parent representation on the DMCS Board of Directors	The DMCS Board will include at least 6 parents				The DMCS Board will include at least 6 parents
DMCS will conduct satisfaction surveys	DMCS will conduct at least 2 parent satisfaction surveys per school year.				DMCS will conduct at least 2 parent satisfaction surveys per school year.
Parent Survey participation	Campus Community surveys will generate a response rate of 20% or higher.				Family Surveys will generate a response rate of 50% or higher.
Increase participation in parent/school events with a particular focus on duplicated students and students with exceptional needs (sign in sheets from meetings and events)	A minimum of 25% of parents will participated in events				A minimum of 35% of parents will participated in events
Community Engagement Liaison	1 Community Engagement Liaison				1 Community Engagement Liaison
Bilingual Recruiter	2 Bilingual recruiters				2 Bilingual recruiters
ELAC attendance	Increase ELAC attendance and participation by 20%				Increase ELAC attendance and participation by 20%
Dragonfly Dinner attendance	Increase Dragonfly dinner attendance				Increase Dragonfly dinner attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	from the 2019 event by 15%.				from the 2023 event by 15%.
Local business fundraising events	Participate in 5 fundraising events with local businesses				Participate in 5 fundraising events with local businesses
DMCS shall host or participante in community events	At least 5 thought the academic year.				At least 5 thought the academic year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	DMCS will maintain parent representation on the DMCS Board of Directors.	DMCS will proactively inform the parent community of anticipated or current vacancies on the DMCS Board via school email, newsletter, school website, Social Media postings, or other forms of mass communication. DMCS Administrators along with the Community engagement liaison will actively recruit Parent Board members when open board positions are available. • Outcomes will be measured by Annual Board membership records, Governing Board meeting agendas, and meeting minutes identifying Parent Members.	$0.00	No
2	DMCS will receive input and support from parent organizations.	• DMCS will foster relationships with Parent Organizations, including the Parent Teacher Organization ("PTO") and Comité de Aprendices de Ingles/English Learner Advisory Committee ("ELAC"), as well as Parent Advisory Committees, including the Charter Advisory Committee and other committees.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• DMCS will provide staff representatives to organizations, establish a community outreach liaison, and maintain a solid base of school ambassadors (students and parents). • DMCS will promote organizations and committees through email, newsletter, school website, Social Media postings, or other forms of communication. • Outcomes will be measured by meeting agendas, minutes, and attendance records.		
3	DMCS will conduct satisfaction surveys in order to give parents an avenue to provide feedback to the Charter School.	At least twice annually, DMCS will conduct Campus Community surveys to evaluate performance levels in the areas of culture, safety, communication, and program satisfaction. DMCS will use these surveys to help identify areas in need of improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and action. • Outcomes will be measured by survey tools and records of responses.	$700.00	No Yes
4	DMCS will host or participate in community events to nurture community on campus and within the larger Dixon community.	• DMCS Executive Director will meet with staff and leadership of PTO and ELAC in order to identify opportunities and events to create and nurture community on campus and within the larger Dixon community. • Continue participation with defined school events to engage community partners • DMCS shall host or participate in at least five community events throughout the academic year. • Outcomes will me measured by The DMCS calendar of school events which outlines events such as Meet and Greet, Back to School Night, Winter Sing, Sharing Night, Dragonfly	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Dinner and Auction, Spring Sing, Field Day and Parent Information Nights among others.		
5	DMCS will promote Parent partnerships and community engagement	- DMCS will continue to target community groups such as Rotary or Lions, for partnership and support. - Extend school event invites to a wider community base. - Target prospective donors and create fundraising project plans. - Implement a Communication Model to facilitate communication among all the groups within DMCS, between DMCS and the District, and between DMCS and the community-at-large. - DMCS will provide a staff representatives to act as the Community Engagement Liaison, and Bilingual recruiters, to further promote parent and community engagement.	$200.00	No Yes
6	DMCS will actively seek out relationships with local businesses	The relationship between local businesses and DMCS will be improved through participation in the Dixon Chamber of Commerce, Rotary meetings, and direct communication between our stakeholders and local business representatives.	$225.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.40%	196813

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.

Positive Based Intervention and Support & Restorative Justice facilitate communication and help fulfill the needs of foster youth, English Learners, and low income students. These goals have been proven to effectively increase learning time.

