# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Real Charter High School

CDS Code: 56-10561-0109900

School Year: 2021-22

LEA contact information:

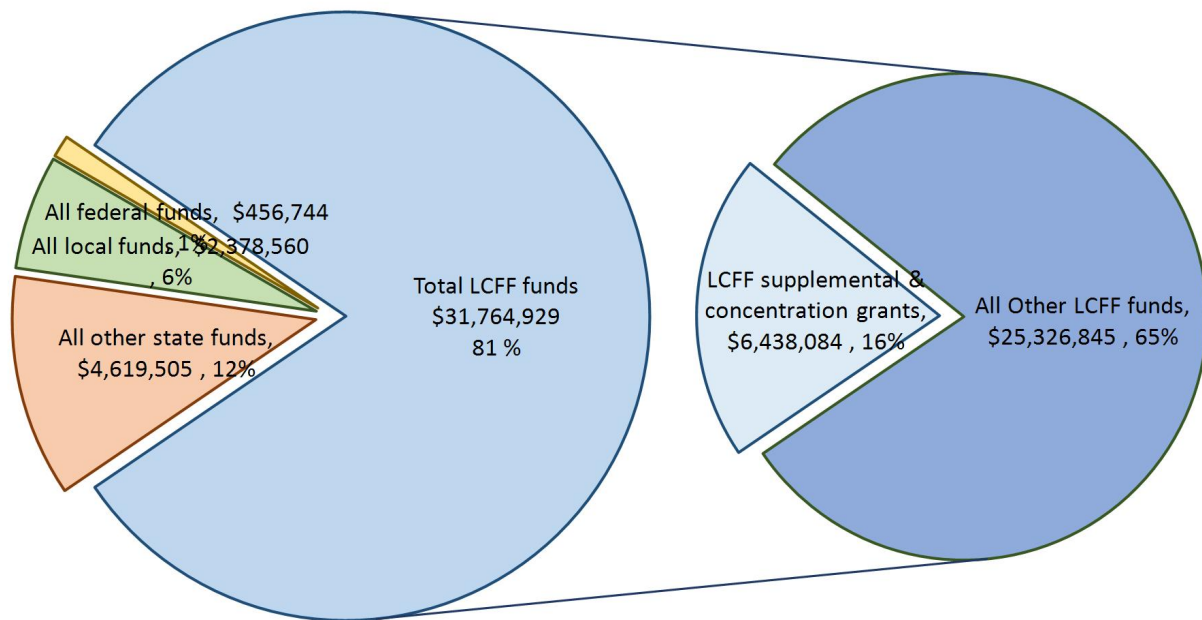Corrine Manley

Area Superintendent

cmanley@vrchs.org

(805) 486-5449

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

All federal funds, $456,744
All local funds, $2,378,560, 6%
All other state funds, $4,619,505, 12%
Total LCFF funds $31,764,929 81 %
LCFF supplemental & concentration grants, $6,438,084, 16%
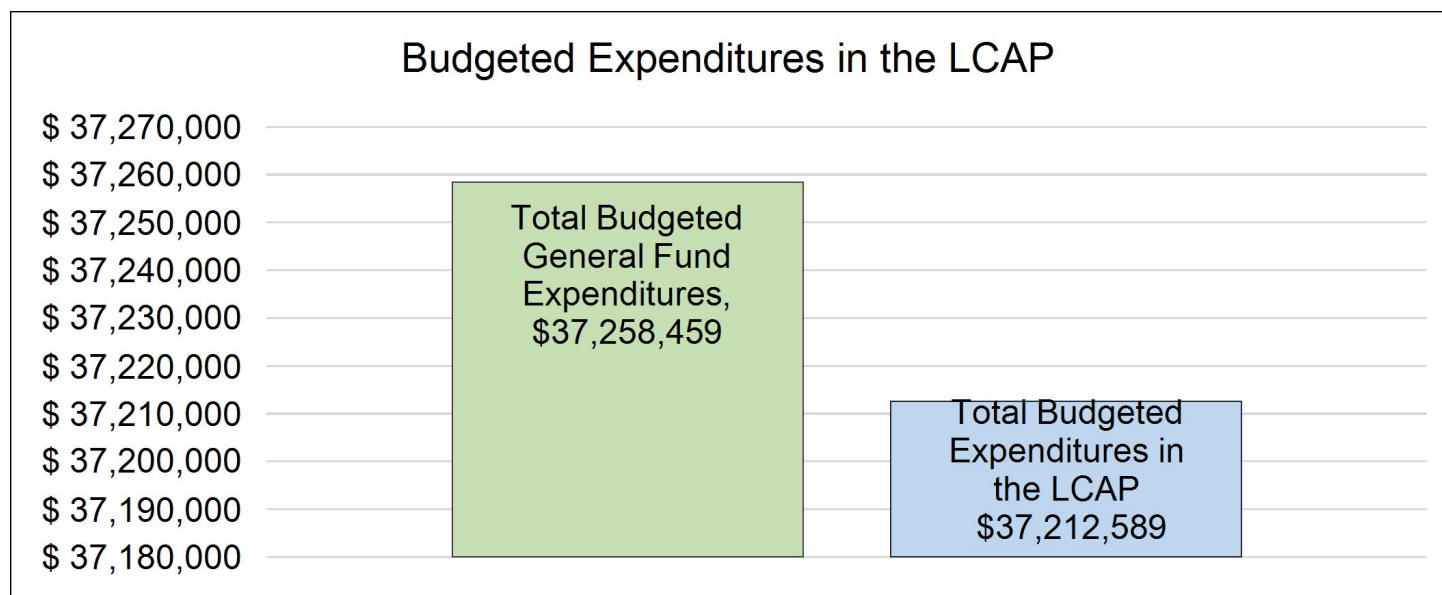All Other LCFF funds, $25,326,845, 65%

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

The total revenue projected for Vista Real Charter High School is $39,219,738, of which $31,764,929 is Local Control Funding Formula (LCFF), $4,619,505 is other state funds, $2,378,560 is local funds, and

$456,744 is federal funds.  Of the $31,764,929 in LCFF Funds, $6,438,084 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP

| Amount | |
|---|---|
| $ 37,270,000 | |
| $ 37,260,000 | |
| $ 37,250,000 | Total Budgeted General Fund Expenditures, $37,258,459 |
| $ 37,240,000 | |
| $ 37,230,000 | |
| $ 37,220,000 | |
| $ 37,210,000 | Total Budgeted Expenditures in the LCAP $37,212,589 |
| $ 37,200,000 | |
| $ 37,190,000 | |
| $ 37,180,000 | |

This chart provides a quick summary of how much Vista Real Charter High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Vista Real Charter High School plans to spend $37,258,459 for the 2021-22 school year. Of that amount, $37,212,589 is tied to actions/services in the LCAP and $45,870 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
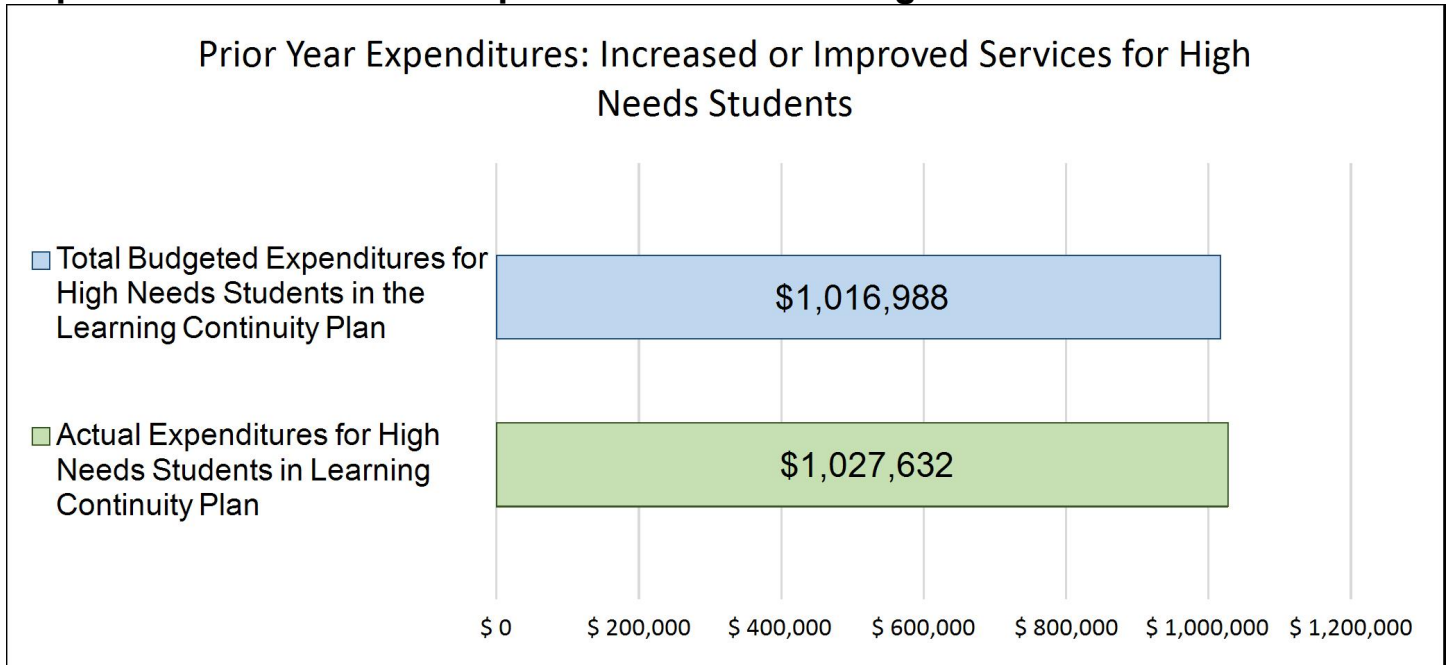
Our independent study program implements a personalized learning experience for all students, including English learners, low income, Foster Youth, and Special Education students that is carefully designed to address their unique academic and socio-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware and software, audit fees, legal expenses, and school facilities expenses.

