

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at Sutter

CDS Code: 51714230111161

School Year: 2021-22

LEA contact information:

Rebecca Mortier

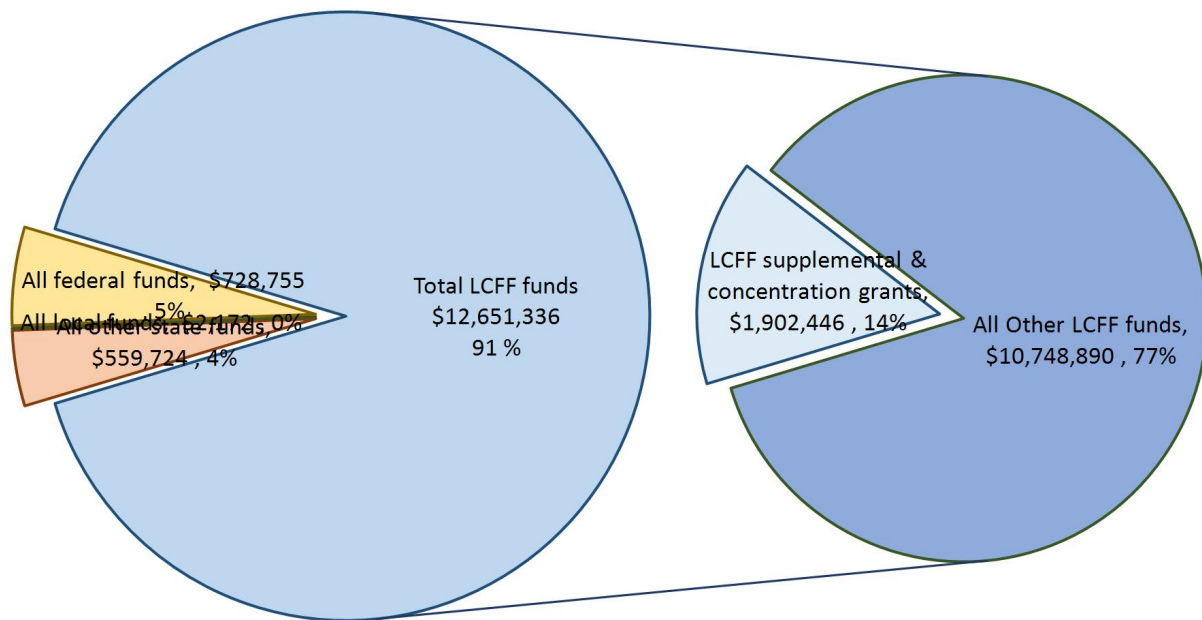
Principal

805-581-0202

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



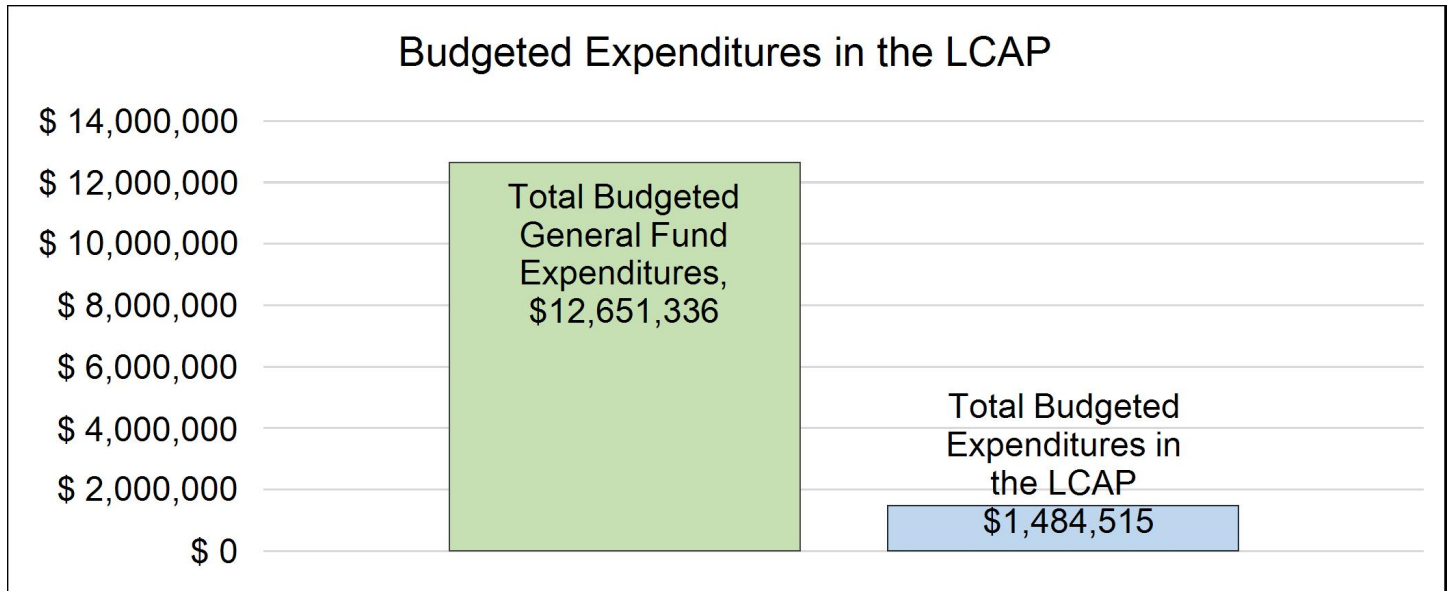
This chart shows the total general purpose revenue California Virtual Academy at Sutter expects to receive in the coming year from all sources.

The total revenue projected for California Virtual Academy at Sutter is \$13,941,987, of which \$12,651,336 is Local Control Funding Formula (LCFF), \$559,724 is other state funds, \$21,722 is local funds, and \$728,755 is federal funds. Of the \$12,651,336 in LCFF Funds, \$1,902,446 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

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



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

California Virtual Academy at Sutter plans to spend \$12,651,336 for the 2021-22 school year. Of that amount, \$1,484,515 is tied to actions/services in the LCAP and \$11,166,821 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

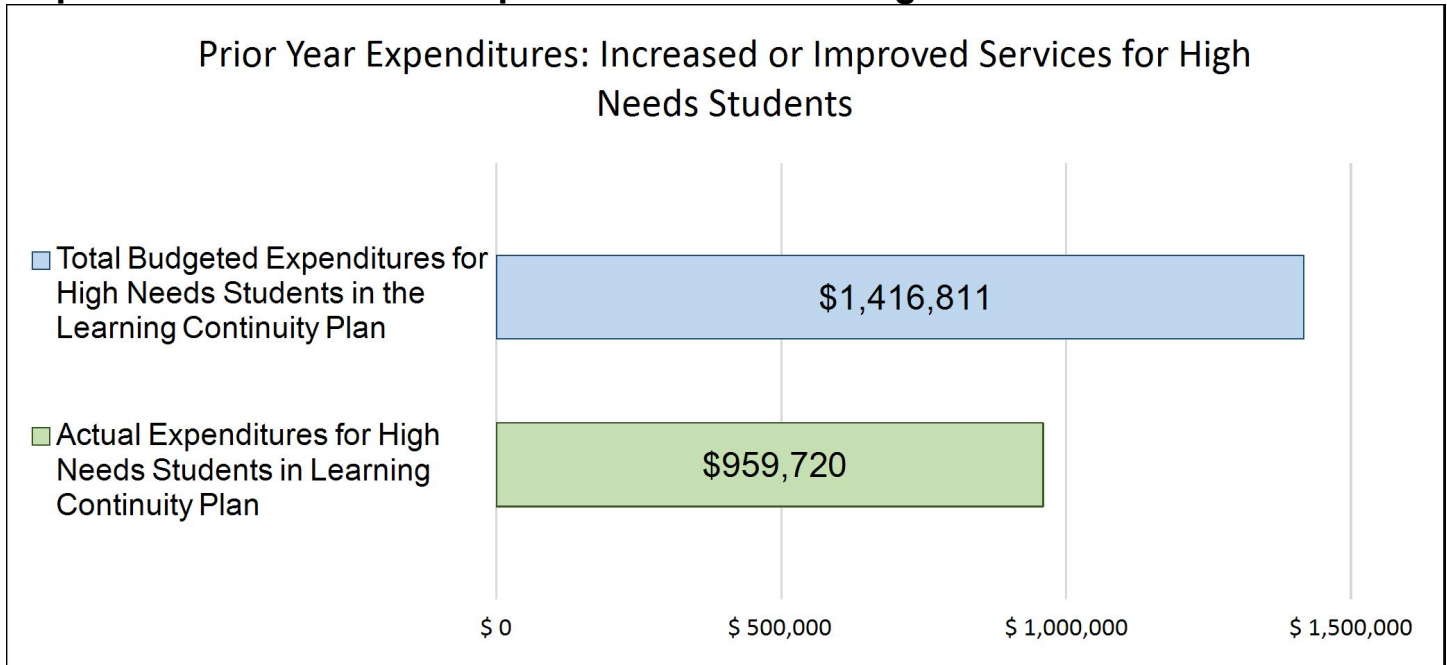
General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

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

In 2021-22, California Virtual Academy at Sutter is projecting it will receive \$1,902,446 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Sutter must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at Sutter plans to spend \$1,902,446 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what California Virtual Academy at Sutter 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 California Virtual Academy at Sutter 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, California Virtual Academy at Sutter's Learning Continuity Plan budgeted \$1416811 for planned actions to increase or improve services for high needs students. California Virtual Academy at Sutter actually spent \$959720 for actions to increase or improve services for high needs students in 2020-21.

The school experienced an increase in actual enrollments in the 20-21 school year and plans to utilize funds to provide additional programs and services that focus on core course completion for high school and math and ELA skill-building in the K-8 program.

# 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
California Virtual Academy at Sutter	Rebecca Mortier Principal	rmortier@caliva.org 805-581-0202

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

Increase proficiency and mastery of grade level outcomes for all students in grades TK-12 in math and language arts.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> % of Title students with 1+ year growth on i-Ready Reading Math .  <b>19-20</b> Reading - 45% Math - 29%  <b>Baseline</b> N/A	% of Title students with 1+ year growth on i-Ready Reading - 35.6% Math - 38.0%
<b>Metric/Indicator</b> SBAC ELA grades 3-8, 11 (Distance from Level 3/Standard Met)  <b>19-20</b> 38 points below level 3  <b>Baseline</b> 36.1 points below level 3	35.1 points below standard Declined 4.3 Points
<b>Metric/Indicator</b> SBAC Math grades 3-8, 11 (Distance from Level 3/Standard Met)	100.1 points below standard Decline 7.3 Points

Expected	Actual
<b>19-20</b> 80 points below level 3 <b>Baseline</b> 80.1 points below level 3	
<b>Metric/Indicator</b> College/Career Readiness <b>19-20</b> 16% <b>Baseline</b> N/A	18.4% Increased 8.5%
<b>Metric/Indicator</b> Spring HS Course Pass Rate <b>19-20</b> 87% <b>Baseline</b> 73.5%	84.82% increase 1.3%
<b>Metric/Indicator</b> Percent of English Learner (EL) students who are reclassified <b>19-20</b> 45% <b>Baseline</b> 38.5%	77.3% Increase of 16.2%
<b>Metric/Indicator</b> English Learner Progress <b>19-20</b> n/a - fewer than 30 students tested <b>Baseline</b> n/a - fewer than 30 students tested	N/A Less than 11 students

Expected	Actual
<b>Metric/Indicator</b> % of K2 pupils at/above grade level on i-Ready Reading <b>19-20</b> 78% <b>Baseline</b> 72.3%	92%
<b>Metric/Indicator</b> % of K2 pupils at/above grade level on i-Ready Math <b>19-20</b> 65% <b>Baseline</b> 49.6%	89%
<b>Metric/Indicator</b> Percent of students in grades K-12 achieving a writing rubric score that is on/above grade level by the end of the school year <b>19-20</b> 50% <b>Baseline</b> N/A	N/A (Data not collected)
<b>Metric/Indicator</b>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development	Teacher salaries, training, materials LCFF Supplemental and Concentration 429,513.05	Teacher salaries, training, materials LCFF Supplemental and Concentration 135464.85