Differentiating instruction:

Training on Social-emotional skills:

Trauma training:

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

Using the calculation tool provided by the state, Dixon Montessori has calculated that it will receive $196,813 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the school is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Technology- Chromebooks increased to ensure that all students have access
Technology- On site access expanded to ensure appropriate connectivity at school
Professional Development- Teacher retainment - see PD Calendar
Enrichment Opportunities and continued education- Summer School
Parent and Family Engagement- Tiers of re-engagement, return of learning and family nights, return of Dragonfly Dinner

Academic Intervention and Support- RTI, interventionist, and after school tutor
Facilities- Safe and clean school environment
Student Social-Emotional and Behavioral Support- Psychologist, Homeless/Foster Liaison, Dean of Students adds restorative practice

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$467,743.00				$467,743.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$268,218.00	$199,525.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	SBAC interim benchmarks	$2,500.00				$2,500.00
1	2	All Students with Disabilities	Hand scoring	$2,500.00				$2,500.00
1	3	English Learners Foster Youth Low Income	Math intervention	$50,000.00				$50,000.00
1	4	English Learners Foster Youth Low Income	ELA intervention	$50,000.00				$50,000.00
1	5	English Learners	ELD Teacher/Coordinator	$111,347.00				$111,347.00
1	6	All	Local assessments	$5,000.00				$5,000.00
1	7	All	Math Coach	$3,500.00				$3,500.00
2	1	All Students with Disabilities	Professional Development	$10,000.00				$10,000.00
2	2	All Students with Disabilities	New teacher induction	$6,000.00				$6,000.00
2	3	All Students with Disabilities	Curriculum and Assessement	$50,000.00				$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All Students with Disabilities	Educational grants, individual professional development, and leadership stipends.	$21,580.00				$21,580.00
3	1	All Students with Disabilities	Daily general cleaning	$117,443.00				$117,443.00
3	2	All Students with Disabilities	Movement to "good standing" on the FIT	$1,000.00				$1,000.00
3	3	All Students with Disabilities	Site beautification	$4,000.00				$4,000.00
4	1	All Students with Disabilities English Learners Foster Youth Low Income	PBIS Continuation	$2,500.00				$2,500.00
4	2	All Students with Disabilities	Increased positivity	$1,500.00				$1,500.00
4	3	All Students with Disabilities	Behavior and culture tracking software	$5,000.00				$5,000.00
4	4	All Students with Disabilities	School Safety Plan and staff safety training					$0.00
4	6	All Students with Disabilities	Volunteer engagement	$500.00				$500.00
4	7	English Learners Foster Youth Low Income	School attendance plan	$15,748.00				$15,748.00
4	8	All Students with Disabilities	Social Emotional Learning	$2,500.00				$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	All Students with Disabilities	DMCS will maintain parent representation on the DMCS Board of Directors.					$0.00
5	2	English Learners Foster Youth Low Income	DMCS will receive input and support from parent organizations.	$2,000.00				$2,000.00
5	3	All Students with Disabilities	DMCS will conduct satisfaction surveys in order to give parents an avenue to provide feedback to the Charter School.	$700.00				$700.00
5	4	All Students with Disabilities	DMCS will host or participate in community events to nurture community on campus and within the larger Dixon community.	$2,000.00				$2,000.00
5	5	All Students with Disabilities English Learners Foster Youth Low Income	DMCS will promote Parent partnerships and community engagement	$200.00				$200.00
5	6	All Students with Disabilities	DMCS will actively seek out relationships with local businesses	$225.00				$225.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$232,495.00	$232,495.00
LEA-wide Total:	$52,500.00	$52,500.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$179,995.00	$179,995.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	Math intervention	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
1	**4**	ELA intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
1	**5**	ELD Teacher/Coordinator	Schoolwide	English Learners	All Schools	$111,347.00	$111,347.00
4	**1**	PBIS Continuation	LEA-wide	English Learners Foster Youth Low Income		$2,500.00	$2,500.00
4	**7**	School attendance plan	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,748.00	$15,748.00
5	**2**	DMCS will receive input and support from parent organizations.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
5	**3**	DMCS will conduct satisfaction surveys in order to give parents an avenue to provide feedback to the Charter School.	Schoolwide		All Schools	$700.00	$700.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	**5**	DMCS will promote Parent partnerships and community engagement	Schoolwide	English Learners Foster Youth Low Income	All Schools	$200.00	$200.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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 **2021–22**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.