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

In 2021-22, Vista Real Charter High School is projecting it will receive $6,438,084 based on the enrollment of foster youth, English learner, and low-income students. Vista Real Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Real Charter High School plans to spend $6,438,084 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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

| | |
|---|---|
| ☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan | $1,016,988 |
| ☐ Actual Expenditures for High Needs Students in Learning Continuity Plan | $1,027,632 |

$ 0    $ 200,000    $ 400,000    $ 600,000    $ 800,000    $ 1,000,000    $ 1,200,000

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

In 2020-21, Vista Real Charter High School's Learning Continuity Plan budgeted $1,016,988 for planned actions to increase or improve services for high needs students. Vista Real Charter High School actually spent $1,027,632 for actions to increase or improve services for high needs students in 2020-21.

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

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

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Vista Real Charter High School | Corrine Manley<br>Area Superintendent | cmanley@vrchs.org<br>(805) 486-5449 |

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 student retention.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| | Priority 5: Pupil Engagement (Engagement) |
| | Priority 6: School Climate (Engagement) |
| Local Priorities: | |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>* Retention rate (Priority 5 – local)<br><br>* Attendance rate (Priority 5)<br><br>* Dropout rate (Priority 5)<br><br>* Suspension rate (Priority 6)<br><br>* Expulsion rate (Priority 6)<br><br>* Facilities Inspection Results (Priority 1) | 2019-2020 Data Mostly LP 1-7<br><br>Goal Met: Retention was 85.9%.<br><br>Goal Not Met: Attendance was 73.55%<br><br>Goal Met: Drop-out (Non-Completer) decreased to 5.5%<br><br>Goal Met: Suspension Rate was 0.5%<br><br>Goal Met: Expulsion Rate was 0%<br><br>Goal Met: Facilities were in Good Condition |

| Expected | Actual |
|---|---|
| **19-20**<br>Retention rate will increase (Priority 5 - local)<br><br>Attendance rate will be 85% or higher (Priority 5)<br><br>Dropout rate will decrease (Priority 5)<br><br>Suspension rate will be low (Priority 6)<br><br>Expulsion rate will be low (Priority 6)<br><br>School Facilities rating is exemplary  (Priority 1)<br><br>**Baseline**<br>2018-19 Baseline LP1-7:<br>Retention: 82.5%<br>Attendance: 85.38%<br>Drop-out: 7.0%<br>Suspension Rate: 0.3%<br>Expulsion Rate: 0%<br>Facilities: Good Condition | |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| School Improvement Plan:<br><br>In order to meet the federal requirements for CSI, the school stakeholders selected the following evidence-based strategies: provide one-on-one tutoring, positive social incentives for good attendance, and data tracking by team of teacher/counselor and student retention manager. | Classified, SRS, Tutors and others   $336,372.00<br><br>Certificated salaries: counselors $252,169.00<br><br>Materials, Hardware, Software $70,222.00<br><br>Transportation   $32,926.00 | Classified, SRS, Tutors and others   $263,897.00<br><br>Certificated salaries: counselors $216,577.00<br><br>Materials, Hardware, Software $18,332.00<br><br>Transportation   $52,690.00 |

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:<br><br>Increase instructional access through addition staff services, tutors, etc.<br><br>Student Retention Services personnel will provide intervention.<br><br>Increase academic and social/emotional support services through additional counseling staff.<br><br>Establish an integrated intervention/incentive system.<br><br>Provide transportation assistance. | | |
| Provide an intervention and support program for English Learners and Redesignated FEP:<br><br>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.<br><br>Purchase materials, hardware  and software for EL intervention program<br><br>Small group teachers and labs for EL, ELA and mathematics | Professional Services and Development   $30,951.00<br><br>Materials   $4,255.00<br><br>Certificated salaries and benefits $252,169.00 | Professional Services and Development   $2,206.00<br><br>Materials   $75,800.00<br><br>Certificated salaries and benefits $216,576.00 |
| Provide an effective educational program: | Certificated Salaries and Benefits $1,334,383.00 | Certificated Salaries and Benefits $1,738,427.00 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| The foundation of an effective educational program is Highly Qualified Teaching staff.<br><br>Support staff is required to maintain an effective educational program.<br><br>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.<br><br>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.<br><br>Educational materials are required to maintain an effective program.<br><br>Safe and secure facilities are required to maintain an effective educational program. | Classified wages and Benefits $221,839.00<br><br>Professional Services and Development   $1,078,551.00<br><br>Curriculum Development $70,219.00<br><br>Materials, Hardware, Software $216,349.00<br><br>Snacks, Meals & Consumables $32,989.00<br><br>Facilities   $368,067.00 | Classified wages and Benefits $385,997.00<br><br>Professional Services and Development   $1,388,821.00<br><br>Curriculum Development $31,929.00<br><br>Materials, Hardware, Software $84,038.00<br><br>Snacks, Meals & Consumables $63,473.00<br><br>Facilities   $397,084.00 |

## Goal Analysis

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

Input from our stakeholders was very valuable in helping the school adjust to meet our students' and families' needs. Parents who participated in the PAC and ELAC meetings stated that their students needed additional support with technology. Because of COVID-19, we were not able to implement all the professional development actions. However, during the 2019-2020 school year, our staff was trained on multiple occasions in trauma-informed practices which increased the social emotional support for all students. The unspent school funds became available to help provide students with their technology needs such as hotspots, computers, and internet access. Intervention supports were provided to our unduplicated youth. For students who needed further retention supports, the Student Retention Support team and school counselors were involved in working alongside the teacher to determine the necessary supports to re-engage the student and increase their attendance. The school counselors worked very closely with foster and homeless youth and the Student Retention Support team worked closely with all unduplicated youth.

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

There were significant challenges to re-engaging students in the school program. Our local data shows a decrease in attendance by 11.83%. Nevertheless, we did achieve an 85.9% retention rate. The biggest challenge was that our critical "face to face" routines, with regular student to teacher communication and connection, was severely impacted by COVID-19 with the closing of our sites. Data from our student survey showed that students were having difficulty focusing on their schooling. Students stated that there were many distractions learning remotely causing a decrease of motivation, resulting in a lack of credit completion. We did, however, have 81% of students state that it was easy to connect to the internet to access schoolwork. Another success that we saw was that 92% of our students stated they have an adult at school that they trust to go to for help and 96% of our students felt safe. The ability to adapt to the distance learning model quickly was critical. After an initial decline in engagement, 80% of our students were able to re-engage in the academic program and continue to progress in their education. Overall, we held to the values and actions of this goal, even though there were declines in outcomes.

# Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
       Priority 4: Pupil Achievement (Pupil Outcomes)
       Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>* Credit completion rate (Priority 4 - local)<br><br>* HQT percentage (Priority 1)<br><br>* English learner reclassification rate (Priority 4)<br><br>* Graduation rate (Priority 5)<br><br><br>**19-20**<br>Increase number of credits completed (Priority 4 - local)<br><br>100% highly qualified staff (Priority 1)<br><br>Increase English Learner reclassification rate (Priority 4)<br><br>Graduation rate increases (Priority 5) | 2019-2020 Data LP1-7<br><br>Goal Not Met: Credit completion rate: 1.94<br><br>Goal Met: HQT percentage: 100%<br><br>Goal Not Met: English learner reclassification rate: 7.0%<br><br>Goal Not Met: Graduation rate: 61% |

| Expected | Actual |
|---|---|
| **Baseline**<br>2018-19 Baseline LP1-7:<br>Credit completion rate: 2.69<br>HQT percentage: 100%<br>English learner reclassification rate: 19.53%<br>Graduation rate: 73% | |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| School Improvement Plan:<br><br>In order to meet the federal requirements for CSI, the school stakeholders selected the following evidence-based strategies: provide one-on-one tutoring, positive social incentives for good attendance, and data tracking by team of teacher/counselor and student retention manager.<br><br><br>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:<br><br><br>Read 180 teachers or literacy teachers.<br><br><br>Increase academic and social/emotional support services through additional counseling staff.<br><br><br>Increase instructional access through addition staff services, tutors, etc.<br><br><br>Establish an integrated intervention/incentive system, including snacks, meals and consumables as needed.<br><br><br>Provide transportation assistance. | Certificated salaries and benefits $672,451.00<br><br>Classified tutors & other support $392,433.00<br><br>Snacks, Meals, Consumables $38,412.00<br><br>Transportation and Field Trips $338,412.00 | Certificated salaries and benefits $577,536.00<br><br>Classified tutors & other support $307,880.00<br><br>Snacks, Meals, Consumables $61,470.00<br><br>Transportation and Field Trips $541,555.00 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Provide intervention and support program for English Learners and Redesignated FEP:<br><br>Small group ELD teachers and Regional Support.<br><br>EL Lead tutor and clerical support.<br><br>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.<br><br>Materials, hardware and software for intervention and incentive program. | Certificated salaries and benefits $672,450.00<br><br>Classified wages and benefits $392,433.00<br><br>Professional Services and Development $175,385.00<br><br>Materials, Hardware, Software $20,551.00 | Certificated salaries and benefits $577,535.00<br><br>Classified wages and benefits $307,880.00<br><br>Professional Services and Development $12,498.00<br><br>Materials, Hardware, Software $366,106.00 |
| Provide an effective educational program:<br><br>The foundation of an effective educational program is Highly Qualified Teaching staff.<br><br>Support staff is required to maintain an effective educational program.<br><br>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.<br><br>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.<br><br>Safe and secure facilities are required to maintain an effective educational program. | Certificated Salaries and benefits $3,558,359.00<br><br>Classified wages and benefits $517,624.00<br><br>Curriculum Development $81,922.00<br><br>Professional Services and Development $2,876,012.00<br><br>Facilitites $988,246.00<br><br>Materials, Hardware, Software - including assessments $573,917.00 | Certificated Salaries and benefits $4,635,810.00<br><br>Classified wages and benefits $900,660.00<br><br>Curriculum Development $37,250.00<br><br>Professional Services and Development $3,703,363.00<br><br>Facilitites $1,066,155.00<br><br>Materials, Hardware, Software - including assessments $222,932.00 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Educational materials are required to maintain an effective program.<br><br>Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA. | | |

## Goal Analysis

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

Vista Real made sure that all of our students were supported with technology to access the curriculum and their teachers. Our EL students also had the additional support from our EL paraprofessionals. For our low income and foster youth students, we ensured that they had specific Student Retention Support staff working alongside teachers and counselors to keep them engaged in their schooling. In addition to providing students with the necessary technology and additional supports, students were provided greater access to tutors. Tutors extended their hours and helped assist students through their credit challenges.

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

Due to the impact of COVID-19 and moving to distance learning, we encountered many obstacles in increasing credit completion and meeting our graduation rate. Another challenge was that our reclassification rate dropped by almost 12%. We responded by assigning all English Language Learners an EL coordinator in addition to the supervising teacher and literacy (ELD) teacher, who appropriately placed the students in ELA and Literacy intervention classes as informed by each student's IELDP (Individualized English Language Development Plan) and NWEA test scores. Typically, each EL student has met with the ELD teacher once or twice per week. We successfully continued all SGI classes for English Intervention in a virtual format. Intervention supports were provided and are evident by the EL students improving their NWEA scores in reading by 5.0 RIT points and in math by 5.5 RIT points. Our staff was trained on how to instruct and receive credits via online platforms instead of in person. However, unduplicated youth were also given the option of working onsite to receive face to face instruction during scheduled appointments. Overall, the school was able to quickly adapt to serving students through a distance learning model, providing students with a variety of options for completing credits.

# Goal 3

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities:       Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>* Online course completion (Priority 7 – local)<br><br>* Online course enrollment (Priority 7 – local)<br><br>* Online course availability (Priority 7 – local)<br><br>**19-20**<br>Online course completion rate will increase (Priority 7 - local)<br><br>Online course enrollment will increase (Priority 7 - local)<br><br>Online course available (Priority 7 - local)<br><br>**Baseline**<br>2018-19 Baseline LP1-7:<br>Online course completion rate will increase: 61.29%<br>Online course enrollment will increase: 62<br>Online course available: 100% | 2019-2020 Data LP1-7<br><br>Goal Not Met: Online course completion rate will increase: 53.3%<br><br>Goal Met: Online course enrollment will increase: 165<br><br>Goal Met:  Online course available: 100% |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:<br><br>Lab and small group teachers for Online program<br><br>Increase academic and social/emotional support services through additional counseling staff.<br><br>Increase instructional access through addition staff services, tutors, etc.<br><br>Establish an integrated intervention/incentive system<br><br>Online program and materials, including computers and mobile devices<br><br>Provide transportation assistance | Certificated and Benefits $672,450.00<br><br>Classified and Benefits $224,248.00<br><br>Materials - incentives   $21,951.00<br><br>Materials, Hardware, Software $5,139.00<br><br>Transportation   $21,951.00 | Certificated and Benefits $577,535.00<br><br>Classified and Benefits $175,932.00<br><br>Materials - incentives   $5,730.00<br><br>Materials, Hardware, Software $91,549.00<br><br>Transportation   $35,128.00 |
| Provide an intervention and support program for English Learners and Redesignated FEP:<br><br>EL tutor support and clerical support.<br><br>Materials, hardware and software for EL intervention program. | Classified and Benefits $224,248.00<br><br>Materials, Hardware, Software $5,139.00 | Classified and Benefits $175,932.00<br><br>Materials, Hardware, Software $91,549.00 |
| Provide an effective educational program:<br><br>The foundation of an effective educational program is Highly Qualified Teaching staff.<br><br>Support staff is required to maintain an effective educational program. | Certificated and Benefits $1,779,180.00<br><br>Classified and Benefits $295,786.00<br><br>Curriculum Development $46,814.00 | Certificated and Benefits $2,317,906.00<br><br>Classified and Benefits $514,664.00<br><br>Curriculum Development $21,286.00 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.<br><br>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.<br><br>Safe and secure facilities are required to maintain an effective educational program.<br><br>Educational materials are required to maintain an effective program. | Professional Services and Development   $1,438,006.00<br><br>Facilities   $496,144.00<br><br>Materials, Hardware, Software $300,338.00 | Professional Services and Development   $1,851,681.00<br><br>Facilities   $535,258.00<br><br>Materials, Hardware, Software $116,663.00 |

## Goal Analysis

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

Vista Real requires all students to complete a basic CTE course as one of their graduation requirements. Resources have been allocated to provide each student with a computer. By providing a computer, students can complete the required course in addition to the opportunity to complete a CTE or core courses online. Resources were allocated to ensure staff remained highly qualified and that professional development was provided to increase trauma-informed practices.

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

During the 2019-2020 school year, we found success in enrolling more than 165 students in our online courses, which is an increase from the previous year of 103 students. However, a challenge that we faced was that our online course completion rate fell by 8%. Since all students have been issued a computer and hot spot due to distance learning, we anticipate more students will complete an online course. 100% of our students have access to our curriculum online and the coursework has embedded online resources.

# Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>* CTE and Basic CTE course enrollment (Priority 7 – local)<br><br>* Individual Learning Plans (Priority 7 – local)<br><br>* Implementing state academic standards. (Priority 2)<br><br><br>**19-20**<br>Increase the number of students enrolling in Career Tech Ed or Basic CTE courses  (Priority 7 - local)<br><br>Individual Learning Plans have CTE (Priority 7 - local)<br><br>Implementing state academic standards (Priority 2) | 2019-2020 Data LP1-7<br><br>Goal Met: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: Pro skills 404 and CTE 43<br><br>Goal Met: Individual Learning Plans have CTE: 90%<br><br>Goal Met: Implementing state academic standards: 3.72 |

| Expected | Actual |
|---|---|
| **Baseline**<br>2018-19 Baseline LP1-7:<br>Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: 272<br>Individual Learning Plans have CTE: 90%<br>Implementing state academic standards: 3.36 | |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:<br><br>Lab and small group teachers for CTE program.<br><br>Increase instructional access through addition staff services, tutors, etc.<br><br>Establish an integrated intervention/incentive system.<br><br>CTE program and materials.<br><br>Provide transportation assistance. | Certificated and Benefits $840,564.00<br><br>Classified and Benefits $280,312.00<br><br>Materials - incentives $27,438.00<br><br>Materials, Hardware, Software $6,423.00<br><br>Transportation $27,438.00 | Certificated and Benefits $721,920.00<br><br>Classified and Benefits $219,916.00<br><br>Materials - incentives $7,163.00<br><br>Materials, Hardware, Software $114,423.00<br><br>Transportation $43,909.00 |
| Provide support for English Learners and Redesignated FEP:<br><br>EL tutor support and clerical support.<br><br>Purchase materials, hardware and software for EL incentive and intervention program. | Classified and Benefits $280,311.00<br><br>Materials, Hardware, Software $6,423.00 | Classified and Benefits $219,915.00<br><br>Materials, Hardware, Software $114,423.00 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Provide an effective educational program:

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program for CTE program

Educational materials are required to maintain an effective program.

Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE.  No Cost. | Certificated and Benefits $2,223,975.00

Classified and Benefits $369,733.00

Curriculum Development $58,515.00

Professional Services and Development   $1,797,462.00

Facilities   $620,181.00

Materials, Hardware, Software $375,423.00 | Certificated and Benefits $2,897,382.00

Classified and Benefits $643,331.00

Curriculum Development $26,607.00

Professional Services and Development   $2,314,543.00

Facilities   $669,073.00

Materials, Hardware, Software $145,829.00 |

## Goal Analysis

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

Resources were adequately allocated to ensure all students received a Personalized Learning Plan, were instructed by a highly qualified teacher and completed coursework aligned to the California State Standards. Every senior meets with a counselor to develop a postsecondary plan aligned to each student's goals.

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

All three metrics for this goal were met for improving college and career readiness for students. We were successful with increasing the number of students enrolled in a CTE course from 272 to 447. We have also maintained 90% of our students with a CTE course on their Personalized Learning Plan. Regardless of distance learning or instructing students face to face, students are provided with a rigorous and challenging academic program that is appropriate for each student's skill level. Students meet with their school counselor and teacher to ensure the student is completing the courses that will set them on a path to success upon graduation. Vista Real has been successful with our Dual Enrollment program. We have increased enrollment from 13 to 48 students. Our lead tutors and site administrators worked directly with students that participated in our Dual Enrollment program. They met with students regularly to ensure each student was successful in their college courses as well as their current high school courses. Vista Real provided transportation if it was needed and paid all fees for tuition and books, so there was no cost for the student to participate.

# Goal 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>* Stakeholder participation data (Priority 3)<br><br>* Survey Results (Priority 6)<br><br>* Evidence of Communication (Priority 3)<br><br><br>**19-20**<br>Stakeholder involvement will increase (Priority 3)<br><br>Survey data will reveal high results (Priority 6)<br><br>School communication will support engagement (Priority 3 | 2019-2020 Data LP1-7<br><br>Goal Met: Stakeholder involvement will increase: There were over 1,314 Conferences/Orientations<br><br>Goal Met: Survey data will reveal high results: 98% Feel Safe, 95% Feel Connected<br><br>Goal Met: School communication will support engagement: ELAC/PAC participants 50 |

| Expected | Actual |
|---|---|
| **Baseline**<br>2018-19 Baseline LP1-7:<br>Stakeholder involvement will increase: 789 Participated in Conferences/Orientation<br>Survey data will reveal high results: 99% Feel Safe, 96% Feel Connected<br>School communication will support engagement: ELAC/PAC 30 participants | |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| Establish partnerships and engage in outreach to the community through the community liaison and staff outreach.<br><br>Development of a calendar of events and communicate events<br><br>Open House and Award nights along with other activities will need materials.<br><br>Collect survey data.<br><br>Communications for program. | Classified wages and benefits $73,948.00<br><br>Materials $26,756.00<br><br>Contracted Services - Communications $153,123.00 | Classified wages and benefits $128,669.00<br><br>Materials $10,393.00<br><br>Contracted Services - Communications $134,407.00 |
| For English Language Learner students, RFEP, low income and foster youth:<br><br>Communication outreach and translation services in primary language by staff. | Classified wages and benefits $112,124.00<br><br>Transportation $10,975.00 | Classified wages and benefits $87,966.00<br><br>Transportation $17,563.00 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| We will provide transportation assistance to families to attend meetings, trainings, field trips, and special events. | | |

## Goal Analysis

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

Vista Real meets with stakeholders through quarterly PAC/ELAC meetings. During these meetings, feedback is garnished, in addition to annually surveying families to determine areas of growth, strength and school climate. Resources have been allocated to provide translation services for PAC/ELAC meetings, family conferences, IEP meetings, etc. to ensure equitable access to school involvement. Our Community Liaison works with the community to provide families with the resources they need including, but not limited to, food pantries, COVID testing sites, COVID vaccinations, mental health support, childcare, housing assistance, employment and local college and career opportunities.

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

Even though there were many challenges due to distance learning, our stakeholder involvement has increased substantially from 789 participants in conferences and orientations to 1,314 participants. We have also increased our PAC/ELAC meeting participants by 20. We found success when we transitioned to virtual PAC/ELAC meetings and combined these meetings with our awards night, as it made it more convenient for participants to attend. We plan to continue holding virtual PAC/ELAC meetings for those that cannot attend in person. A challenge was undoubtedly the hardships felt by students who struggled through personal circumstance changes, such as the diagnosis of COVID-19 for themselves or a family member, the loss of employment for themselves or a family member, mental health and wellness concerns such as anxiety and depression, and the loss of a loved one or of housing. A success that we saw was that 92% of our students stated they have an adult at school that they trust to go to for help and 96% of our students felt safe. We also saw success when 99% of our families surveyed state that their child has reliable access to a tablet, laptop or computer and 81% said it was easy to connect to the internet to access schoolwork.

# 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 |
|---|---|---|---|
| VRCHS has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, protection materials (including plexiglass barriers, and PPE), and deep cleaning services. Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement. | $112,000 | $138,871 | No |
| School Supplies and Materials to support student coursework. | $60,000 | $195,771 | Yes |

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.

Our school sites were not able to open for the majority of the 2020-21 school year. We began opening to students by appointment only in late April 2021, following all state and local guidance. We know that parents and students have been eager to return to campus so we made sure that procedures were put in place to ensure their safety. We have installed plexiglass dividers, posted distancing signage, purchased PPE and HVAC supplies and have required the frequent use of cleaning and sanitizing supplies to prepare for our transition back to in person learning.

Vista Real budgeted school supplies to help give students access to the curriculum as needed for our low income and foster youth. We provided translated materials as needed for our English Learners.

## Analysis of In-Person Instructional Offerings

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

When COVID-19 effectively closed campuses, students and teachers faced a significant challenge to engaging students. We recognize that our attendance dropped when this happened. But we were successful in re-engaging a majority of our students. We

have not fully reopened centers, however, we have transitioned to a hybrid program, seeing students by appointment only. We are looking forward to increasing the amount of students who can be accommodated in person by the end of the 2020-2021 school year with the approval of Ventura County Public Health. All sites will follow social distancing requirements and other safety guidelines as provided by local and state authorities, OSHA and CDPH.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| To ensure that our students have equal access we purchased laptops and hotspots and will continue to purchase as needed in order to ensure our students are able to connect to Google Classroom and communicate with their teachers. We will continue to make these purchases to ensure connectivity. This has increased the capacity for students to access the curriculum online. We are purchasing 1,100 hot spots for students. | $200,244 | $152,736 | Yes |
| Students needed additional academic support so the tutoring program will be increased and improved through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online. | $2,000 | $5,454 | Yes |
| Student outreach will be improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement. | $2,000 | $45,000 | Yes |
| Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students. | $50,000 | $53,000 | Yes |
| Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms. | $16,000 | $131 | 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.

Chromebooks and internet connectivity devices were issued to all students, targeting those without access to reliable home internet service, to ensure they have access to all instructional content and can actively engage in their academics. Google classroom was deployed and students also utilized our Edmentum curriculum.

Virtual tutors are available and have created tutor pods through Google Classroom where students can drop in and receive tutoring both individually and as a group. Students can also make an appointment to meet with a tutor for personalized support. Tutoring hours have been extended to meet the needs of our students.

Our Student Retention Support, teachers, tutors, counselors and other support staff have created and implemented a Care-A-Van program. The Care-A-Van team makes home visits to students that are struggling with distance learning and require additional support, need face-to-face instruction/tutoring, need social emotional support and/or other personal needs and to help students find solutions to obstacles that prevent their school progress.

Additional hours were offered to staff to connect with students after hours and/or on the weekends to meet the students' needs.

Staff has attended webinars for Google Classroom, Learning Ally, Edmentum and APEX courses, as well as a weekly Tech Lab to help teachers with navigating the different online teaching and communication platforms. Staff also participated in trauma-informed trainings throughout the school year to better support our students social-emotional well-being.