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional Development Title II 2,700	Professional Development Title II 2,700
Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.	Universal Screener/Progressing Monitoring Assessment LCFF Supplemental and Concentration 18,373.63	Universal Screener/Progressing Monitoring Assessment LCFF Supplemental and Concentration 799.6
<p>Teachers provide tutoring in reading/ELA and math instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment.</p> <p>Evaluate effectiveness of increased instructional time with credentialed teacher, and make adjustments as appropriate. Continue to regularly and consistently evaluate student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions. (moved from Action 5)</p>		
<p>Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs.</p> <p>Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.</p>	ELD Support: Teachers (Lead), Clerk, Curriculum LCFF Supplemental and Concentration 18,071.30	ELD Support: Teachers (Lead), Clerk, Curriculum LCFF Supplemental and Concentration 11149.12
During 2019-20, we will start a Career Technical Education (CTE) program, Destinations Career Academy (DCA). The program will focus on the importance of career readiness education and the amazing opportunities it can provide for youth in high-demand, high-growth job fields. Our program is offered completely on-line and virtually help prepare students for entry into the workforce or military, or for continuing their education with a post-secondary institution. Being part of a CTE program allows for students to work towards earning a certification and obtaining technical & workplace skills while completing their high school requirements so that at the completion of their high school experience, they have the potential to graduate with a certification in addition to their high school diploma. Our program will	CTE LCFF Supplemental and Concentration 7,626.04	CTE LCFF Supplemental and Concentration 8126.5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
focus on two industry sectors for initial rollout the Business and Finance Sector and the Marketing, Sales, and Services Sector.		
Evaluate effectiveness of interim assessments in identifying 3rd-5th grade students struggling in decoding and fluency. Evaluate effectiveness of placement in MARK 12 reading remediation program. Evaluate 2nd grade students for appropriateness of placement in the MARK12 reading remediation program for second semester, including weekly progress monitoring and instructional support through the Intervention Department.		
All 11th graders will be required to take a Math SBAC Prep course that will be worth 2.5 units (math elective) and will last 10 weeks from the start of semester 2. The course will be made up of 10 blocks, based on the Math standards and focused on the released questions from the SBAC.	SBAC Prep LCFF Supplemental and Concentration 67,111.3	SBAC Prep LCFF Supplemental and Concentration 20456.51
Make stronger connections between what is being taught in GE classroom and what is being reinforced in SAI classes. Assign specific designated supports and accommodations during the Individualized Education Process (IEP) to support access to learning and on the state testing. Increase opportunities for students to access the practice test for state testing.		
<p>Targeted support workshops and small group intervention classes for struggling students (tier 2 and 3). These students are selected through a referral process used to target at-risk learners, as identified by several areas that include teacher observation, lack of progress toward grade-level goals based on CCSS, scoring below grade level expectation on baseline assessments, and parent conferencing.</p> <p>The program will target Tier 2 and 3 struggling learners in a Response to Intervention model. Students working more than one year below age-appropriate grade level are referred for intensive intervention services with a Tier 2 Intervention Support Teacher or a Tier 3 Intervention Specialist. These students are considered the most “at-risk” of failing in math and/or reading, and priority is given to students who are instructionally more than two years below grade level.</p> <p>These students are referred for services by their teacher using the following pieces of data:</p>	<p>Intervention Specialists, Intervention Engagement Specialists Salaries Title I 139,400</p> <p>Administrative Salaries Title I 18,500</p> <p>Curriculum: SBAC Prep, Standards Plus Title I 1,000</p>	<p>Intervention Specialists, Intervention Engagement Specialists Salaries Title I 139,400</p> <p>Administrative Salaries Title I 18,500</p> <p>Curriculum: SBAC Prep, Standards Plus Title I 1,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>* i-Reading Reading and/or Math Diagnostic Assessment</li> <li>SBAC results in ELA &amp; Math for grades 3-8,11 (standardized testing measures)</li> <li>* Teacher judgment based on student progress in current curriculum</li> <li>* Current course placement for grades 9-12</li> <li>* Parent interview</li> </ul>		
Create an Individualized Learning Plan (ILP)/Grad Plan for each student and utilize a Response to Intervention model to determine the level of support each pupil needs.	Student Information System LCFF Supplemental and Concentration 15,796.40	Student Information System LCFF Supplemental and Concentration 15486.67
Continue providing access to resources to supplement AP courses.	AP Support: Standards Based Assessment LCFF Supplemental and Concentration 8.80	AP Support: Standards Based Assessment LCFF Supplemental and Concentration 196.88
Delete Action - Our science courses are now A-G approved so in-person science labs are no longer needed.		
Evaluate and update training sessions for parents on early literacy (including decoding and fluency), grade level writing strategies, and math literacy (i.e. problem-solving strategies). Continue to provide parent support and follow-up to these sessions to ensure parent success with presented material/skills.		
Family Academic Support Liaisons: Family Academic Support Team (FAST) provides academic assistance, encouragement, and support to students and learning coaches when such support/assistance is deemed necessary to achieve academic success in the virtual school environment. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement.	FAST Staff LCFF Supplemental and Concentration 20,243.14  Family Academic Support Liaisons Title I 37,00	FAST Staff LCFF Supplemental and Concentration 12060.91  Family Academic Support Liaisons Title I 37,00
Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Increase Instructional Coaching for teachers as personalized professional development and provide and encourage opportunities for peer observation.	Curriculum Specialists LCFF Supplemental and Concentration 47,619.53  Instructional Coaches LCFF Supplemental and Concentration 79,112.55	Curriculum Specialists LCFF Supplemental and Concentration 44176.87  Instructional Coaches LCFF Supplemental and Concentration 84497.72

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Intervention department leaders provide weekly staff development focused on improving instruction for at risk students. Topics include data driven instruction, observation and feedback cycles, and assessment strategies. Teaching and support staff are responsible for resource development, instructional coaching, and professional development on topics including virtual instruction best practices, implementing targeted instruction strategies, social emotional curriculum supports, and intervention curriculum implementation.	Intervention Coordinator, Intervention Lead Teacher, Intervention Teachers Title II 22,500	Intervention Coordinator, Intervention Lead Teacher, Intervention Teachers Title II 22,500
Increase instructional time by providing K-8 students with a 6-week summer intervention program in math and reading. Provide credit recovery classes in summer for high school students in math, ELA, and history.	Summer School Staff LCFF Supplemental and Concentration 41,421.59  Summer School Staff Low- Performing Students Block Grant (LPSBG) 14,000	Summer School Staff LCFF Supplemental and Concentration 7824.05  Summer School Staff Low- Performing Students Block Grant (LPSBG)
Build new staff members capacity by providing release time for professional development and implementation of school and department processes and programs that support academic growth and proficiency in students in the virtual setting. Topics include: instructional strategies, differentiation and progression of learning, time management, communication, data-driven instruction, etc.	New Teacher Training ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 5,000	New Teacher Training ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Building capacity of teachers by providing math professional development in instructional techniques and strategies to improve student proficiency.	Math Coach ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 67,000  Math Conferences/PD ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 43,000	Math Coach ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)  Math Conferences/PD ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Work with a data consultant to determine the areas of need specific to credit deficient and low performing students and develop action steps at the teacher and student level.	Data Analysis ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) 16,300	Data Analysis ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)

## Goal Analysis

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

n/a

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

### Professional Development:

In the 19-20SY, the Elementary department was focused on providing multiple opportunities for staff to engage in professional development to ensure academic achievement for all students.

August 2019 - All staff met together in three in-person PDs held at locations throughout the state to engage in PDs with topics focused on increasing student achievement for all students. Elementary breakout sessions included student connections, targeting instructional sessions to meet the diverse needs of all learners, utilizing assessments (Star360, Stride PMA, and Reading Fluency) to drive instruction, and the Mastery of Standards Tracker to track student progress.

November 2019 - The Elementary department met virtually, beginning with inspirational stories from both a parent and student speaker who shared their stories of how CAVA has impacted their lives in a positive way. The special education team presented on how to effectively implement accommodations and modifications in a general education classroom, and the instructional coaching team shared how to use the structure of learning objectives to differentiate instruction. Teachers were then able to choose from breakout rooms to best meet their needs on topics including the Mastery of Standards Tracker, Stride platform, utilizing the progress tracker to drive instruction, and conducting learning walks to learn from other teachers.

January 2020 - The Elementary Department met together in-person for a two-day in-person professional development. Teachers engaged in topics including essential elements of instruction, utilizing number talks to enrich math instruction, daily oral language in language arts, and strategies to increase student engagement and attendance. Teachers learned how to leverage data reports to take action in their classrooms, including internal reports and the state dashboard. Time was allocated for grade level data conferencing and collaboration, as well as training on the new instructional platform - Newrow.

April 2020 - The Elementary Department engaged in a virtual professional development with Math Curriculum specialist, Karen Guathier. The PDs were designed to support teachers with the identification and application of resources, routines, and facilitation of mathematical discourse in the virtual classroom.

June 2020 - The Elementary Department welcomed A.J. Juliani in a professional development focused on project based learning focused on scaffolding and structuring activities that promote creativity in students.

The Middle School Department implemented professional development for all staff which focused teachers on student academic proficiency and attendance. These meetings took place as all staff, teams, and individually with administrators. In person PD in August, the agenda included: focus on quality instruction to have each student make at least one year's growth, building relationships,

SAPs, and high priority standards based instruction. In person TCD held in January with focus on Sem 2 priorities of High Quality Instruction, Academic Growth, and Attendance. Data Conferencing with teams and individual teachers. Due to COVID, our professional development was delivered virtually, and continued to focus on student proficiency in math and ELA.

The HS focused on increasing the quality of instruction and student attendance at live sessions to directly impact student learning. Professional development was offered in person through local teaching team collaboration days where the essential elements of a lesson were discussed and agreed upon. Later in the year, professional development was provided to all staff (virtually due to the pandemic) focusing on creative curriculum design to improve student interaction with the content and increase opportunities for greater depth of knowledge. Consultants from the county offices of education were brought in to coach all math teachers in implementing the mathematical practice standards, as well as increase leadership capacity in this area.

FAST was able to provide the PD content as planned, although the delivery was modified to be completely virtual (recorded Trauma & Resiliency training, Excel training, live two-day PD in June (included trauma-informed support training with ECHO, data analysis, and planning for 20-21SY). Trauma & Resiliency monthly coaching extended through the 20-21 SY to better meet the needs of the students.

Universal Screener/Progress Monitoring: All students in grades TK-5th grade were required to complete initial growth measurement assessments in Math and English Language Arts within the first two weeks of enrollment. Students' growth was measured throughout the school year using a variety of formative and summative assessments tools including interim assessments at the end of instructional cycles 1 and 3, as well as additional growth measurement assessments at the end of Semester 1 and Semester 2. Student participation in the Interim 2, as well as EOY assessments declined due to the pandemic. Middle and High School students were required to assess 5 times in the school year: Beginning of year, interim, middle of year, next interim, and end of year. These assessments were set up to provide teachers critical data on mastery of high priority standards. Due to COVID, during the second semester our participation saw a decrease.

FAST support was available to all students in grades TK-12 throughout the 2019-20 SY. During the school closure in quarter 4, FAST continued to reach out to referred students weekly to encourage them to participate in school and complete work each day. FAST provided information and trouble-shooting assistance to all enrolled families, to help families remain engaged even if they were not able to access the online school system. In addition to the services that FAST typically provides, we held additional support sessions for students and also parents/LCs with ideas to help them cope with stress and anxiety related to the pandemic. FAST created a database of COVID-related local, state, and federal resources to assist families struggling to access resources.

The Elementary department did not offer summer school to students in the summer of 2019. A group of teachers were brought on during the summer to develop and compile a library of resources that were to be used to differentiate instruction to align with the DOK framework and structure of learning objectives, as well as develop common formative assessment tools for ongoing progress monitoring of student mastery. Middle School offered summer session to students who were in need of remediation in the high priority standards. This was a 4 week session in math and ELA. Students attended session each day for the 4 weeks. The instruction was planned based on the students' Star360 focus standards from the End of Year assessments. Even with COVID, students attended



and did display growth in the specific standards, as measured by an end of summer assessment. In order to offer more opportunities for high school students to make up credits that may be missing due to the pandemic, the high school expanded summer school offerings to include all core subject areas for graduation. Growth in student enrollment created some staffing challenges that resulted in increased hires, but student participation and completion was higher than in past years.

SBAC preparation was integrated into 11th grade English courses and consumer math, and graduation and enrollment requirements were updated to require students who had not yet met the minimum requirements for math to be enrolled in a math course.

The Destinations Career Academy was launched in 19-20 with three full industry sectors for students. A principal and coordinator were added to this academy to oversee the launch and overall program implementation.

## Goal 2

Increase in student achievement and family engagement through participation in school activities and outings, decision-making, and building a school community that fosters a positive environment which supports daily attendance and increased graduation and course pass rates.

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
<b>Metric/Indicator</b> Parent Engagement  <b>19-20</b> Met  <b>Baseline</b> N/A	Met
<b>Metric/Indicator</b> Percent of parents who attend the Intervention Program Orientation  <b>19-20</b> 50% of parents invited  <b>Baseline</b> Establish baseline 16-17	98.1%
<b>Metric/Indicator</b> Parent/learning coach invites to sessions that pertain to their student's program and/or need including, CCSS and supporting student engagement.  <b>19-20</b>	N//A (data not collected)



Expected	Actual
Met	
<b>Baseline</b> Establish baseline 16-17	
<b>Metric/Indicator</b> School attendance rates <b>19-20</b> 97% <b>Baseline</b> 90%	89.91% Decrease by 1.3%
<b>Metric/Indicator</b> Chronic absenteeism rates <b>19-20</b> 28.5% <b>Baseline</b> n/a	33.7% chronically absent Increase of 5.8%
<b>Metric/Indicator</b> School Climate <b>19-20</b> Met <b>Baseline</b> N/A	Met
<b>Metric/Indicator</b> Dropout Rate <b>19-20</b> 7% <b>Baseline</b> 12.6%	Data not available from the CDE
<b>Metric/Indicator</b> High School graduation rates	67.7% graduated Increase of 7.4%

Expected	Actual
<b>19-20</b> Increase 2% <b>Baseline</b> 46.9%	
<b>Metric/Indicator</b> Spring High School Course Pass Rate <b>19-20</b> Increase 5% <b>Baseline</b> 73.5%	84.82% Increase of 1.3%
<b>Metric/Indicator</b> Pupil suspension rates <b>19-20</b> 0% <b>Baseline</b> 0%	0%
<b>Metric/Indicator</b> Pupil expulsion rates <b>19-20</b> 0% <b>Baseline</b> 0%	0%
<b>Metric/Indicator</b> Parent participation in IEPs <b>19-20</b> 95% <b>Baseline</b> Establish baseline 16-17	N/A (data not collected)
<b>Metric/Indicator</b>	N/A (data not collected)

Expected	Actual
<p>Average number of live sessions that students in each instructional group are attending.</p> <p><b>19-20</b> Increase 5%</p> <p><b>Baseline</b> Establish baseline 16-17</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development		
Evaluate effectiveness of instructional coaching in increasing student engagement in live instructional sessions. Continue to observe and provide teachers with feedback/coaching to improve instruction.		
Continue to provide regular opportunities for student, parent/learning coach, staff, and community feedback to foster a positive school environment and ensure participation in decision-making.		
Parent participation will be solicited by phone calls, emails and participation during and prior to live Individual Education Planning (IEP) meetings. This allows special education teachers to include parents in the process of developing the IEP. Tracking this data will be implemented within CMS Marvin system to track the data for future outcomes. Parent participation in this process will be made at 90% as measured by SEIS and Marvin data bases.		
Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	ELD: Interpreter & Translation Services (CLI/DocTrack) LCFF Supplemental and Concentration 693.82	ELD: Interpreter & Translation Services (CLI/DocTrack) LCFF Supplemental and Concentration 654.37
The Homeless Liaison is responsible for assuring that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. The Homeless Liaison shall coordinate and collaborate with the state coordinator, community	Homeless Liaison Title I 200	Homeless Liaison Title I 200

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
and school personnel responsible for the provision of education and related services to homeless students.		
The Family Engagement Coordinator works to improve the levels of parent and student engagement, ensuring that this increased engagement leads to improved academic achievement. The FEC develops, records, and presents orientations and help desks for new students and families; facilitates and develops opportunities for students and families to come together and work academically and socially; and develops and manages content and serves as the primary contact point for the school social media presence. The FEC creates orientation recordings for staff, trainings on outings and related processes, and maintains school social emotional resources.	Family Engagement Coordinator Title I 2,600  Family Engagement Coordinator (Professional Development Title II 2,500	Family Engagement Coordinator Title I 2600  Family Engagement Coordinator (Professional Development Title II 2500
Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students. Add video conferencing platform as an additional way to communicate with students.	Video Conferencing 445	Video Conferencing LCFF Supplemental and Concentration 6027.78
Monitor daily, weekly, and monthly student attendance, and utilize the FASTeam to support students who exhibit chronic absenteeism with regularly attending school.		
Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.	FAST Staff LCFF Supplemental and Concentration 20,243.14  Social Emotional Support Program LCFF Supplemental and Concentration 5,531.72  Family Academic Support Liaisons Title I 37,000	FAST Staff LCFF Supplemental and Concentration 12060.91  Social Emotional Support Program LCFF Supplemental and Concentration 3401.62  Family Academic Support Liaisons Title I 37,000

## Goal Analysis

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

n/a

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

Elementary teachers completed monthly enduring connections to develop relationships with students in the 19-20SY. In March 2020, connections were increased to twice per month to support students and families during school closure to support increased student engagement in school.

Middle School teachers completed monthly enduring connection calls with each student. Monthly in person outings took place, as well as quarterly celebration outings for those students who met specific academic and attendance criteria. Video conferencing was required for all quarterly academic conferences with students and families, as to have “eyes on the student” to build connections and relationships. Again, once COVID started, all in person meetings were halted. Video conferencing continued for students and families.

The high school developed a homeroom curriculum to integrate social emotional skills and current events. In person outings and orientations were held, as well as a requirement to meet with students face to face via zoom or in person at least quarterly. Due to the pandemic, all face to face requirements, including graduation and outings, were met through video conferencing. Monthly Enduring Connections were implemented to improve student connectedness to school and build relationships between teachers and students. As the pandemic continued, regular communication was provided to all stakeholders to provide clarity of expectations and opportunities for additional support.

Throughout 19-20 SY, we continued to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness. We continued to offer virtual clubs and outings for students, continued offering SEL workshops using the 7 Mindsets curriculum, and increased offerings for parents and learning coaches. Throughout the course of the school year we saw increasing needs to provide more targeted support than was possible with the FAST model (homeless and foster, low-income, social-emotional support). These needs were further amplified by the pandemic. This led to the creation of the Compass program, which launched for the 20-21 SY, and has replaced FAST. The pandemic did not result in any reduction of services from the FAST program. FAST increased the visibility of local, state, and federal resources to assist struggling students and families. This led to the creation of the Compass LiveBinder, which launched in fall 2020 and the implementation of the CareSolace program, coming for 21-22 SY. We refined and modified our Crisis Support Survey to ensure that we could respond to families in need quickly and effectively.

## Goal 3

All students will be taught by highly qualified teachers, and will have access to and instruction using standards-based curriculum, and scaffolding their instruction to meet the varying, diverse needs of their students.

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 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Basic (Teachers, Instructional Materials, Facilities) <b>19-20</b> Met <b>Baseline</b> N/A	Met
<b>Metric/Indicator</b> Implementation of State Academic Standards <b>19-20</b> Met <b>Baseline</b> N/A	Met
<b>Metric/Indicator</b> % of pupils enrolled in a board course of study <b>19-20</b> 100% <b>Baseline</b> 100%	1005

Expected	Actual
<b>Metric/Indicator</b> % of English language learners with access to appropriate ELD support <b>19-20</b> 100% <b>Baseline</b> 100%	1005
<b>Metric/Indicator</b> % of students with access to targeted support programs <b>19-20</b> 100% <b>Baseline</b> 100%	100%

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development		
All teachers are highly qualified and credentialed. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.	Teacher Salaries LCFF Supplemental and Concentration 376,164.33	Teacher Salaries LCFF Supplemental and Concentration 454988.69
Provide students living in a homeless situation a Kajeet Hotspot so they can access their online classes during the day.	Kajeet Hotspots Title I 150	Kajeet Hotspots Title I 150
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).		
Provide an internet subsidy for students who qualify for free and reduced lunch.	Student Internet Subsidy LCFF Supplemental and Concentration 36,891.36	Student Internet Subsidy LCFF Supplemental and Concentration 35789.93

Goal Analysis

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

n/a

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

Elementary teachers provided high-quality standards based instruction in the areas of Math, Language Arts and Science (grades 3-5). Students were invited to targeted instructional sessions based upon their instructional levels, which were reviewed and updated regularly by the teacher utilizing multiple forms of data. Middle school teachers focused on the high priority grade level standards in ELA and math. Sessions were offered to students based on instructional levels. Due to the impact of COVID, instructional sessions were held for all levels of students in each math and ELA session. The high school focused on identifying key priority standards and objectives in each content area and evaluating the curriculum for opportunities to increase student interaction and depth of knowledge. Project based learning became the focus for the CTE courses to prioritize real-world application of standards. The pandemic created a shortage of Kajeet hotspots for MKV eligible student as need increased. This created a shortage of hotspot units available for our students. The company that we purchase hotspots from were out of stock due to the increase demand. We were able to utilize some testing hotspots for homeless families, and we worked with families individually to help them identify free and low-cost local service providers to ensure online school access.



# 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
<p>According to our charter, California Virtual Academy at Sutter is a non-classroom based charter school. The actions listed are designed to meet the needs of our students for the 20-21 school year.</p> <ul style="list-style-type: none"><li>• Students are enrolled in a broad course of study.</li><li>• Instruction is provided synchronously and asynchronously via our online platforms.</li><li>• Students are required to login to the online school daily and attend all assigned live instructional sessions. In the instance of loss of Internet service, families are provided an offline continued engagement plan.</li><li>• Students are provided a laptop and all books/materials for courses. Technical support is available.</li><li>• Low-income families may receive an internet reimbursement.</li><li>• Students experiences homelessness may receive a hotspot.</li></ul>	0	0	

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.

n/a

## Analysis of In-Person Instructional Offerings

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

In the 20-21SY, CAVA Elementary continued to offer instruction synchronously and asynchronously through our online platform. Teachers provided a minimum of 15 hours of live instruction each week to students, who were invited to weekly sessions based upon multiple forms of data to ensure student growth and mastery of standards. Required weekly sessions included targeted Math and ELA, as well as Science for students in grades 3-5. Targeted reteach sessions were also provided for students identified in need of intervention or urgent intervention during the instructional cycle in the areas of Math and ELA.

Teachers individualized student asynchronous assignments in the online school platform to meet students' individual needs, and updated each student's Individualized Learning Plan (ILP) each quarter to align with the student's goals. The Elementary department utilized various forms of data to identify students in need of additional support, particularly those who have experienced learning loss due to school closures in the 19-20SY, including the use of the Star360 assessment throughout the year. Teachers proctored the assessment 5 times during the school year (August, October, December, March, May) to monitor student growth, verify mastery of standards, and identify students in need of intervention. The assessments were live proctored in a live instructional session with the use of webcams to support data fidelity.

Additional opportunities were also provided for students to connect virtually with one another through virtual outings (field trips), assemblies, and semester celebrations. Students engaged in daily asynchronous course work, assigned by their homeroom teacher.

In-person learning and connection opportunities were not offered due to the impact of COVID-19.

In the 20-21 School Year, CAVA Middle School continued our virtual education programming. MS students are required to attend daily sessions in math and ELA. One day a week is designated as a small group day, where students were assigned to review or enrichment sessions in math and ELA. Science classes were held 2 times per week, as well as History. Students are assigned daily assignments by their teachers in all subject areas.

Middle School utilized various forms of data to identify students in need of additional support, particularly those who have experienced learning loss due to school closures in the 19-20SY, including the use of the Star360 assessment throughout the year. Teachers proctored the assessment 5 times during the school year (August, October, December, March, June) to monitor student growth, verify mastery of standards, and identify students in need of tier 3 supports. The assessments were proctored in a live instructional session with the use of webcams to support data fidelity.

Parent surveys were conducted this school year, on the satisfaction of instruction. Parents indicated that they feel strongly that their students have been provided sufficient instruction in grade level content standards.

In the 19-20SY, instruction in the high school focused on quality, small group instruction for all students, designed to meet their individual needs and focus on mastery of content standards. This instruction took place in BlackBoard Collaborate, Newrow, Zoom, or

in person and included small group instruction, targeted tutoring, one-on-one support, enrichment, and other types of teacher-led, standards-based interactive instruction with students.

Live, targeted, interactive instruction was based on CCSS essential, high priority standards and course content. Re-teaching and remediation occurred on those high priority standards and topics for which students struggled, ensuring all students master a guaranteed curriculum. Enrichment opportunities combined with rigorous instruction in high priority standards were provided to students ready for additional challenges.

Effective live lessons included the following key components in every lesson: effective use of instructional time, safe and supportive environment, standards-based with clear objectives, engaging, content-related warm up that hooks students, and a meaningful closing that revisits objectives and links to next lesson, all students are interacting with the content throughout an engaging lesson, continuous opportunities to check for understanding, and gather evidence of student learning through authentic assessment.

The live instruction invitation framework emphasized math and English instruction and took into consideration the overall hours a student is expected to spend in Class Connect each week by limiting class session length to an average of 45 minutes. Students were required to attend approximately 4 math sessions, 3 English sessions, 2 History and Science sessions, and 1 elective session per course per week.

Math and English core instruction focused on priority standards mastery through interactive, small group instruction. To facilitate this, no more than 25% of the class (based upon a single-prep teacher) was invited to a session. Students were grouped by the teacher based upon need as determined by formative assessment, instructional level, course work, and/or teacher observation of skills. Teachers in all content areas provided 15 hours of interactive instruction per week. This included one hour of homeroom instruction each Friday morning, focused on 7 Mindsets, study skills, and success in the online school. Required content hours were scheduled during designated blocks to eliminate conflicts in student schedules.

Each school year is broken into instructional cycles. These cycles provide opportunities for teachers and academic leaders to collaborate and analyze student performance data to re-group and re-strategize to provide appropriate instruction that promotes growth for all students. Each cycle provides an opportunity for data analysis, student grouping, data meetings with administration, and instructional planning, and PLC meetings are structured during these cycles to promote a culture of data driven instruction throughout the instructional cycle with a focus on the four essential questions above.

Homeless students are provided with targeted supports as needed, including enrollment assistance, supplementary academic support, social-emotional support, school-related transportation assistance, case management, and referrals to community agencies. One of the successes of the past year was the hiring of a dedicated staff member to oversee support for homeless students, the Compass Program's McKinney Vento & Foster Youth Coordinator. During the 2019-2020 school year, there were 510 TK-12 homeless referrals submitted for California Virtual Academies students. Through the end of Fall semester 2020, 287 homeless students have been served.

In spring 2020, we faced a challenge in providing an adequate supply of hotspots to students who struggled with lack of internet access. Lack of access was exacerbated by widespread closures of locations that offer free wi-fi, such as local libraries. At the close of the 2019-20 school year, hotspot availability was restricted due to shortages of units from manufacturers. We made additional

purchases of hotspots prior to the start of the 2020-21 school year, using both CARES funding and additional Title I funds. Staff members also provided families with local community resources to connect them with free and low-cost internet resources.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>According to our charter, California Virtual Academy at Sutter is a non-classroom based charter school. The actions listed are designed to meet the needs of our students for the 20-21 school year.</p> <ul style="list-style-type: none"> <li>• Students are enrolled in a broad course of study.</li> <li>• Instruction is provided synchronously and asynchronously via our online platforms.</li> <li>• Students are required to login to the online school daily and attend all assigned live instructional sessions. In the instance of loss of Internet service, families are provided an offline continued engagement plan.</li> <li>• Students are provided a laptop and all books/materials for courses. Technical support is available.</li> <li>• Low-income families may receive an internet reimbursement.</li> <li>• Students experiences homelessness may receive a hotspot</li> <li>• Graduation Coaches ensure students are on track to graduate.</li> <li>• Socio-Emotional and Engagement team, including Engagement Coaches, Community Coordinator, Support Coordinators, and Onboarding Specialist, provide targeted support to build relationships, and bring about success and engagement.</li> <li>• MKV &amp; Foster Support Coordinator ensure all students have full and equal access to school programs and support to meet academic standards.</li> <li>• ELD teachers provide English Learners with synchronous designated ELD classes.</li> </ul>	10874315	10245649	Yes

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

n/a

## 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.

### Elementary

#### Continuity of Instruction

In the 20-21 school year, the Elementary department was able to ensure the continuity of instruction for students without disruption. If an individual student experienced lack of access to the internet, teachers or leaders were able to provide a continued student engagement plan that provided instructions for work to be completed offline or in lieu of live instructional sessions.

#### Access to Devices and Connectivity

We were able to continue offering students laptop computers at the start of the school year as part of the enrollment process. At any time during the school year, families could request a school-issued laptop if they did not request one initially during the school year. Technical support was provided to support families with any issues with school-issued computers, and school administrators can escalate any unresolved concerns to ensure no loss of learning due to technology issues.