## 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.

Vista Real guaranteed all students, especially those in need, had access to a laptop and the internet by issuing Chromebooks and hot spot devices. Virtual SGI courses, virtual tutoring services, phone appointments, Google Classroom lessons and assignments, and a system for packet pick up and drop off were implemented to ensure the continuity of instruction throughout the duration of distance learning. Our Student Retention Support staff, teachers, tutors, paraprofessionals, counselors, administrators and other support staff participated in TREC trainings so staff could adequately support the social and emotional well-being of our students, with the hopes they would re-engage in their academics. This resulted in an 85.9% retention rate. Staff also participated in technology trainings to better support students with their academics. All EL students had the additional support of our ELD teachers and EL paraprofessionals. To support pupils with unique needs, paraprofessionals provided one on one support to students as they completed coursework virtually and accommodations to curriculum and instruction were provided as directed by IEPs.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Virtual Tutors to provide support in ELA, ELD and Mathematics | $184,000 | $270,039 | Yes |
| Diagnostic Testing for students through NWEA | $20,000 | $20,000 | 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.

Virtual tutors are available to coach and monitor the progress of students from 8:00 am to 6:00 pm Monday through Friday and until 8:00 pm on Thursdays and Fridays. We also have EL paraprofessionals to directly support our English Language Learners and SPED paraprofessionals to directly support our SPED students. Tutoring and paraprofessional support was conducted via email, text, phone and virtually in Google Classroom sessions.

NWEA has been conducted virtually and continues to be used to determine appropriate course placement and track growth and learning loss.

## 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.

Vista Real has utilized the NWEA series of benchmark assessments as a supplementary tool for tracking student growth and to better support the teaching staff in the proper course placement for students based on their academic ability. During the first half of the school year, Vista Real assessed approximately 1,009 students in Math and 1,025 in Reading. Out of that group, 114 of the students taking Math and 119 taking English were EL Learners. Students grew an average of 6.0 RIT score points in Math and 4.0 RIT score points in English, with EL learners grew 5.5 points in Math and 5.0 points in ELA. This data was shared with the instructional teams who determined how best to support the academic growth of students across the curriculum that was offered. The decrease in credit completion motivated us to shift our instructional supports to better accommodate the needs of students who were unable to meet with their teacher at their regular appointment time. Vista Real utilized virtual tutoring hours, extending tutoring hours and also expanded our use of social-emotional strategies to intervene with students that struggled to complete their work. We believe the extension of tutoring hours, flexible teacher appointment times and additional social emotional supports were critical in continuing to improve our NWEA scores.

## 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.

Vista Real participates in the TREC program (Trauma Resilient Educational Communities), which is a trauma-informed community that shares best practices for working with students. Teachers, counselors, paraprofessionals, tutors, classified staff and administrators received specific training to support their intervention with students that demonstrated the symptoms of anxiety, aggression, sleep deprivation, depression and self-harm. Due to the school site closures, our professional development trainings were transitioned from in person to being provided in a virtual format. This was accomplished with a focus on the need to also recognize new ways that students would demonstrate stress and how to appropriately address situations. Disengaged students were supported through collaboration between the school counselor and the Student Retention Support staff and when necessary, a home visit was conducted.

Our HOPE program has continued to support our pregnant and parenting students. The program was able to continue providing essential baby items for those in need. Vista Real received a donation of gingerbread houses for the holidays that were delivered to our parenting students so they could begin new traditions with their children. We were also able to make special deliveries for Halloween and Valentine's Day. Our HOPE team held a weekly Virtual Parenting Circle for students to connect with and support each other. There were special activities during these meetings for parenting students to bond with their children. Our social work interns provided an added layer of social emotional support to students participating in the HOPE program.

## 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.

PAC and ELAC meetings continued using virtual platforms rather than in person events. Surveys prompted students, families and staff members to provide feedback and participate in decision-making. Vista Real utilized L4L Connect and social media accounts to share community resources, advertise student meetings and clubs, virtual tutoring information, counseling resources and more. We were also able to live stream our 2019-2020 graduations through social media so family members and friends that could not physically attend the celebration due to COVID safety procedures could watch students graduate. Our Community Liaison works with community partners to provide families with the resources they need including food pantries, COVID testing sites, COVID vaccination information, mental health support, childcare, housing assistance, employment and local college and career opportunities. All the resources mentioned are also posted on our school website.

Vista Real's Care-A-Van outreach program was created to enhance the remote learning education of Vista Real students. A group of educators including teachers and administrators, conduct extended student home visits in order to support students who find remote learning challenging. These one-on-one home visits help these students reconnect with Vista Real while progressing towards a high school diploma. Staff provides tables and chairs for a safe outdoor learning experience. Technology and other educational needs are

brought to the students as well. We connect them with new learning platforms and helped them navigate distance learning, all from a place where they felt safe and comfortable. This outdoor learning enables Vista Real to follow all social distancing and COVID-19 protocols.

While we did see an increase in attendance at our PAC/ELAC and awards events, we are still in the exploratory phase of garnering authentic stakeholder involvement. The surveys do provide some feedback from families and community members, but it is not quite at the level of engagement that we hope to see. Families attend events, but they do not often share ideas, concerns, nor express their specific needs. We hope to increase stakeholder involvement in such ways that allow for frequent two-way communication. The primary forum for parent feedback has been parent/teacher conferences. This occurs twice a year, at the beginning of each semester. Vista Real seeks to increase this involvement and create avenues for more frequent feedback.

## Analysis of School Nutrition

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

We have continued to provide students and families who expressed a need for food security with community resources including food share and grab and go lunch sites and schedules. Local resources for food pantries are posted weekly on each school site's Instagram account and on L4L connect so that families have convenient resources within a commutable distance of their home. Additionally, this information is sent to teachers each week, so that they may share it directly, but discretely with students who may be in need.

Students currently have access to light snacks while on campus including nut free granola bars, fruit snacks, baked chips, real fruit juice and water. As we transition back to in person learning, we will have fresh nutritional food and drinks available and free of charge to all students. Presently, with COVID safety in mind, students are allowed to take what they need and enjoy these snacks outside.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| Pupil Engagement and Outreach | Student Retention Support personnel to help with reengagement. | $36,000 | $56,000 | Yes |
| Mental Health and Social and Emotional Well-Being | Additional Professional Development such as Mental Health First Aid and Trauma Informed Practices in a COVID setting. | $5,000 | $3,702 | Yes |
| School Nutrition | Nutrition when school reopens or as needed. | $289,744 | $1,927 | Yes |
| Mental Health and Social and Emotional Well-Being | HOPE Program and supplies for students who are parenting. | $40,000 | $85,000 | Yes |

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

The school did not have any substantive difference between planned actions and budgeted actions. Any unspent funds were directed toward meeting students' needs for tutoring, as well as the following programs described in this section. Our Student Retention Support team, teachers, tutors, counselors and other support staff have created and implemented a Care-A-Van program. The Care-A-Van team makes home visits to students that are struggling with distance learning and require additional support, need face-to-face instruction/tutoring, need social emotional support and/or other personal needs.

All staff members have attended trainings on the Trauma Resilient Educational Communities (TREC) model in preparation for our upcoming TREC accreditation. Topics have included Self-Care and Compassion Fatigue, Mindfulness and Meditation, Equity, Inclusion and Cultural Humility, and Relationships and Restorative Justice. Our counselors and social work interns hold weekly student workshops that provide college and career path options, senior parent information nights and a weekly social circle for students to connect and discuss a variety of topics.

Community resources were provided to students and their families listing local food pantries, COVID-19 resources including testing sites and vaccination information, mental health services, childcare assistance, housing assistance, employment and other local help.

Our HOPE (Helping Our Parenting students Excel) program team has created a Virtual Parenting Circle (VPC) for our pregnant and parenting students. The VPC has had several knowledgeable guest speakers discuss topics such as Grief and Loss and Toddler Behavior. The VPC has even had parent and baby art activities to create special bonding moments. Students have the opportunity to earn elective credits from participating in the Virtual Parenting Circle and some students continue to attend the VPC meetings after completing all credits for the continued education and comradery. Along with our social work interns, the HOPE program team calls and texts pregnant and parenting students to check in and offer social emotional support. The team also continues to deliver supplies to our parenting students, including special holiday drop offs.

## 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.

As of March 2020, we were not able to have in-person instruction. We learned from implementing a distance learning program how effective a collaborative effort can be to meeting students' academic and social emotional needs. We believe that the teamwork between the teachers, tutors, Student Retention Support services and counselors, helped increase our student engagement and improve our retention from last year to this year. We will keep the strategic actions and services of our tutors in our LCAP moving forward. This helped to inform our LCAP and we included improving retention and attendance as a critical action for student success.