#### Pupil Participation and Progress

In the 19-20 school year, the Elementary department was broken into three campuses by grade-bands (TK-1, 2-3, and 4-5). At the end of the first, students showed the following pass rates by grade-band and campus. Pass rates are calculated in the Elementary department by the percent of courses on track for 80% of the expected progress completion by the end of the school year. Expected progress is set by the teacher based upon the student's course start date and individual assignments.

##### TK-2

Math - 80.2%

ELA - 82.5%

##### 2-3

Math - 68.7%

ELA - 86.0%

##### 4-5

Math - 71.5%

ELA - 51.7%

Due to growth in enrollment during the 20-21 school year, the Elementary department moved to four campuses by grade bands (TK-2, K-3, 3-5, and 3-5). Pass rates are broken down by grade band (TK-2 and 3-5) and calculated by the percent of courses on track for 80% of the expected progress completion by the end of the school year. Expected progress is set by the teacher based upon the student's course start date and individual assignments.

TK-2

Math - 83.8%

ELA - 84.7%

3-5

Math - 84.7%

ELA - 59.9%

Teachers continued monthly enduring connection calls in the 20-21 school year with the goal to develop the teacher:student relationship. Parent teacher conferences were held twice per year to review student progress and goals.

Teachers continued to review formative assessment data to provide targeted content sessions to students in Math and Language art each week, in addition to targeted reteach sessions to remediate skills to ensure verifiable student learning. At the close of Semester 1 in the 19-20SY, on average 63% of K-2 students and 79% of 3-5 students attended their required targeted sessions in Math. In comparison to the end Semester 1 in the 20-21SY, 75% of K-2 students and 79% of 3-5 students attended their required targeted sessions in Math. At the close of Semester 1 in the 19-20SY, on average 63% of K-2 students and 67% of 3-5 students attended required targeted sessions in ELA. At the end of Semester 1 in the 20-21SY, 74% of K-2 students and 79% of 3-5 students attended required targeted sessions in ELA.

#### Distance Learning Professional Development

Elementary staff was focused on continuous improvement through the use of professional development in the 20-21SY. While the department was not able to meet in-person due to COVID-19 restrictions, both teachers and leaders engaged in virtual opportunities aligned with the school and department goals. Professional developments included grade-level specific math coaching focused on the implementation of tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, and posing purposeful questions that elicit and use evidence of student thinking to guide instruction; a virtual conference focused on improving student outcomes in math, reading, student engagement, social-emotional learning, and parent engagement; a leadership professional development on utilizing strengths-based targeted feedback after classroom visits to increase student outcomes through high quality instruction; and a teacher professional development focused on leveraging technology to enhance instruction.

The school adopted a new instructional platform, Newrow, that allowed for a more interactive learning experience for students during live instruction. Synchronous and asynchronous trainings were provided to teachers prior to making the platform 'live', and a group of 60 elementary teachers piloted the platform with their classroom prior to the release to provide feedback. Live staff training was provided, which included a panel of pilot teachers to answer FAQs from teachers. Live support was also provided to students and learning coaches to support their transition to the new platform at the start of the spring semester in 2021.

### Staff Roles and Responsibilities

The Elementary department partnered with the school SEL Coordinator to offer monthly professional development to both teachers and parents aligned with the 7 Mindsets. Additionally, elementary students were invited to participate in 7 Mindsets workshops hosted by the compass team. The elementary department is piloting a CASEL 5 Morning Meeting beginning in April 2021 - June 2021 with select teachers, which intentionally incorporates the CASEL 5 SEL competencies in a daily morning meeting to promote the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, while also building a strong virtual classroom community.

Elementary teachers utilized the iSafe curriculum in the Spring of 2021 in their homeroom classrooms to provide CIPA compliant lessons on how to interact with others on social networking websites, as well as cyber-bullying awareness and response. In addition, Elementary partnered with the compass team to host anti-bullying assemblies in April 2021. The assemblies were scheduled by grade level and tailored based upon the age of the invited attendees.

### Middle School

In the 20-21 school year, the Middle School was able to continue instruction for students without disruption. If an individual student experienced lack of access to the internet, teachers or leaders were able to provide a continued student engagement plan that provided instructions for work to be completed offline or in lieu of live instructional sessions.

We were able to continue offering students laptop computers at the start of the school year as part of the enrollment process. At any time during the school year, families could request a school-issued laptop if they did not request one initially during the school year. Technical support was provided to support families with any issues with school-issued computers, and school administrators can escalate any unresolved concerns to ensure no loss of learning due to technology issues.

### Pupil Participation and Progress

At the end of the 19-20 school year, students showed the following pass rates (rolled up that include ELA, Math, History, Science, PE, and electives):

6th Grade- 80.6%

7th Grade - 80.6%

8th Grade - 81.1%

In the 20-21 School Year, for the Fall Semester, students showed the following pass rates (rolled up that include ELA, Math, Science, PE, and electives):

6th Grade - 78.6%

7th Grade - 78.7%

8th Grade - 77.5%



Teachers continued monthly enduring connection calls in the 20-21 school year with the goal to develop the teacher:student relationship. Parent teacher conferences were held three times per year to review student progress and goals.

Teachers continued to review formative assessment data to provide targeted content sessions to students in Math and Language art each week, in addition to targeted reteach sessions to remediate skills to ensure verifiable student learning.

At the close of Semester 1 in the 19-20SY, on average 70% of students attended their required targeted sessions in Math. In comparison to the end Semester 1 in the 20-21SY, 75% students attended their required targeted sessions in Math.

At the close of Semester 1 in the 19-20SY, on average 70% of students attended required targeted sessions in ELA. At the end of Semester 1 in the 20-21SY, 75% of students attended required targeted sessions in ELA.

Middle School staff focused on continuous improvement through the use of professional development in the 20-21SY. While the department was not able to meet in-person due to COVID-19 restrictions, both teachers and leaders engaged in virtual opportunities aligned with the school and department goals. Professional developments included the Response to Intervention approach with students, social-emotional learning, and parent engagement; a leadership professional development on utilizing strengths-based targeted feedback after classroom visits to increase student outcomes through high quality instruction.

Middle School partnered with the school SEL Coordinator to offer monthly professional development to both teachers and parents aligned with the 7 Mindsets. Additionally, students were invited to participate in 7 Mindsets workshops hosted by the compass team.

Middle School teachers utilized the iSafe curriculum in the Spring of 2021 in their homeroom classrooms to provide CIPA compliant lessons on how to interact with others on social networking websites, as well as cyber-bullying awareness and response. In addition, Middle School partnered with the compass team to host anti-bullying assemblies in February 2021. The assemblies were scheduled by grade level and tailored based upon the age of the invited attendees.

## High School

### Continuity of Instruction

In the 20-21 school year, the High School department was able to ensure the continuity of instruction for students without disruption. If an individual student experienced lack of access to the internet, teachers or leaders were able to provide a continued student engagement plan that provided instructions for work to be completed offline or in lieu of live instructional sessions.

### Access to Devices and Connectivity

We were able to continue offering students laptop computers at the start of the school year as part of the enrollment process. At any time during the school year, families could request a school-issued laptop if they did not request one initially during the school year. Technical support was provided to support families with any issues with school-issued computers, and school administrators can escalate any unresolved concerns to ensure no loss of learning due to technology issues.

At the end of the fall semester, the pass rate was 76%. Teachers continued to review formative assessment data to provide targeted content sessions to students in all subjects each week, in addition to targeted reteach sessions to remediate skills. At the close of fall in the 19-20SY, on average 47% of HS students attended their required live sessions. In comparison to the end fall in the 20-21SY, 63% of HS students attended their required sessions. This is due in part to the consistent messaging during the launch of the 20-21 school year and follow up of our staff regarding the importance of attending live classes.

#### Distance Learning Professional Development

High School staff was focused on continuous improvement through the use of professional development in the 20-21SY. While the department was not able to meet in-person due to COVID-19 restrictions, both teachers and leaders engaged in virtual opportunities aligned with the school and department goals. Professional development included math teacher coaching from the SCOE math team, focused on the implementation of tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, and posing purposeful questions that elicit and use evidence of student thinking to guide instruction; a virtual conference lead by George Courous, focused on advocating for student voice and creating student agency in the classroom and a teacher and admin professional development, offered by Solution Tree, focused on intervention and the PLC process at work.

The school adopted a new instructional platform, Newrow, that allowed for a more interactive learning experience for students during live instruction. Synchronous and asynchronous trainings were provided to teachers prior to making the platform 'live', and a group of HS teachers piloted the platform with their classroom prior to the release to allow the school to gather feedback from both staff and students. Live staff training was provided, which included a panel of pilot teachers to answer FAQs from peers. Live support was also provided to students and learning coaches to support their transition to the new platform at the start of the spring semester in 2021.

#### Staff Roles and Responsibilities

In response to COVID, CAVA and the bargaining unit agreed upon terms that allowed for teachers to continue to support students and provide instruction with flexibility as needed when affected by the pandemic. The high school department staff readily jumped in to ensure all students were supported during this time. Teachers focused on ensuring students attended daily and continually progressed in courses, building relationships with every student through monthly connections, and ensuring all available supports are exhausted in an effort to ensure student success. Administration was able to collaborate with teachers to support them through personal challenges related to COVID, and grad coaches were hired to support the guidance and leadership teams in gathering comprehensive data to ensure students are meeting college and career indicators.

#### Grades K-12

Small group ELD classes are provided for all English learners. Instruction is divided into 4 cycles, each about 8 weeks. During cycle 2, the second half of the first semester, the participation rate for K-8 grade EL's was 66%. These students are given a goal for the cycle and 57% successfully completed their goal. Students in grades 9 and 10 are enrolled in an ELD elective credit course, 69% of these students passed their course.

As of the end of Fall semester 2020, Compass has seen a 37% YOY growth in the number of students served. The reorganization of staff structure and the addition of a light support path through Continuing Care has allowed us to greatly increase the capacity of students we are able to assist through our support program. Due to changes in the program, we have found that we need to review our data tracking to better understand the outcomes for student support.

In addition to at-risk supports, Compass assisted with our largest and most condensed onboarding cohort ever this past fall. From the first day of school through mid-September, the number of students onboarded was 186% of those served during 2019-20. Despite the challenges of serving a vastly larger pool of students and families, Compass was able to improve on-time orientation completions by more than 16%. Although there were significant challenges in serving this large cohort, we developed new and effective strategies to support our new students – such as the Welcome email, weekly onboarding newsletters through smore, Parent Square communication, and the development of the Open House support sessions. We showed gains in multiple areas in satisfaction and prep on Pulse Checks 1 & 2.

For Homeless and Foster Youth, our YOY numbers are stable. The addition of a position focused on homeless and foster support has allowed us to offer additional supports and services to our homeless students that we struggled to organize in previous years – including timely hotspot provisioning, intensive troubleshooting for those hotspots, and providing hygiene kits for families. We have also been able to identify additional community resources for families and training opportunities for staff, which has been communicated to our school community through the weekly Compass Connection newsletter.

All Individual Education Plans (IEPs) have continued to be implemented as outlined in each student's program plan. Students served through non-public schools or alternative placements have received services according to their IEP. During school closure periods, distance learning models are considered by IEP teams. All specialized academic instruction delivered at California Virtual Academies has continued as outlined in each IEP. Most of our student services were already served virtually and services were uninterrupted. We also complete most of our assessments virtually or at least attempt to before a team or assessor deems that the student needs to be assessed in person. This SY, for those needing in-person services and assessments, parents had to consent to be seen in person as well as have a provider that had also resumed in-person services. These families were offered virtual services in the interim until in-person services were able to be resumed. With their agreement to virtual services, these were provided by their current provider or a different, existing virtual provider. We have a minimal amount of outstanding assessments that still need to be completed in person and parents have not consented to meet in-person.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"><li>• Benchmark assessment identifies areas of strength and weakness in reading and math.</li><li>• Instructional Leads oversee and monitor the response to instruction to increase student achievement in Math and ELA.</li><li>• Supplemental intervention programs provided to students experiencing significant learning gaps.</li><li>• Professional Learning Community focused on evaluating the effectiveness of live instructional practices and creating common assessments.</li><li>• Instructional Coaches monitor and assess the effectiveness of instruction taking place in live sessions.</li></ul>	316613	1122193	Yes

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.

n/a

## 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.

In all departments, teachers participate in weekly PLCs to answer the four critical questions: what do we want all students to know and be able to do; how will know if they learn it; how will we respond when some students do not learn; and how we will extend learning for students who are already proficient? The work done in PLCs drives support for students who are experiencing learning loss, as teachers are identifying essential standards, discussing best instructional strategies, creating common formative assessments to verify student learning, reviewing assessment data, and reviewing best practices for reteach and enrichment.

## Elementary

### Pupil Learning Loss

Various forms of assessment was used to verify student learning and determine appropriate supports and interventions for students in need of remediation, including pupils who experienced learning loss resulting from COVID-19. The Star360 assessment was utilized to track student growth throughout the school year. At mid-year in the 19-20SY, 64% of students in grades K-2 and 60% of students in grades 3-5 showed growth in their percentile ranking when compared to their initial assessments at the beginning of the year. In the 20-21SY, 65% of K-2 students and 58% of 3-5 students showed growth in their percentile rankings at mid-year in reading. Math results from the 19-20SY showed that 69% of K-2 students and 58% of students showed percentile rank growth at mid-year. when compared to mid-year growth in the 20-21SY, 65% of K-2 students and 54% of 3-5 students showed growth in Math.

At mid-year in the 20-21SY, 56% of elementary students scored advanced or proficient in Reading. 55% of elementary students score advanced or proficient in Math at mid-year.

### Pupil Learning Loss Strategies

Multiple forms of assessment are used to identify specific supports to meet the academic, behavioral, and social goals of the individual student within the elementary program. For students who are demonstrating a specific need in Math and/or ELA, the general education teacher will begin by providing remediation for the student within targeted weekly reteach sessions via live instructional sessions (Tier 2). Students who require more intensive support are referred to participate in our intensive support programs (Tier 3) for reading (MindPlay) or Freckle). Tier 3 programs are overseen by Elementary Instructional Leads who work in partnership with the teacher to develop appropriate support plans to ensure the student is able to continue to work in Tier 1 and Tier 2 supports ,while also spending the prescribed amount of time in Tier 3 supports.

### Effectiveness of Implemented Pupil Learning Loss Strategies

In the 19-20SY, elementary teachers provided targeted reteach sessions at the conclusion of each instructional cycle to selected students that demonstrated a specific need after the interim assessment. In the 20-21SY, reteach was embedded within the weekly instructional cycle to support immediate action to support students who required immediate support with reteach and remediation. Class connect attendance data shows an increase of overall attendance of 12% when compared to the 19-20SY for required live sessions for both Math and ELA in all grade bands.

The 20-21SY was our first year of implementation of both the Freckle (Math) and Mindplay (Reading) programs for intensive intervention support. Mid-year assessment data showed that students who were enrolled in Freckle math for 6 weeks or more (592 students), 63% of students made percentile growth from the beginning of the year assessment to the mid-year assessment. Additionally, the number of students enrolled who were identified as 'urgent intervention' decreased by 16.7% when comparing from initial assessments to mid-year. There was also an increase of 12.3% of students who scored advanced or proficient. Mid-year assessment data for Mindplay (Reading) showed that for students enrolled in the program for 6 weeks or more (904) students, 63% of students made percentile growth from the beginning of the year assessment to the mid-year assessment. Additionally, the number of students identified as 'urgent intervention' decreased by 14.4%, and those identified as advanced or proficient increased by 9.7%.

## Middle School

Middle school uses the Star360 assessment to track student growth throughout the school year.

At mid-year in the 19-20SY, the students made the following growth, based on percentile rank:

Math:

6th: 41.8%

7th: 40.1%

8th: 40.2%

ELA:

6th Grade - 42.3%

7th Grade - 39%

8th Grade - 40%

In the 20-21SY, the students made the following growth, based on percentile rank:

Math:

6th - 54.5%

7th - 60.5%

8th - 56.8%

ELA:

6th Grade - 47.3%

7th Grade - 50.7%

8th grade - 50.4%

Multiple forms of assessment are used to identify specific supports to meet the academic, behavioral, and social goals of the individual student. For students who are demonstrating a specific need in Math and/or ELA, the general education teacher will begin by providing remediation for the student within targeted remediation sessions via live instructional sessions (Tier 2). Students who require more intensive support are referred to participate in our intensive support programs (Tier 3) for reading and math are enrolled in the Freckle Program. Tier 3 programs are overseen by Middle School Instructional Leads who work in partnership with the teacher to develop appropriate support plans to ensure the student is able to continue to work in Tier 1 and Tier 2 supports ,while also spending the prescribed amount of time in Tier 3 supports.

## High School

In all departments, teachers participate in weekly PLCs to answer the four critical questions: what do we want all students to know and be able to do; how will know if they learn it; how will we respond when some students do not learn; and how we will extend learning for

students who are already proficient? The work done in PLCs drives support for students who are experiencing learning loss, as teachers are identifying essential standards, discussing best instructional strategies, creating common formative assessments to verify student learning, reviewing assessment data, and reviewing best practices for reteach and enrichment.

Multiple forms of assessment are used to identify specific supports to meet the academic, behavioral, and social goals of the individual student. For students who are demonstrating a specific need in Math and/or ELA, the general education teacher will begin by providing remediation for the student within targeted remediation sessions via live instructional sessions (Tier 2). Students who require more intensive support are referred to participate in our intensive support programs (Tier 3) for reading and math are enrolled in the Freckle Program. Tier 3 programs are overseen by Middle School Instructional Leads who work in partnership with the teacher to develop appropriate support plans to ensure the student is able to continue to work in Tier 1 and Tier 2 supports ,while also spending the prescribed amount of time in Tier 3 supports.

### High School

High school uses the Star360 assessment to track student growth throughout the school year. HS students take the Star360 assessment 5 times each year. The data from these assessments is shared with families and teachers. Math and ELA teachers utilize PLC time to review assessment data and plan for upcoming sessions.

#### 19-20 Star360 Results from Fall and Spring:

Reading Fall - Spring

Below Basic 41% - 43%

Basic 33% - 30%

Proficient 18% - 17%

Advanced 8% - 10%

Math Fall - Spring

Below Basic 29% - 33%

Basic 28% - 27%

Proficient 30% - 29%

Advanced 13% - 12%

For comparison, here is the 20-21 data for Star360:

#### 20-21 Star360 Results from Fall and Spring:

Reading Fall - Spring

Below Basic 44% - 46%

Basic 33% - 29%

Proficient 17% - 17%

Advanced 6% - 8%



Math Fall - Spring  
Below Basic 37% - 34%  
Basic 29% - 29%  
Proficient 26% - 26%  
Advanced 8% - 11%

Teachers are also using assessment in content courses and common assessments developed as part of the PLC process to identify areas of need and provide targeted instruction and reteaching.

#### Grades K-12

Our special education department has continued to address learning loss on an individual basis. Such decisions are guided by the review of data and team discussion. The special education department has provided staff training during the 2020-2021 school year that addresses improving instructional practices and communication with families and students. Any additional supports or services that are deemed necessary to address learning loss is provided. Our students in special education have access to all interventions and supports offered through the general education program as well as their respective related services as outlined in their IEPs. Learning loss for our students was impacted by the fact that our schools are virtual, so many of the services continued to be offered uninterrupted.

The English learner population increased 45% during 20-21. We hired additional ELD Specialists to support the increase in population.

At the start of the 20-21 school year, Compass started the Pathways Program, a multi-level support program, led by school Engagement Coaches, which provides direct intervention to families who need additional resources or who are struggling to meet school engagement expectations. The goal is to understand the root cause leading to low engagement, and then to work with the family and school stakeholders to find workable solutions and supports. Students who are homeless, foster, or with exceptional needs receive expedited placement in Compass support as needed.

Compass Staff support engagement and accountability with the family through frequent check-ins, attendance and progress monitoring, and weekly contracts. Compass Pathways offers varying degrees and terms of support, dependent on the specific needs of the student as identified by the teacher and/or family. Consistent focus on attendance and engagement during the current school year have resulted in improvements. For Fall 2020, Compass students had a 56% class connect attendance rate, which was a 6% YOY improvement. Looking at overall attendance, during the 2019-20 school year, participants in the FAST program typically had a 15% school absentee rate. As of the end of Fall Semester 2020, the absentee rate for Compass participants had reduced to 8%.



## 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.

Throughout the 2019-20 school year and into 20-21, we have found increasing numbers of families self-reporting that they or their students were struggling with mental health issues. In 19-20, Compass started a Crisis Support Referral system to provide community support linkages to families impacted by a personal or family crisis, tragedy, or natural disaster. In 2019-20, we received 27 crisis referrals. For 20-21, we've received 80 crisis support requests, which is already a 33% YOY growth in referrals, with several months left in the current school year.

Our Compass Program was restructured at the start of the 20-21 school year to better address the needs of students facing social-emotional and mental health challenges. This was done through the creation of the Social Support Coordinator role and the creation of long-term support through the Continuing Care model. In 2019-20, FAST received 273 social-emotional support requests. For Fall Semester 2020, our social-emotional referral rate 200% from what was seen in the fall of 2019. Through the end of fall 2020, we've served 198 students with requests for social-emotional support.

Additional direct supports to families and staff have been provided through the creation of the Compass Virtual Calming Room, the creation of the Compass Live Binder resource collection, and the partnership with Care Solace to increase the availability of mental health care linkages for our school community.

Compass has provided trauma-informed training through ECHO and suicide prevention training through Living Works. These professional development opportunities have increased awareness of the problem of trauma and the difficulties it creates for our students. Additionally, the redesign of our support program from FAST to Compass created an opportunity to create the Social Support Coordinator positions, through which we can provide more nuanced support to students who are facing social-emotional difficulties.

In SY 20-21, CAVA created a plan to increase SEL awareness and skills. To make the most substantial impact upon the school's culture, all stakeholders are involved in the SEL mission. There are consistent training and support for administrators, teachers, parents, and students. An SEL committee has been formed and represents all stakeholders. Teachers are given additional training on integrating SEL strategies within their curriculum and using a virtual platform. Administrators are invited to the teacher's professional development and are given techniques to look for in their classroom observations. Because we know that teaching to the whole child is essential in impacting school culture, parents are offered monthly SEL training. Each parent training focuses on the 7 mindsets and offers SEL parenting strategies. Students receive the 7 Mindset's curriculum during their homeroom gathering with their teachers and participate in assemblies throughout the year, to strengthen their growth mindset. We have gathered beginning of the year data to identify a baseline of Social-Emotional Learning efficacy among all stakeholders, and will send out a mid-year and end of year survey to see the program's growth and impact. The SEL team will evaluate year over year data as they move into the next steps of the implementation plan.

The following baseline data was instrumental in identifying a strong need for better SEL knowledge and our CAVA staff skills.

48% of teachers reported using Social and Emotional Learning techniques with students and Learning Coaches

31% of teachers reported being not prepared to teach Social and Emotional Learning to students

56% of teachers reported being somewhat prepared to teach Social and Emotional Learning to students

13% of teachers reported being very prepared to teach Social and Emotional Learning to students

## 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.

Elementary teachers make personal enduring connections with their students each month, and also hold formal student support meetings each quarter. Formal parent teacher conferences are held at the conclusion of quarter 1 and quarter 3, although informal communication occurs regularly between teachers and parents to support student success.

Cross-department collaboration is key to ensuring the support of each student's academic, social, and behavioral goals. This includes ongoing collaboration with the special education, ELD, Compass, and Attendance teams on the development of student support plans. Teachers and leaders work together with other departments to identify appropriate supports to remove barriers to student learning and plans to re-engage students in their learning.

Middle School teachers have conducted monthly enduring connection calls with each student. These calls are an avenue to connect with each student not only on their academic achievements and goals, but also a way to check in on what is happening in the student's life (home, friends, interest, etc).

Further, middle school students and teachers hold quarterly parent conferences to review assessment results, completed assignments, as well as the family check in.

Middle school administrators and teachers meet weekly at our Wildly Important Goal (WIG) sessions to review student data in academics and attendance. Based on the data, teachers create commitments for the week to support specific student needs.

In the 19-20SY, high school teachers conducted monthly enduring connection calls with each student. These calls are an avenue to connect with each student not only on their academic achievements and goals, but also a way to check in on what is happening in the student's life (home, friends, interest, etc). Further, high school students and teachers hold quarterly family teacher conferences to review assessment results, completed assignments, as well as the family check in.

High school administrators and teachers meet weekly at our Wildly Important Goal (WIG) sessions to review student data in academics and attendance. Based on the data, teachers create commitments for the week to support specific student needs.

Teachers continued monthly enduring connection calls in the 20-21 school year with the goal to develop the teacher:student relationship. Family/teacher conferences were held twice per year to review student progress and goals.

High schools teachers meet weekly in PLC groups to collaborate with their content peers on assessment results, best practices, and future planning.

The spread of the Covid-19 virus led to the cancellation of all in-person engagement opportunities for students, starting in March 2019, and continuing for the 20-21 school year. We swiftly restructured to provide a myriad of virtual, online opportunities to allow students and families to connect with each other and with our school community. We broadened our use of Parent Square to better communicate engagement opportunities to families, and we now offer the LC Community through the K12 app, which is an online platform for parents/LCs to connect and collaborate.

Each month we offer all-school/all staff connection days which are made-up of virtual outings, service-learning opportunities, and other engaging activities (assemblies, family fairs, etc.). There are, on average, 175 virtual outing opportunities offered each month with an average of 960 students signing up to attend events each month. Online Clubs/Project-Based Learning opportunities have been expanded, with 32 different club options available and more than 1700 students have signed up for club opportunities. Quarterly students are recognized for their engagement/attendance.

Each semester students are invited to a celebration virtual assembly to acknowledge their hard work. Students must meet the following engagement criteria to qualify:

- \* 95% Attendance
- \* 90% attendance at required targeted instructional sessions
- \* Completion of STAR 360 assessment assigned during quarter

In addition to the above, Compass offers Social Emotional Learning (SEL) workshops, assemblies, and sessions to help families and students understand our program through early and meaningful connections. Other activities include:

- \* Summer Fun Programs
- \* Monthly CAVA Speaker Series
- \* Monthly CAVA Read Aloud
- \* Monthly 7 Mindsets Assemblies, Newsletters, and Awards
- \* Monthly Parent Coffee Chats
- \* Virtual Book Fair
- \* K12 LC Community (an online platform for parents/LCs to connect and collaborate)
- \* Orientations (offered throughout the school year, targeted to support students throughout the first year with our school)
- \* Weekly Onboarding Help Desk (attendance, online school navigation, general support)
- \* Virtual Calming Room (music, guided meditation, coloring, games)
- \* LC University

## Analysis of School Nutrition

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

N/A (Non-site based charter school)

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

n/a

## 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.

Our school has always been an independent study virtual program, distance learning is what we do well. COVID did however impact our students. Many students need for social emotional support increased greatly. The Social Emotional Learning, Prevention and Intervention program will be expanded next year. Our school had a significant increase in population. Support for homeless students will increase with additional hours of a homeless liaison.

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

Pupil learning loss will continue to be measured locally using Star360. Teachers will review formative assessment data to provide targeted content sessions to students in Math and Language art each week, The work done in Professional Learning Communities drives support for students who are experiencing learning loss, as teachers are identifying essential standards, discussing best instructional strategies, creating common formative assessments to verify student learning, reviewing assessment data, and reviewing best practices for reteach and enrichment. We will continue with the PLC model implemented in the 20-21 school year and work to improve them through continued professional development and coaching. The Compass program will continue to refine their interventions for low income students and well as strengthen community involvement.

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.

n/a

# 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.

Chronic absenteeism will remain an area of focus with a closer look at the needs of specific subgroups. The school's weekly data driven actions are resulting in improvement of overall chronic absenteeism across all subgroups through regular review and remediation of attendance concerns. A disparity in chronic absenteeism rates among specific subgroups is recognized, and this will be a continued focus in the school's strategic plan.