As outcome data reflects, our Learning Continuity Plan implementation produced some mixed results. On one hand, students demonstrated academic growth through their NWEA reading and math scores; but on the other hand, our credit completion outcomes remained significantly less during the pandemic, than prior to the sites being closed.

Health and safety considerations are our primary mindset when putting together our school re-opening plan. We want to ensure all students have a safe learning environment to return to. All proper PPE has been installed at each of our sites for staff and student protection.

Distance learning was and still is a viable option for our students moving into next year. We have learned that with the additional support of the teachers, tutors, paraprofessionals, student retention services, and counselors, our students can be successful in the virtual learning environment. We had 64 students between March and June 2020 successfully complete their remaining credits to graduate and almost 100 graduates for the 2020-2021 school year.

Monitoring and supporting mental health and social-emotional well-being is still a main area of focus as we prepare to become TREC accredited. We are aware of the importance of maintaining and improving the mental health and social emotional well-being of our students. We will continue to provide opportunities for our students to participate in virtual meet ups, workshops and clubs that will support their wellbeing and provide them with a safe space for open discussion.

Engaging pupils and families was a success for us. At the end of 2019-2020, the retention rate was 84.5% and now our current retention rate is 86.4%. That is a 1.9% increase. This is due to the teamwork between our teachers, student retention services and counselors.

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

Performance outcome data for our English Language Learners reveals significant gaps in their re-designation rate. Our English Language Learners will need additional support in their course work and could benefit from an EL Tutor or Paraprofessional. We know the impact that strategic instructional supports have on English Learners. This helped inform our implementation of the SIOP model to better support this student subgroup.

Our foster youth and low-income students' performance outcome data shows we saw a decrease in credit completion. Our foster youth and low-income students could benefit from continued teacher, tutor and counselor support to guide them towards graduation. Our counselors and social work interns can assist by continuing to hold weekly student workshops that cover topics such as student support services in college, college information sessions, FASFA assistance, and career path options.

The gap in credit completion was the lowest for our SPED students. We believe this is due to our SPED teachers, general education teachers, counselors and SPED Paraprofessionals continuing to support and meet the needs of our SPED students. Grades and course completion for ELD courses could use improvement. SPED students that are also English Language Learners would benefit from regular support with our bilingual SPED paras or an EL paraprofessional.

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.

Our Learning Continuity Plan was implemented with the primary objective of meeting the needs of our student groups during the pandemic crisis. We were able to spend funds that were principally directed at providing these students the attention from trained personnel who could help them complete their coursework, like tutors, or connect with the student retention service provider who helps get them reengaged with school.

# 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.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus of our program was to improve the performance of our disengaged students. We identified early on, which students were not completing their schoolwork and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized a 62% increase in students completing schoolwork. In general terms, over 642 students were reengaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors and counselors.

LCAP Goal #1 is to increase academic progress and LCAP Goal #2 is to increase students' skills for college and career-readiness. The development of both goals were informed by data from the LCP. Learning continued, via our distance learning model, implemented with strategic supports such as tutors, student retention services and trauma informed trained teachers. Student grades for English Language arts were monitored and averaged 86.50%. English Language development grades averaged 85.56% for our English Language Learners. The average grades for math courses this first semester for all students was 86.62%, with our English Language Learners performing at 81.17%. The foster youth students performed at an 82%, and our low-income students averaged 86.46%. Our special education students were able to perform at 88.85% in mathematics. Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 6.0 in math. This is significant, because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 4.0. Our English Language Learners realized a growth in mathematics by 5.5 and in reading scores by 5.0. We think that this is due to the dedication of our teachers and tutors towards meeting the essential academic needs of our students. They have high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances. The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 2.65, before the pandemic and campus closures, and our current credit completion rate, which is 1.82. This is a gap of 0.83 credits for the all student group, which basically describes a 31.3% decline. For our English Language Learners, the decrease is 41.4%. It is 28.3% for our low income and 29.1% for our foster youth students. Special education students have 26.3%. These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission. The next area of concern is to provide targeted assistance to our English Language Learners. The reclassification rate was 7%, below the state average of 14%. We will need to have actions that address the specific requirements for re-designation like grades in ELD, NWEA scores and performance on the ELPAC. With the success we have seen with our tutoring program, we know they can help make a difference in the academic lives of our English Learners. An additional area of concern is to help students complete their core subject course in ELA, ELD and mathematics more quickly. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. They have flexibility when they start their course work and when they complete their course. We monitored their

progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 25.03% had finished by LP7. This percentage will likely double to 50%, by the end of the year. For students enrolled in ELD courses, only 14.58% were completed. The significance to us is that the data may be pointing to another gap where EL students are completing courses at a slower pace than other groups. We are likely to add this to the actions within our LCAP. English Language Arts courses were 23.35% done and the remaining will finish by June.

LCAP Goal #3 is to increase student retention and was informed by data from the LCP. Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 67.27%. Our current attendance rate is 66.83%. This is a gap of 0.44%, that we are confident we can close by additional tiered actions. LCAP Goal #3 now has new actions to support attendance and retention.

# 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:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

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

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

# Actions Related to Pupil Learning Loss

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

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

- 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<br>Annual Update<br>Budgeted | 2019-20<br>Annual Update<br>Actual |
| All Funding Sources | 28,422,586.00 | 33,282,722.00 |
|  | 28,422,586.00 | 33,282,722.00 |

\* 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 | 28,422,586.00 | 33,282,722.00 |
| | 28,422,586.00 | 33,282,722.00 |

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

| Total Expenditures by Object Type and Funding Source | | | | |
|---|---|---|---|---|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | All Funding Sources | 28,422,586.00 | 33,282,722.00 |
|  |  | 28,422,586.00 | 33,282,722.00 |

\* 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 | 4,301,461.00 | 4,935,847.00 |
| Goal 2 | 11,298,607.00 | 13,318,630.00 |
| Goal 3 | 5,531,394.00 | 6,510,813.00 |
| Goal 4 | 6,914,198.00 | 8,138,434.00 |
| Goal 5 | 376,926.00 | 378,998.00 |

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

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

| Total Expenditures by Offering/Program | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $172,000.00 | $334,642.00 |
| **Distance Learning Program** | $270,244.00 | $256,321.00 |
| **Pupil Learning Loss** | $204,000.00 | $290,039.00 |
| **Additional Actions and Plan Requirements** | $370,744.00 | $146,629.00 |
| **All Expenditures in Learning Continuity and Attendance Plan** | $1,016,988.00 | $1,027,631.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $112,000.00 | $138,871.00 |
| **Distance Learning Program** | | |
| **Pupil Learning Loss** | | |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $112,000.00 | $138,871.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $60,000.00 | $195,771.00 |
| **Distance Learning Program** | $270,244.00 | $256,321.00 |
| **Pupil Learning Loss** | $204,000.00 | $290,039.00 |
| **Additional Actions and Plan Requirements** | $370,744.00 | $146,629.00 |
| **All Expenditures in Learning Continuity and Attendance Plan** | $904,988.00 | $888,760.00 |

# 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 |
|---|---|---|
| Vista Real Charter High School | Corrine Manley<br>Area Superintendent | cmanley@vrchs.org<br>(805) 486-5449 |

# Plan Summary [2021-22]

## General Information

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

Vista Real is a Dashboard Alternative Status School, with an independent study program. Our current enrollment is 1,960, and we serve 13.5% English Learners, 62.4% low income, 4.3% foster youth, and 19.2% special education students. We are a charter school that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for work or college-readiness through our integrated and personalized program of job readiness coursework and standards-based curriculum. Some students need the flexibility of an independent study model to meet family obligations, such as work or child care needs. Many of our students reflect a diverse community with often low-income and English as a second language as a barrio to academic success. Some students may have been unsuccessful in the traditional school setting and simply seek an alternative choice in curriculum programs. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered learning environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Our personalized learning model is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. The school offers this personalized learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners. We are a year-round credit recovery program and we have 13 Learning Periods (LP) as our method of structuring the academic year.

# Reflections: Successes

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

We used a three year data set, from 2018-2021, starting with the Dashboard student group results and local data, in order to determine areas of success. We experienced success on our Dashboard indicators, prior to the pandemic, and in analyzing student group data, then and now, we realize that there are a few areas to highlight.  In 2019, we had a graduation rate was green that was  73% and above the minimum. The CCII was 6.6% and we strive for higher. Our ELA indicator was yellow and the Math indicators was orange, which is fine for a Dashboard Alternative Status School, with an independent study program. Our suspension rate was green and remains low. Our retention rate and success rate continue to be high at 90.1%, which is important, because we are credit recovery program and keeping students remain in school is our primary mission.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus of our program was to improve the performance of our disengaged students. We identified early on, which students were not completing their schoolwork and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized a 62% increase in students completing schoolwork. In general terms, over 642 students were reengaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors and counselors.