The work done in Professional Learning Communities drives support for students who are experiencing learning loss, as teachers are identifying essential standards, discussing best instructional strategies, creating common formative assessments to verify student learning, reviewing assessment data, and reviewing best practices for reteach and enrichment. We will continue with the PLC model implemented in the 20-21 school year and work to improve them through continued professional development and coaching.

In response to lower than desired college and career preparedness rate, the school will continue to expand the Career and Technical Education program offerings and increase enrollment in these programs. A WBL Specialist position will be added to increase opportunities for students to take part in local WBL experiences that include offerings such as job shadowing, career/college fairs, and internships as part of their CTE program experience. In 20-21, the school created a graduation coach team to address graduation rate and credit deficiency and ensure accuracy of student data related to career college indicators. The schoolwide goals focusing on proficiency ensure that student grades and engagement in courses are constantly monitored to prevent credit deficiency, and the graduation coach team monitors credit deficiency to proactively identify needs for credit recovery and summer school opportunities. Credit recovery opportunities will be expanded to allow students more opportunities to recover lost credits at a faster rate for on time graduation.

The 9th and 10th grade English language development credit course was successful. The school will expand this to other grades.

The Compass program will continue to refine their interventions with students and well as strengthen community involvement. COVID brought to light many social emotional needs that need to be addressed during school. The school is adding a social emotional learning, prevention, and intervention component to the Compass program.

Lastly, the school as planned a robust summer 2022 program in anticipation of the need for continued recovery from learning loss due to COVID.

## 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](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- 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	1,560,416.70	1,083,412.98
	445.00	0.00
ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)	131,300.00	0.00
LCFF Supplemental and Concentration	1,184,421.70	853,162.98
Low-Performing Students Block Grant (LPSBG)	14,000.00	0.00
Title I	202,550.00	202,550.00
Title II	27,700.00	27,700.00

\* 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	1,560,416.70	1,083,412.98
	1,560,416.70	1,083,412.98

\* 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	1,560,416.70	1,083,412.98
		445.00	0.00
	ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)	131,300.00	0.00
	LCFF Supplemental and Concentration	1,184,421.70	853,162.98
	Low-Performing Students Block Grant (LPSBG)	14,000.00	0.00
	Title I	202,550.00	202,550.00
	Title II	27,700.00	27,700.00

\* 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	1,077,997.33	528,039.68
Goal 2	69,213.68	64,444.68
Goal 3	413,205.69	490,928.62

\* 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		
Distance Learning Program	\$10,874,315.00	\$10,245,649.00
Pupil Learning Loss	\$316,613.00	\$1,122,193.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$11,190,928.00	\$11,367,842.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$10,874,315.00	\$10,245,649.00
Pupil Learning Loss	\$316,613.00	\$1,122,193.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$11,190,928.00	\$11,367,842.00



# 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
California Virtual Academy at Sutter	Rebecca Mortier Principal	rmortier@caliva.org 805-581-0202

## Plan Summary [2021-22]

### General Information

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

In fall of 2020, CAVA @ Sutter had a total enrollment of 1,420, an increase of 1,106 from last year. English learners were 2.4% of the population which is similar to last year. 64% of students are low-income. The total number of low-income students went from 705 to 908. The number of foster youth and homeless students increase from 8 to 25 students in fall 2020. The number of students with disabilities was 158 or 11.1% in fall 2020. Our largest student groups of focus are socioeconomically disadvantaged (low-income), students with disabilities, and the ethnicity subgroup of white students.

Elementary - 531  
Middle School - 392  
High School - 497

Ethnicity  
Filipino - 2.2%  
Two or More Races - 5.2%  
Asian - 5.6%  
African American - 16.5%  
White - 43.4%  
Hispanic or Latino - 23.7%

The mission of California Virtual Academy @ Sutter is to foster relationships and build a community of engaged learners through dynamic, high-quality instruction. Working in partnership with students, parents/learning coaches, teachers, and leaders, we will ensure instructional excellence and high standards for student achievement.

California Virtual Academy @ Sutter envisions offering the students of California a charter school that uses innovative technology, a rigorous and award-winning curriculum, individualized learning plans for each student, and accommodations to foster different learning styles; and access to a top-quality education focusing on mastery of the California-adopted Common Core State Standards. California Virtual Academy @ Sutter envisions offering an educational support system that provides students with a learning partnership including the student's family and a California-credentialed teacher, and the ability to learn at their own pace, explore their interests, and achieve their highest academic potential.

California Virtual Academy @ Sutter believes parents are integral in the acquisition of knowledge. By co-investing in our students' learning, the school's support system works to strengthen family values, promote character, and provide skill mastery using technology and the K12 curriculum.

## Reflections: Successes

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

Program changes implemented in 19-20 SY resulted in an increase in the graduation rate by 1%.

The following subgroups demonstrated an increase in graduation rate:

Student with Disabilities 52.9% (increased 5.2%)

White 70.3% (increased 7.2%)

Our internal data demonstrates a decrease in chronic absentness, during 2019-20.

## 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.

Chronic absenteeism rate at CAVA @ Sutter in 2019 (last available) was 28.7%. This metric, in addition to math and English proficiency, was the impetus to use the LCAP and Differentiated Assistance process to conduct robust data analysis in all departments and with all staff and systematic implementation of data driven actions that were reviewed weekly to drive improvement in chronic absenteeism and proficiency. Subgroup analysis indicated specific areas of need in our students with disabilities, and socioeconomically disadvantaged (low-income) populations. As well as, the ethnicity subgroup of white students. The strategic planning and collaborative efforts outlined above indicated clearly that chronic absenteeism, grad rate, and proficiency are areas of need.

Performance gaps were identified in Chronic Absenteeism in the following subgroups:

Student with Disabilities 33.9% (increased 5.2%)

White 36.3% (increased 5.8%)

Low-Income 38.4% (increased 6%)?

Although we have improved in grad rate to 68.5%, the statewide average is 86.6% and we see a need to improve further in this area. The following subgroups show a need in grad rate (2019-20), as they fell below the schoolwide grad rate:

Low-Income 62.1%

Student with Disabilities 52.9%

African American 50%

In 20-21, the school created a grad coach team to address grad rate and ensure accuracy of student data related to career college indicators. The schoolwide goals focusing on proficiency ensure that student grades are constantly monitored to prevent credit deficiency, and the grad coach team monitors credit deficiency to proactively identify needs for credit recovery and summer school opportunities. The school's weekly data driven actions are working to improve chronic absenteeism across all subgroups through regular review and remediation of attendance concerns.

## LCAP Highlights

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

With Stakeholder feedback, the following three goals have been decided to be the focus for the school year:

Goal 1: Pupil Outcomes

Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.

Goal 2: Engagement

Create a safe and positive learning environment that fosters student attendance, retention, and graduation as well as parent participation.

Goal 3: Conditions of Learning

Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.

# 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.

California Virtual Academy at Sutter was identified for Comprehensive Support and Improvement (CSI) for low- graduation based on the 2-year average rate.

## Support for Identified Schools

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

CA Virtual Academy at Sutter is able to effectively complete all the requirements related to the Every Student Succeeds Act (ESSA) status, including conducting a comprehensive needs assessment, engaging stakeholders in planning, selecting evidence- based interventions and identifying resource inequities.

CA Virtual Academy at Sutter developed a CSI plan to address the graduation rate (%) based on a school level needs assessment that included State Testing data analysis, internal diagnostic test data analysis, chronic absenteeism data analysis and stakeholder input. Stakeholder input included surveys and synchronous engagement meetings for parents, students, teachers, and staff. Teachers, guidance counselors, support staff, and administrators participated in data analysis, input surveys, and synchronous meetings.

Attendance rate was a clear area of concern after reviewing data. The school conducted further research into the root causes of chronic absenteeism and affected subgroups through surveys and empathy interviews at all grade levels. The school learned that the attendance rate of low-income students is 7% lower than the attendance rate for all students. Student and parent survey results indicate that the greatest indicator of positive attendance is the belief someone notices an absence. Additional barriers to attendance include student or parent severe illness and consistent access to technology. In response to this data, we have revised our attendance engagement program to remove barriers to attendance, with a focus on building relationships with families and educating families and teachers on daily engagement best practices. All staff will also participate in weekly data conferencing utilizing the research-based strategies outlined in the 4 Disciplines of Execution to directly impact student achievement and chronic absenteeism through specific actions. (McChesney, Covey, Huling. 2016).

To address students' emotional needs, we have expanded our social emotional learning program. This will allow us to identify students in need sooner and provide support before the situation is critical. Research has found that students' academic success depends, in part, on their ability to manage their emotions, build relationships, focus their attention and solve problems. (Jones, S. M., & Kahn, J. 2017).

Through the needs assessment and reviewing the high school and middle school course pass rates and credit deficiency reports, it was determined that math continues to be the greatest area of need, particularly, on building teacher capacity in the areas of math instruction, data analysis, and using data to effectively target instruction. In January 2020, we retained the services of a mathematics consultant team through the county offices of education to support single subject math teachers and high school administrators in improving proficiency in mathematics by focusing on mathematical practice standards and evidence- based curriculum and teaching practices. Internal diagnostic

testing indicated an improvement in math in the school year, despite school closure, and we will be continuing to partner with the county office of education to provide this professional development through the 20-21 school year.

Additionally, to address the identified need to build capacity in data analysis to effectively target instruction, the school is implementing Professional Learning Communities(PLCs). These PLCs will identify guaranteed and viable curriculum, build common assessments, and conduct question analysis to ensure every opportunity for instruction is targeted to each student's individual needs. PLCs were launched in August 2020 with two days of contracted professional development with PLC experts and will be supported by the instructional coaching team. Research found that "well-developed PLCs have a positive impact on both teaching practice and student achievement."(Vescio, V., Ross, D., & Adams, A. 2008).

Additional professional development will be provided to teachers and staff with the goal of positively impacting student achievement. "A study found that students who had been taught by a succession of high-performing and qualified teachers tend to have a positive relationship with students' short- and long-term educational success." (Lee, S. W. 2018).

Increasing student achievement continues to be a need that will be addressed by providing an extend school day and/or year. Low achieving students will be provided support based on their learning gaps through one-on-one or small group instruction. Research states that "school-based tutoring programs significantly improve student performance on standardized tests." (Rothman, T., & Henderson, M. 2011). As well as, "after school programs rated as high quality show they are associated with increases in student achievement and other positive socio-behavioral outcomes." (Lauer et al., 2006; Vandell, Reisner, & Pierce, 2007).

We are also continuing to implement the evidence-based intervention of offering CTE pathways to provide students with the motivation to not only graduate, but to fully engage in the school community through the CTE coursework. IES recommends as a successful dropout prevention strategy to, "engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school." "Career Academies were found to have potentially positive effects on completing school (Kemple, J. J., & Snipes, J. C. 2000). In the 19-20 school year, we began offering college and career courses through a career academy program and had 12% of high school students participate. We will expand the pathways offered at our school to include those pathways most requested by incoming students. This program will result in students earning certifications, participating in Career Technical Student Organizations, and engaging in project based learning communities within the CTE pathways.

Through the needs assessment, it was determined there are no resource inequities at our direct funded independent study charter school.

## **Monitoring and Evaluating Effectiveness**

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

The following measurable outcomes will be used to evaluate the implementation and effectiveness of our CSI plan to support student and school improvement.

- \* Graduation rate

- \* CTE participation and completion rates

- \* Withdrawal and retention rates
- \* High school course pass rates
- \* Absenteeism data
- \* Math CAASPP results
- \* Star 360 Math diagnostic assessment results

All staff (teachers, leads, principals, directors, and head of school) will evaluate lead measures addressing chronic absenteeism and graduation rate weekly, including daily logins and activity in classes, attendance at live sessions, weekly points earned in math and English classes, and students failing courses. Administration, including the head of school, directors, and principals, will evaluate the following lag measures at least quarterly: withdrawal/retention rates, absenteeism data, high school course pass rates, CTE participation rate, and Star 360 math diagnostic assessment data. If the interventions are effective, administration will see a decrease in withdrawal rates and absenteeism. They will also see an increase in our retention rate, high school course pass rates, CTE participation rate, and math diagnostic results. In addition to the quarterly monitoring, at the end of the school year, administration will evaluate the graduation rate, CTE completion rate, and Math CAASPP results. At this time, the administration will share their findings at a stakeholders meeting and decide if the data supports a continuation of the interventions/actions.

# Stakeholder Engagement

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

CAVA prioritizes building meaningful relationships to support student success. This includes providing opportunities for parents, students, and staff to give feedback and have conversations about our school as well as specific programs and their impact on students and families. We actively work with teachers and families to identify and address barriers that keep students from engaging and learning. Parents and students are regularly surveyed in the areas of:

- Satisfaction, preparation, routine
- School Culture and Programs
- Opportunities for student and parent participation
- Social & Emotional Learning

Feedback is evaluated each quarter by the leadership team, adjustments are made to schoolwide and department action plans and family engagement offerings. That feedback is used along with student engagement and achievement data, to create and monitor LCAP actions. Parents, families, students, and staff provide feedback and direction to the school through a variety of opportunities, including:

- SEL Survey (Spring 2020-Winter 2021; Spring 2021 in process)
- SEL Committee
- School Climate Survey (Spring 2020)
- Outing Event Survey (Winter 2021)
- Parent Connections, including coffee chats, parent trainings, open house, meet and greets, orientations, etc.
- Focus Groups
- Absenteeism Survey (Spring 2020)
- Student and Teacher Pulse Checks
- Stakeholder meetings to review data and school plans (August 2020, October 2020, May 2021)
- ELAC Meetings

A summary of the feedback provided by specific stakeholder groups.

Overall, stakeholder feedback indicated the school has a supportive climate that promotes learning. There were several areas identified for improvement including, students would like more opportunities to decide things like class activities or rules, students want more opportunities to make a difference and help others in the school and community, school may not provide all the materials the students feel like they need to have for learning (paper and computer ink were two items noted), and students would like more support to be healthy and fit.

The most significant request is students, more than ever, feel isolated and want meaningful ways to connect directly with other students beyond what was currently offered. While direct messaging is available in the LC Community platform, allowing one parent/LC to connect with another, more options are needed for families and students.

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

In response to feedback, the following are being implemented:

- Comprehensive summer plan that engages students, providing social interaction for students and families who are continuing with CAVA, new to CAVA and students who need additional academic support.
- For students, more opportunities to interact in CC sessions
- We are increasing social opportunities around students' interests, additional contests, and competitions, and when it is safe to do so, returning to in-person events including outings, student celebrations, activities, clubs, and community in-service projects.
- A service-learning course was implemented for students in grades 9-12, and service-learning options are being provided school-wide each quarter.
- We are increasing social opportunities around students' interests, additional contest, and competitions, and when it is safe to do so, returning to in-person events including outings, student celebrations, activities, clubs, and community in-service projects.
- Roll out of a family directory for the 21-22 SY.
- We have created a Social and Emotional Learning (SEL) committee to help drive the implementation of a schoolwide SEL plan to better support teachers/staff and positively impact our school's culture. The comprehensive plan in addition to mental health will influencing the importance of physical health.
- We have revised onboarding procedures we use to support new students and LCs and have added additional support staff including, on demand delivery of support sessions, matrix of resources, evening LC sessions, texting platform, parity of onboarding resources in Spanish, increased parent connections/Q and A opportunities, video tutorials (using PowToon and Screencast-O-Matic), transition support for Elem-MS-HS transitions, and family newsletters.
- Implementation of Care Solace in Spring 2021.
- School supplies for MKV and Foster Youth.
- LiveBinder for staff.
- Texting platform for Compass team, ParentSquare, K12 Learning Coach app, and enduring connection calls with families to streamline communication and increase student engagement.
- Student and Staff ID cards with suicide prevention and support number printed on card.
- Increased ELD for EL students

Ongoing commitments:

- CAVA has and will continue to systematically message the importance of providing input and feedback, and how it is used by the school to make improvements.
- CAVA will intentionally reach out to families who did not provide feedback to ask them what barriers to participate in future survey.
- CAVA will continue to host a variety of parent and student focus sessions throughout the year.
- In SY 20-21, CAVA will implement a robust 3-year plan to increase SEL awareness and skills. To make the most substantial impact upon the school's culture, all stakeholders are involved in the SEL mission, which includes a universal screener for early identification of students.
- CAVA will continue to provide training and support for administrators, teachers, parents, and students, specifically in reaching underrepresented and underserved families.



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# Goals and Actions

## Goal

Goal #	Description
1	<p>Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

The following subgroups were below all students in math and reading achievement.

English Learners

Student with Disabilities

Low-income

Hispanic

The following subgroups were below all student in College/Career Readiness (9.8%).

Student with Disabilities 0%

Low-income 7.2%

White 8.6%

Hispanic 9.4%

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP (Average Distance from Standard) ELA & Math Grades 3-8, 11	<p>n/a</p> <p>2020 Star360 Proficient &amp; Advanced (at/or above grade level)</p> <p>Reading 29.1%</p>				Increase student achievement on SBAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners 5.9%</p> <p>Student with Disabilities 25.0%</p> <p>Hispanic 25.2%</p> <p>Low-income 26.0%</p> <p>White 26.1%</p> <p>African American 27.7%</p> <p>Math 35.8%</p> <p>Hispanic 27.6%</p> <p>Student with Disabilities 28.3%</p> <p>English Learners 29.4%</p> <p>Low-income 31.1%</p> <p>White 35.3%</p> <p>African American 36.2%</p>				
English Learner Progress (% of English Learner who made progress toward English Proficiency measured by ELPAC)	<p>Star360 Proficient &amp; Advanced (at/or above grade level)</p> <p>Grades 3-8, 11 Reading 29.1%</p> <p>English Learners 5.9%</p> <p>Math 35.8%</p> <p>English Learners 29.41%</p> <p>Grades 1-2 Reading 47.4%</p>				Decrease the gap between EL achievement and all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners 100.0% (3 students tested)</p> <p>Grade 2 Math 80.4% English Learners 100.0% (3 students tested)</p>				
EL Reclassification Rate	53%				70%
College/Career Readiness (% Prepared)	<p>9.8% Prepared Decrease of 8.6%</p> <p>Student with Disabilities 0% (no change)</p> <p>Low-income 7.2% (decreased 8%)</p> <p>White 8.6% (decreased 7%)</p> <p>Hispanic 9.4% (no prior yr data)</p> <p>African American 15.4% (increased 6.3%)</p>				25%
High School Course Pass Rate	87.2%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students at/above grade level on Star360 Reading Math	<p>2020 Star360 Proficient &amp; Advanced (at/or above grade level)</p> <p>Reading (41 students tested)  Grades 1-2 47.4%  Student with Disabilities 25.0%  African American 37.5%  Hispanic 38.1%  Low-income 43.1%  White 57.1%  English Learners 100.0%</p> <p>Math (42 students tested)  Grade 2 80.4%  Student with Disabilities 50.0%  African American 55.6%  White 72.7%  Low-income 78.1%  English Learners 100.0%  Hispanic 100.0%</p>				Increase of 10%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>The Elementary Department will focus on improving student outcomes through intentional professional development focused on the development of Professional Learning Communities (PLC) and work culture, as well as ensuring quality assessments and response to instruction systems. In addition, ongoing development and coaching will be providing focused on the progression of writing skills/rigor by grade, and strategies for instruction, feedback, and intervention aligned with essential writing standards. Lastly, teachers will be provided with systematic professional development and coaching on social emotional learning, aligned with the CASEL 5 framework.</p> <p>Middle School Professional Development will focus on instruction in a few key areas. Staff will continue with their development of the Response to Intervention process, diving into best practices of supports in Professional Learning Community (PLC) collaboration on instructional strategies that support all levels of student learning, as well as reteach methods based on the results of common formative assessments. In addition to the Rtl and PLC PDs, teachers will be provided professional development in the writing process for middle school students, focusing on high priority writing standards. Lastly, each PD will provide teachers in actively engaging students in their learning during live sessions and asynchronously.</p> <p>High School Professional Development will continue to focus on math instruction and RTI. Staff will participate in PD on the Response to Intervention process, diving into best practices of supports in Professional Learning Community (PLC) collaboration on instructional strategies that support all levels of student learning, as well as reteach methods based on the results of common formative assessments. All staff will have opportunities to participate in PD targeted to improve synchronous instruction and student engagement, as well as improving skills in supplemental programs and software. Math teachers will continue to participate in coaching to implement the mathematical practice standards, and administration will continue to develop capacity in this area.</p> <p>The focus for Compass PD plan for the 21-22 SY is for the staff to continue learning and building capacity to ensure that interactions with</p>	\$977,502.88	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students and families are inclusive and culturally responsive, using evidence-based practices to better meet the needs of students, both long-term and short-term. The PD opportunities will:</p> <p>Support staff as we build a safe and positive learning environment and provide students with targeted programs and services to improve conditions for learning, including daily engagement, school skills and attendance.</p> <p>Create an inviting school culture to allow staff to better connect with and engage families and parents – particularly those who are minimally engaged with their student's education.</p> <p>Build capacity to develop and implement student improvement efforts.</p> <p>Implement SEL training and prioritize resource development to provide teachers and staff with the necessary tools and techniques to integrate Social and Emotional Learning to support students.</p> <p>Special Education Professional Development will focus on creating a stronger start for our families in the upcoming school year by improving program plans, staff development and family support.</p> <p>Throughout the school year, we will continuously develop our programs and staff in the following areas: (1) Strengthen enduring connections staff and families, (2) Increase and improve cross-department collaboration between general and special education staff, (3) Improve Post-Secondary planning and support for high school students in special education, (4) Maintain compliance with state and federal law to meet the needs of students in special education and (5) Use of data to enhance and improve instructional strategies use to meet the needs of diverse learners.</p>		
2	Universal Screener/Progress Monitoring Assessment	Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.	\$114.15	Yes
3	Academic Administrator	Works directly with the Head of Schools (HOS) and Director Team to ensure all aspects of the academic program are aligned with state	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		accountabilities and that all students are learning. The AA works collaboratively to develop and implement the overall TK-12 instructional program. The AA helps support and integrate students, families, and staff into the CAVA school community and to promote a culture of academic excellence and social-emotional learning.		
4	English Learner Support	<p>Implement a comprehensive English Language Development (ELD) program addressing the language and academic needs of our diverse English Learner (EL) population. Identify EL students and create ELD goals based on English Language Proficiency Assessments of California (ELPAC) scores. Develop an English Language Plan (ELP) for each EL to include instructional model, service minutes, and academic supports. Track progress of students' language proficiency goals through common formative assessments and communicate progress to families, education specialists, and general education teachers. Create a high school ELD credit course that encompasses English Language Development and ELA support. Monitor the academic success of each reclassified fluent English proficient (RFEP) student and provide targeted intervention when students are not meeting standards.</p> <p>All teachers will receive regular training in strategies on how to support ELs in their content classes and how to reteaching strategies specific to second language acquisition.</p>	\$23,208.53	Yes
5	Compass Program	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement with school, or who are in a crisis situation due to lack of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement.	\$110,284.89	Yes



Action #	Title	Description	Total Funds	Contributing
6	Instructional Coaches	Provide individualized coaching, conferencing, resources, and professional development to all teachers. Using research-based coaching techniques, Instructional Coaches help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to reach those goals. They support teachers with improving student engagement, content mastery, CCSS, and best instructional practices for student-centered learning. ICs provide guidance and support with Professional Learning Communities.	\$102,964.60	Yes
7	Summer School	The elementary program offers three programs for students to extend their academic and social-emotional learning through planned intervention, enrichment and social opportunities. Enrollment in Camp CAVA is open to all current students in grades TK-4 who are enrolled in intensive support programs (MindPlay and/or Freckle), those who are identified as Urgent Intervention, and those who are referred by their classroom teachers as needing additional academic and/or social-emotional support during the summer. Students participate in 30 minutes of their prescribed Math and/or Reading program, and can choose up to three additional activities to attend each week offered by Camp teachers such as STEM, coding, music, cooking, dance, theater, creative writing, book club, etc. The Read to Succeed summer reading program is designed to encourage elementary students to keep reading during the summer. Utilizing an online reading log and rewards platform, students will engage in daily reading and log their reading online. Teachers will receive a weekly summary of their students' reading progress. Teachers can use the virtual lobby to share important news and book recommendations, and also offer daily read aloud sessions for students. Both new and returning students to CAVA Elementary are invited to get a 'jumpstart' for the 22-23SY! Jumpstart students will have early access to the Welcome to Online Learning Course, as well as completing their initial beginning of the year assessments. Students will also be invited to introductory sessions in the Newrow platform, where they can meet other CAVA students in their grade level and regional area, and complete fun welcome activities together.	\$15,857.80	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The middle school program will consist of 3 programs, Summer Bridge, Rising 8th grade Careers Exploration, and Summer Clubs. The purpose of Summer Bridge is to front load students on the next grade level standards, by providing foundational skills, remediation, and a glimpse into the grade level content in Math and ELA targeting at risk and unduplicated students to prevent learning loss. The Rising 8th Grade Careers Explorations Course is for students who were not able to enroll in the 7th grade careers course will have the opportunity to take Careers Exploration II to be eligible to take the 8th Grade CTE courses to expand learning opportunities for all students, especially targeting unduplicated pupils. During Summer Clubs registering 6th, 7th and 8th grade students will have the opportunity to participate in a variety of club activities focusing on building community and social emotional learning skills with other students over the summer, targeting at risk and unduplicated students.</p> <p>High school students will have four opportunities to continue learning during the summer. Credit Recovery courses will decrease credit deficiency for students who have previously failed core courses. These courses will target at-risk, credit deficient, unduplicated, and students with disabilities. Extended Learning will increase learning opportunities for at-risk students and struggling learners in science, history, health, fine arts, CTE pathways. The Freshman and New Student Academy will prevent credit deficiency (increase credit sufficiency) for at-risk and unduplicated 9th graders by providing SEL, organization, and awareness of graduation requirements. Orientation to CAVA HS programs and policies for all rising 9th graders, and all new to CAVA students. The CTE Summer Bridge program will prevent credit deficiency and begin CTE pathway by providing SEL, guidance counseling, and CTE coursework. This program will support rising 9th graders currently participating in CTE at the MS level identified as at risk (struggling with attendance/academics).</p>		

Action #	Title	Description	Total Funds	Contributing
8	Career & Technical Education (CTE)	During 2021-22 school year, we will continue to develop and expand our Career & Technical Education (CTE) program, Career Prep Academy @ CAVA. The program will continue to focus on the importance of career readiness education and the amazing opportunities it can provide for youth in high-demand, high-growth job fields. Our program is offered completely on-line and virtually helps prepare students for entry into the workforce or military, or for continuing their education with a post-secondary institution. Being part of a CTE program allows for students to work towards earning a certification and obtaining technical & workplace skills while completing their high school requirements so that at the completion of their high school experience, they have the potential to graduate with a certification in addition to their high school diploma. Our program will continue to offer and enhance our five current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies, Arts, Media, and Entertainment, Health Science and Medical Technology while expanding into one additional industry sector for 2021-22, Hospitality, Tourism, and Recreation. The DCA also offers the students the opportunity to participate in a student led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college, career, or both! In addition to these offerings, the DCA is excited to be able to offer small group College & Career Readiness lessons hosted by the DCA School Counselors and Project Based Learning (PBL) electives, allowing the students to be more hands on in their learning. This remarkable growth has led to the continued growth of Campus DCA for 2021-22.	\$100,016.81	Yes
9	Instructional Support	Instructional leads are assigned a grade-span and work closely with teachers to oversee and monitor the response to instruction for students identified as needing supplemental support in math and/or English Language Arts. Instructional Leads review student referrals, approve participation, and provide training for supplemental instructional programs; progress monitor students participating in supplemental programs to ensure interventions are implemented with fidelity; work in partnership with teachers and parents to develop prescriptive plans; and provide additional instructional support,	\$49,800.00	No