Learning continued, via our distance learning model, implemented with strategic supports such as tutors, student retention services and trauma informed trained teachers. Student grades for English Language arts were monitored and averaged 86.50%.  English Language development grades averaged 85.56% for our English Language Learners. The average grades for math courses this first semester for all students was 86.62%, with our English Language Learners performing at 81.17%. The foster youth students performed at an 82%, and our low-income students averaged 86.46%. Our special education students were able to perform at 88.85% in mathematics.

Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 6.0 in math. This is significant, because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 4.0. Our English Language Learners realized a growth in mathematics by 5.5 and in reading scores by 5.0. We think that this is due to the dedication of our teachers and tutors towards meeting the essential academic needs of our students. They have high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances.

Our school survey data shows that 96% of our students felt safe during the pandemic. This is very important to us, because student sense of safety impacts their learning and socio-emotional well-being.

Teachers reported that 86% have a team member that they can count on, which demonstrates that they are connected to a meaningful buddy from work, during this crisis. We have worked to ensure that there is a team spirit that connects everyone.

# 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.

Dashboard results from 2019 and local metrics provided us a three year data set, which we used to inform our student group analysis. In prior years, our distance from standard for ELA and Math averaged around 50 and 150 points respectively for our student groups. We continue to see that our English learners, low-income and foster youth students are scoring below the "All Group" in English Language Arts and mathematics. Even though the all group was in the yellow, the English learner and Students with Disabilities groups were in the orange. They were each over 100 points below standard. Hispanic and socioeconomically disadvantaged students were about 50 points below the standard in ELA. This was a significant gap and we made actions in the LCAP to address it and help close the distance in performance. We saw the same achievement gap during the pandemic, in key areas, such as ELA, mathematics, and credit completion, using the data we tracked for the Learning Continuity Plan. We used this analysis to develop LCAP goals and actions, based on areas of identified need.

The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 2.65, before the pandemic and campus closures, and our current credit completion rate, which is 1.82. This is a gap of 0.83 credits for the all student group, which basically describes a 31.3% decline. For our English Language Learners, the decrease is 41.4%. It is 28.3% for our low income and 29.1% for our foster youth students. Special education students have 26.3%. These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission.

The next area of concern is to provide targeted assistance to our English Language Learners. The reclassification rate was 7%, below the state average of 14%. We will need to have actions that address the specific requirements for re-designation like grades in ELD, NWEA scores and performance on the ELPAC. With the success we have seen with our tutoring program, we know they can help make a difference in the academic lives of our English Learners.

An additional area of concern is to help students complete their core subject course in ELA, ELD and mathematics more quickly. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. They have flexibility when they start their course work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 25.03% had finished by LP7. This percentage will likely double to 50%, by the end of the year. For students enrolled in ELD courses, only 14.58% were completed. The significance to us is that the data may be pointing to another gap where EL students are completing courses at a slower pace than other groups. We are likely to add this to the actions within our LCAP. English Language Arts courses were 23.35% done and the remaining will finish by June.

Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 67.27%. Our current attendance rate is 66.83%. This is a gap of 0.44%, that we are confident we can close by additional tiered actions.

Our school survey data shows that only 83% of our students felt connected during the pandemic. Without face to face interaction, students will feel disconnected. It is very important to us to ensure that we are doing everything possible to provide students with time and attention to

support them during this difficult time. Teachers reported that 44% are concerned about their physical well-being and 44% are concerned about their social-emotional well being during the pandemic. Results from the parent survey show that 82% feel that it was easy to contact their student's teacher. We strive to engage families in multiple and meaningful ways and we hope that increasing the two way communication will keep families connect to their school.

# LCAP Highlights

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

The Local Control Accountability Plan (LCAP) provides funds for helping high needs students with socio-emotional support, academic interventions, counseling and student engagement activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps ensuring that students become competent graduates. The following LCAP Goals support our low income, English Language learners and foster youth:

Goal #1: Increase Academic Progress

Goal #2: Students Will Gain Skills for College and Career Readiness

Goal #3: Increase Student Retention

Goal #4: Increase Stakeholder Engagement

Our first goal is a focus goal directed at helping our unduplicated student improve their performance, especially our English Learners. Our second goal is a broad goal supporting student interest in a career tech or a higher education. The third goal is a maintenance of progress goal that meets the mission of our school program to retain students and help them graduate. The last LCAP goal is aimed at improving stakeholder engagement, especially for our unduplicated students and their families.

# 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.

Vista Real Charter High School

**Support for Identified Schools**

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

Vista Real Charter High School is a Dashboard Alternative School Status (DASS) independent study program for at-promise youth in need of credit recovery. The school has been identified for Comprehensive Support and Improvement (CSI) under the federal Every Student Succeeds Act (ESSA), because the single year cohort graduation rate was 67.8% for a two-year average (2018 & 2019), which is below the federal threshold of 68%. Through a collaborative process involving parents, students and staff, the school developed improvement strategies after doing a school-level needs assessment, determined evidence-based interventions, and examined the program for any resource inequities. Additional details of this process are described further in this plan.

As an alternative school under DASS, Vista Real specifically seeks out students who are at risk of not graduating high school through the traditional high school setting. In addition, the personalized learning program developed is unique to each student and is specifically designed to create an optimal path toward graduation. The independent study model assigns each student a supervising teacher who develops a close relationship with each student and that teacher is supported by all the other teachers and staff as the need arises. The identification of the school for CSI status under ESSA was not attributed to resource inequities but in fact was attributed to the new way in which DASS schools' graduation rates would be calculated under the state and federal accountability systems. Analysis of data around state indicators, including graduation rates and policies, such as student placement, led to the actions described in this plan, which were implemented prior to CSI identification and have already resulted in positive increases in the graduation rate. The school will monitor and evaluate the effectiveness of their improvement plan throughout the school year. Furthermore, because the charter school accepts no federal funds and did not accept any CSI funding all the actions taken will be paid out of LCFF funds.

Vista Real was identified for CSI, because the one-year graduation cohort rate, over a two-year average, was below 68% for two student groups, white and socioeconomically disadvantaged. After examining the data, Vista Real had shown a 13.7% increase in graduation rate and initiatives implemented prior to the CSI identification had already had a positive effect and would be continued this year. The focus of the data examination was the one-year graduation rate and the correlation to the proper grade level identification of incoming students according to the number of credits received prior to enrollment. Both classified and certificated staff were involved in the analysis of the data.

Guiding principles from the Professional Learning Community (PLC) process, as conceived by Richard DuFour, were employed through a data dive protocol. The PLC protocol helped to guide our stakeholders in a collaborative, thoughtful and outcomes-based manner. The framework for guiding our process was also based on Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015). The Plan, Do, Study, Act (PDSA) model, when done frequently and in collaboration with a network will help our school improve its outcomes on multiple metrics. Showing our stakeholders that there are multiple drivers that lead to the outcome of a graduation, helped us to define the problem we would like to address. This lead into a discussion on what changes we wanted to introduce and why. We plan to collect and share data around credit completion, attendance, and senior graduation progress to help answer the question: "How will we know what change is an actual improvement?" The Six Principals of Improvement from the Carnegie Foundation helped provided a foundation for our analysis.

Stakeholder Input:

Graduation rate and methods to improve Vista Real's graduation rate were put forth to stakeholders at staff PLC meetings, Parent Advisory Committee (PAC) meetings, and English Learner Advisory Committee (ELAC) meetings. Conversations between school staff (including counselors, social workers, and student retention support staff) and students and stakeholders are held on a continual basis. Senior events and information nights are held throughout the year to seek input directly from students and parents of students who are close to graduating. Additionally, we gather input from regular parent and student surveys as well as student graduate surveys and exit surveys.

Data gathered form stakeholder input indicate the following:
* Parents find senior parent meetings and events to be valuable and would like to continue having them on a regular basis multiple times annually.
* Parents find the one-on-one support from teachers and counselors important and beneficial and would like more opportunities for weekly for one-on-one counselor support.
* Parents like that their students are receiving college and career support, including support with financial aid and resume building.
* Parents appreciate community resources offered to their students.
* Students enjoy the senior events offered and would like more frequent "large-scale" events like "grad night" at Disneyland or Magic Mountain.
* Students find value in goal setting and personalized learning plans.
* Graduate and Exit Surveys indicate graduates felt supported by staff and appreciated the flexible, one-on-one, personalized model. The surveys also indicate that graduates felt like they could utilize more support in computer skills, organizational skills, and career planning.
* Staff appreciate the tracking and support of seniors by the counselors and social workers.
* Staff appreciate the collaborative team approach to support seniors.
* Staff would like to see a formalized process to support seniors after graduation.