Action #	Title	Description	Total Funds	Contributing
		scaffolding, and resources for students participating in supplemental programs. Further the lead collects, analyzes, and monitors formative and interim student assessment data. Teachers provide after school targeted , standards-based instructional sessions to students who need additional support and remediation in grade level standards.		
10	AP Fees	The school will provide financial aid to low income students to pay for the cost of AP test registration fees to increase the number of students meeting college career readiness indicators and earning college credit in high school.	\$180.00	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	Create a safe and positive learning environment that fosters student attendance, retention, and graduation as well as parent participation. Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

33.7% chronically absent  
Increased 5.8%  
Student with Disabilities 33.9% (increased 5.2%)  
White 36.3% (increased 5.8%)  
Low-Income 38.4% (increased 6%)

68.5%  
Increase 1%  
State average 86.6%  
Low-Income 62.1% (decreased 3%)  
Student with Disabilities 52.9% (increased 5.2%)  
African American 50% (maintained)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement	Met				Met
Attendance Rates	93.1%				95%
Chronic Absenteeism Rate	33.7% chronically absent				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Increased 5.8% 2019 Dashboard Data</p> <p>Hispanic 28.6% (Increased 9.4%)</p> <p>African American 32.5% (maintained)</p> <p>Student with Disabilities 33.9% (increased 5.2%)</p> <p>White 36.3% (increased 5.8%)</p> <p>English Learners 36.7% (Increased 24.2%)</p> <p>Low-Income 38.4% (increased 6%)</p> <p>12.9% chronically absent 2020 Internal Data</p> <p>Low-income 10.2% Student with Disabilities 12.6% Hispanic 12.9% African American 14.0% White 14.3% English Learners 15.1%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian 17.0%				
Graduation Rate	68.5% Increase 1% State average 86.6%  Hispanic 71.9% (no prior yr data)  White 70.3% (increased 7.2%)  Low-Income 62.1% (decreased 3%)  Student with Disabilities 52.9% (increased 5.2%)  African American 50% (maintained)				75%
Suspension Rate	0%				0%
Expulsion Rate	0%				0%
Local Climate Survey	Met				Met

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Compass Program	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement with school, or who are in a crisis situation due to lack of resources or	\$22,174.89	Yes

Action #	Title	Description	Total Funds	Contributing
		social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement.		
2	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	\$4,361.51	Yes
3	Engagement	Maintain regular and reciprocal school to home communication via newsletters, email, texting, phone calls and live or recorded sessions. Video conferencing platform will be utilized as an additional way to communicate with families and partner with stakeholders. Surveys will be incorporated as an opportunity to collect feedback from families and to identify students who may need additional supports. We provide 7 Mindsets Curriculum and School-Wide Assemblies to student population to identify students at risk of not meeting academic standards and to improve their social-emotional growth, which will improve school conditions to encourage student learning.	\$12,814.63	Yes
4	Student Information System	Ensure state reporting accuracy by tracking and coding foster youth, FRPM students and EL status as well as tracking attendance and participation for student learning.	\$15,796.40	Yes
5	Social Emotional Learning, Prevention, and Intervention	The social-emotional learning program is based on the understanding that the best learning takes place in the context of supportive relationships that make learning challenging, engaging, and meaningful. The targeted support encourages students to engage in learning, behave positively, and perform academically. This support includes, providing community resources, reaching out to families weekly to provide 1-1 support, collaboration with home and school to ensure student needs are being addressed, and holding Continuing Care class connect sessions to connect students to a supportive student community.	\$75,883.95	No



Action #	Title	Description	Total Funds	Contributing
6	Family Involvement	The Community Coordinator works to improve the levels of parent and student engagement, ensuring that this increased engagement leads to improved academic achievement. The CC facilitates and develops local school initiatives and promotes opportunities for students and families to come together and work academically and socially. The CC develops and manages content, coordinates our school communication system through Parent Square, and serves as the primary contact point for the school social media presence. The Onboarding Specialist provides information, resources, and support to students and families who are new to our schools, to ensure they understand and meet enrollment requirements. The Onboarding Specialist works with students to identify and develop the skills needed to be engaged in school, meet grade level expectations, and provides targeted support to build relationships.	\$10,800.00	No
7	Graduation Coaches	Graduation coaches support the high school team in ensuring all students remain on a path to graduation, and then follow graduates for one year post graduation. They ensure students have all documentation up to date (transcripts from prior schools, AP test scores, college transcripts, etc.), document college/career readiness, and identify target areas to ensure students are supported to reach college/career readiness goals. Grad coaches focus on early identification of students who may become credit deficient and work with school staff to put plans in place to recovery credits and meet college career readiness measures.	\$52,650.00	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	<p>Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

With the needs of students and families consistently changing, we need to continue to focus on conditions of learning. We need to continue to ensure all students have equitable access to appropriately assigned, experienced, and effective teachers. Also, ensure programs and services enable all students to access the state academic content standards and enrolled in a broad course of study.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic (Teachers, Instructional Materials, Facilities)	Met				Met
Implementation of State Standards	Met				Met
% of pupils with access to and enrolled in a broad course of study	100%				100%
% of English language learners with access to appropriate ELD support	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to targeted support programs	100%				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student ISP Reimbursement	Provide an internet subsidy for students who qualify for free and reduced lunch.	\$53,975.30	Yes
2	Teachers	Provide highly qualified fully credentialed teachers. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.	\$566,199.17	Yes
3	Accountability	Oversee the improvement of the California Dashboard metrics to ensure our schools are improving our metrics with the highlighted subgroups, including those unduplicated pupils.	\$16,000.00	Yes
4	Curriculum Specialists	The Curriculum Specialists are the experts in their designated grade level and/or content area. They are able to articulate content standards, course curriculum scope and sequence, and content instructional strategies and practices to best support student learning.	\$37,150.63	Yes
5	McKinney Vento/Foster Youth Support	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	\$13,500.00	No

Action #	Title	Description	Total Funds	Contributing
6	New Teacher Training	<p>Instructional leader who works specifically with new CAVA teachers in grades TK through fifth grade. They work closely with new teachers to provide direct and explicit training throughout the first year of employment to ensure student and teacher success. They leads data conferences to support new teachers with appropriately grouping students for instruction based on data; conducts classroom observations; provides professional development and training; and is the first line of support for new teachers with student and/or parental issues and concerns.</p> <p>Induction mentors/coaches provide support and guidance to teachers who are working on clearing their credential. They work with an induction program that the inductee has chosen. Induction mentors/coaches meet regularly to collaborate, discuss, and provide feedback on the teacher's effectiveness of instruction, analysis of student data, the use of the data to inform planning and instruction, and offer opportunities for self-reflection.</p>	\$17,100.00	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
17.7%	1902446

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.

#### Goal 1: Pupil Outcomes

After assessing the needs, conditions, and circumstances of English learners (EL) and low-income students, we learned they performed below all students in math and reading as measured by the Star360 assessment in 20-21. In grades 3-8, 11 EL were 23.2% below all student in reading and 6.4% lower in math. Low-income students were 3.1% lower than all students in reading and 4.7% lower in math. In order to address this condition of our EL and low-income students, we implemented Professional Learning Communities (PLC) and instructional coaches to improve instruction, assessment to drive instruction, and identifying students' learning gaps so they can be remediated (Goal 1, Actions 1, 2, 3, 6). The Compass program, Goal 1, Action 5, will continue to identify the root issue that is prohibiting students from being successful in school, provide targeted support to build relationships, and bring about success and engagement. In Goal 1, Action 7, we planned a robust summer 2022 program in anticipation of the need for continued recovery from learning loss. These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the significantly lower proficiency rate for EL, and low-income students, we expect the math and ELA proficiency rates for our EL and low-income students will increase significantly more than the average proficiency of all students, thus closing the gap.

Low-income student demonstrated a significantly lower college/career preparedness rate, 2.6%, then all students at 9.8% (2019). In Goal 1, Action 8, we continue to expand our Career and Technical Education program. This action is begin provided on a schoolwide basis in we expect that all students will benefit. However, because of the significantly lower preparedness for low-income students, we expect their preparedness will increase significantly more than that of all students.

#### Goal 2: Engagement

After assessing the needs, conditions, and circumstances of English learners (EL) and low-income students, we learned their engagement is lower than all students. The chronic absenteeism rate for EL was 3% higher and 4.7% higher for low-income. The graduation rate for low-

income students was 6.4% lower than all students. In order to address this condition of our EL and low-income students, we implemented engagement support through monitoring daily attendance through the student information system and following up with students missing 3+ days on at least a weekly. The Compass program will also provide student-specific back-in-track plans and holding weekly check-ins that focus on observable successes (Goal 2, Action 1, 4). Community engagement will also be increased through regular and reciprocal school to home communication and social-emotional support (Goal 2, Action 3). These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the significantly lower proficiency rate for EL, and low-income students, we expect the chronic absenteeism to decrease and graduation rate to increase at a greater rate for our EL and low-income students than for all students.

### Goal 3: Conditions of Learning

After assessing the needs, conditions, and circumstances of English learners (EL) and low-income students, we need to ensure they have equitable access. The Basic need was met but to ensure this continues we are committed to hiring highly qualified fully credentialed teachers (Goal 3, 1). The Curriculum Specialists are the experts in their designated grade level and/or content area. They are able to articulate content standards, course curriculum scope and sequence, and content instructional strategies and practices to best support student learning. Curriculum Specialists are expert in content standards and content instructional strategies and practices to best support student learning (Goal 3, Action 4). In Goal 3, Action 3, are ensuring our schools are improving our metrics, specially unduplicated pupils. These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, we will monitor EL and low-income student closely to make she no inequities develop.

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

In addition to the schoolwide actions described above, in order to address the condition for EL in pupil outcomes and engagement, we continue to increase ELD instruction and extra support for EL (Goal 1, Action 4). EL will receive this in addition to what is offered to all students. Language assistance will be provided to all families when needed (Goal 2, Action 2). To ensure equitable access to our online curriculum, low-income students may receive internet reimbursement (Goal 3, Action 1).

The school calculates its minimum proportionality percentage will be 17.7%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Goals and Actions section, we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,902,446.14			\$384,890.00	\$2,287,336.14

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,142,598.78	\$144,737.36

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development	\$917,002.88			\$60,500.00	\$977,502.88
1	2	English Learners Foster Youth Low Income	Universal Screener/Progress Monitoring Assessment	\$114.15				\$114.15
1	3	English Learners Foster Youth Low Income	Academic Administrator	\$9,000.00				\$9,000.00
1	4	English Learners	English Learner Support	\$23,208.53				\$23,208.53
1	5	English Learners Foster Youth Low Income	Compass Program	\$22,174.89			\$88,110.00	\$110,284.89
1	6	English Learners Foster Youth Low Income	Instructional Coaches	\$102,964.60				\$102,964.60
1	7	English Learners Foster Youth Low Income	Summer School	\$15,857.80				\$15,857.80
1	8	English Learners Foster Youth Low Income	Career & Technical Education (CTE)	\$64,016.81			\$36,000.00	\$100,016.81
1	9	Low Performing Students	Instructional Support				\$49,800.00	\$49,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	Low-income	AP Fees				\$180.00	\$180.00
2	1	English Learners Foster Youth Low Income	Compass Program	\$22,174.89				\$22,174.89
2	2	English Learners	English Language Services	\$4,361.51				\$4,361.51
2	3	English Learners Foster Youth Low Income	Engagement	\$12,814.63				\$12,814.63
2	4	English Learners Foster Youth Low Income	Student Information System	\$15,796.40				\$15,796.40
2	5	All	Social Emotional Learning, Prevention, and Intervention	\$19,633.95			\$56,250.00	\$75,883.95
2	6	All	Family Involvement				\$10,800.00	\$10,800.00
2	7	All	Graduation Coaches				\$52,650.00	\$52,650.00
3	1	Low Income	Student ISP Reimbursement	\$53,975.30				\$53,975.30
3	2	English Learners Foster Youth Low Income	Teachers	\$566,199.17				\$566,199.17
3	3	English Learners Foster Youth Low Income	Accountability	\$16,000.00				\$16,000.00
3	4	English Learners Foster Youth Low Income	Curriculum Specialists	\$37,150.63				\$37,150.63
3	5	McKinney Vento/Foster Youth	McKinney Vento/Foster Youth Support				\$13,500.00	\$13,500.00
3	6	All	New Teacher Training				\$17,100.00	\$17,100.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,882,812.19	\$2,067,422.19
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$81,545.34	\$81,545.34
<b>Schoolwide Total:</b>	\$1,801,266.85	\$1,985,876.85

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$917,002.88	\$977,502.88
1	2	Universal Screener/Progress Monitoring Assessment	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$114.15	\$114.15
1	3	Academic Administrator	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	\$9,000.00
1	4	English Learner Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$23,208.53	\$23,208.53
1	5	Compass Program	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$22,174.89	\$110,284.89
1	6	Instructional Coaches	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$102,964.60	\$102,964.60
1	7	Summer School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,857.80	\$15,857.80

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Career & Technical Education (CTE)	Schoolwide	English Learners Foster Youth Low Income	High School	\$64,016.81	\$100,016.81
2	1	Compass Program	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$22,174.89	\$22,174.89
2	2	English Language Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$4,361.51	\$4,361.51
2	3	Engagement	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,814.63	\$12,814.63
2	4	Student Information System	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,796.40	\$15,796.40
3	1	Student ISP Reimbursement	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$53,975.30	\$53,975.30
3	2	Teachers	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$566,199.17	\$566,199.17
3	3	Accountability	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	\$16,000.00
3	4	Curriculum Specialists	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$37,150.63	\$37,150.63

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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### **Focus Goal(s)**

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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



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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.