Needs Assessment Informed by State and Local Indicators:

In the spirit of continuous improvement, Vista Real used this as an opportunity to examine the school program. For Vista Real's needs assessment, we used the resource guide provided by the Los Angeles County Office of Education and examined both quantitative and qualitative data. We examined all of the state indicators and many local indicators in a collaborative team. Graduation data was disaggregated by student groups, as well as attendance and drop-out data. As a collaborative group of stakeholders, which included parents, staff, students, PAC, ELAC and the leadership team, we used a Professional Learning Community protocol to drill down on data and elicited productive conversations around graduation. We reviewed data from our LCP and prior LCAPs and 8 state priority data, as well as School Dashboard and WASC data. Internal personal learning plans and student contact information, as recorded in SIS, were also examined.

California School Dashboard graduation data analysis reveals that in 2019 the All Student group for graduation was 73% and our performance color was green. Our socioeconomically disadvantaged students were in the green and graduated at a 70.1% rate and our Hispanic students also earned green and graduated at 70.8%. White students were green at 77.8%. Other student groups did not receive scores, because there were not enough students to make a valid calculation on the California School Dashboard. The 2019-2020 graduation data published on Dataquest was 62.2%.

Student group data shows that there were three groups far below the All Student graduation rate. English Learners, students with disabilities

and homeless students are of concern, as there was a gap of 4-6 percentage points for these groups. English Learners and Foster Youth didn't have enough students in the population for a score. The Hispanic students had a 56% graduation rate and the rate for socio economic students was 56.1%. Students with disabilities were in the red with 58.9%. African Americans, Asian, Filipino, and American Indian students did not have enough students to report a percentage or earn a color.

Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. The school data demonstrates that we will need to take additional action in the areas of attendance, credit completion and supports for students who are inline to graduate.

In the 2019-2020 school year Vista Real had a significant decrease in our attendance rate as a result of COVID-19. Although our attendance rate increased from 2018 to 2019, it declined by 11.83% at the end of June 2020. Surprisingly, our retention rate increased last year by 3.4 percentage points, and our dropout rate improved by 1.5 percentage points. We are showing good improvement in those local indicators for student engagement. However, we have a highly mobile population, so to address this we will make sure that students have more buy-in to the programs that connect them to school.

Although our credit completion decreased by 0.75 overall, we expect credit completion to continually improve throughout the school year. One step we could take is to build on our student engagement programs. We will work to increase the interest and participation of students in social activities that enhance connectedness to their school and graduation goal.

State performance indicators from the California School Dashboard shows the following:

* Graduation Rate increased +9.2 points to 73% which earned us a green status.

* Suspension Rate was green, because there was an increase from 0% the previous year to 0.3%. Homeless students were in the blue range, and Hispanic, along with socioeconomically disadvantaged students were in the green. Of concern, were our EL student and students with disabilities in the yellow range, and foster youth in the orange. There were no expulsions.

* English Learner reclassification rate increased from 18.3% and is above the CA average of 14.6%. The English Learner Progress Indicator shows 54.6% of students making progress. The progress level was medium.

* Our Academic Indicator for English Language Arts increased by 3.4 points and had a yellow status. Most of our students come to us deficient in credits and skills and they score at the 7th grade level in ELA. The average score for 11th graders in ELA CAASPP was 53 points below standard and the lowest student group was students with disabilities at 104 points and English Learners in the orange with 102 points below the CA standard. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling. White students scored 26 points below standard and were in the yellow. Socioeconomically Disadvantaged students were in the red and Hispanic students scored in the red.

* The Academic Indicator for Mathematics maintained its average score. Our 11th graders in Mathematic CAASPP scored 150 points below

standard. and the lowest student group was students with disabilities at 193 points an English Learners were orange with 19 points below the CA standard. This is because students enroll with us who are 3-4 grade levels behind in their schooling. White students scored 122 points below standard and were orange. Socioeconomically Disadvantaged students were in the orange with 157 points below and Hispanic students scored in the yellow, with 158 points below.

* The College/Career Indicator increased by 3.7%, which yielded an orange for our program.

* Results from Vista Real's climate survey demonstrated that students have changed how they feel safe and connected at school. Prior school climate surveys show that 99% of the students felt safe and 98% felt connected. More recent school surveys show that as a result of COVID-19, 96% of them feel safe and just 53% feel connected. This concerns us and we are taking steps to mitigate as outlined in our Learning Continuity Plan.

Standards were met for the following state indicators:
* Parent Engagement,
* Local Climate Survey,
* Access to a Broad Course of Study,
* Basic Teacher and Instructional Materials, and
* Implementation of Academic Standards.

The chart below describes the graduation rate over two year and the student group data for 2017- 2018 to 2018-2019, the years in which the CSI Graduation rate was calculated by the CDE two-year graduation formula.

The needs assessment informed the CSI plan by defining which specific metrics are the key drivers towards the graduation rate. Attendance and credit completion for seniors will be monitored frequently with the Plan, Do, Study, Act (PDSA) model. Our collaborative team has a solid understanding as to the impact those data drivers have on our school improvement. Additionally, in response to the analysis, new procedures were developed for intake of new students and the examination of their transcripts. The one-year cohort rate calculation depended heavily on the students who had been identified in our system as 12th grade students for the given school year. Prior to this methodology there was not great emphasis placed on student placement in a grade level according to the credits earned prior to their enrollment into our school. Students were predominately placed into a grade level according to their chronological age. Staff, in discussing this shift, made it clear that the school would be placed at an extreme disadvantage if students who were not close to earning enough credits for graduation were placed in 12th grade simply because of their age. Staff developed a new system to ensure that all staff connected with student enrollment would place students into the grade level based solely on credits earned at the time of enrollment and that students already enrolled would not be advanced in grade level unless the appropriate number of credits were earned in the prior year.

Evidence-Based Interventions:

We investigated best practices for improving graduation through our DASS Professional Network and we were guided to the following evidence-based research to help guide our analysis and selection of strategies to improve graduation. We considered and identified the following evidence-based research interventions from the following sources:

• Evidence Based Resources Keeping Students on Track to Graduation (2012) – Center for Equity and Excellence in Education (LACOE Resource)
• Department of Education: Using Evidence to Strengthen Education Investments (2016)
• What Works Clearninghouse: The Path to Graduation materials: https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Path-to-Graduation. WWC Evidence Review Protocol for Dropout Prevention Interventions (2014).

Our team and our stakeholders through our Professional Learning Community process selected the following research-based strategies that we are committed to doing:
* We are to provide one-on-one tutoring,
* We are to provide positive social incentives for good attendance
* We are going to track specific data for our seniors through a team of teachers, counselors and student retention support staff.
* We are going to continue seeking stakeholder involvement and input.


Resource Inequities: We are a charter school, so as a single school LEA, we are not required to do a resource review.

We did, however, use the inequities rubric, provided by the Los Angeles County Office of Education, and considered the following for any identifiable barriers to:

• Access to Highly Qualified Teachers
• Access to Counselors
• Access to Student Retention Services
• Access to Tutors
• Access to interventions both socioemotional and academic
• Access to incentives for attendance, graduation, and retention
• Access to support for high needs English Learners, foster youth, special education, homeless
• Access to technology and instructional materials

The very structure of Vista Real's program ensures that all students enrolled in our program have access to the same support from administration, counselors, tutors, teachers and support staff. In addition, the personalized learning program developed is unique to each student and is specifically designed to create an optimal path toward graduation. The independent study model assigns a supervising teacher to each student, who develops a close relationship with the student, supports the student from enrollment to graduation, and brings in resources and support staff as needed.

The Plan, Do, Study, Act (PDSA) model is our system for continuous improvement. The Six Core Principles of Improvement from Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015) were utilized. The guiding

principles helped us define the problem, examine performance variations, understand what produces the outcome we want, track the process, employ PDSA, and use our PLCs to promote sustained growth. We know that using PLCs improves schools through collective inquiry around best practices. To ensure that we stay grounded in effectively implementing evidence-based strategies, we will continue using Richard DuFour's Professional Learning Community (PLC) process, a data dive protocol was developed and continues to be a key tool for furthering our continuous improvement efforts.

## Monitoring and Evaluating Effectiveness

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

The Plan, Do, Study, Act (PDSA) model is our process for continuous improvement, within a Professional Learning Community framework. Through a collaborative team of school educators, we will use school data, such as attendance, credit completion and graduation progress to inform our inquiry and focus on results. Monitoring our evidence-based interventions, we can see how seniors are utilizing the one-on-one tutoring and social incentives for good attendance. We will also continue to monitor the placement of incoming students ensure proper grade level placement and the correlation to the one-year cohort graduation rate.

Since the CSI status of the school was based on this one indicator, it will be the sole measure of success for the improvement plan. Since each student is assigned one-on-one time with an individual teacher all students who are identified in the system as 12th graders are monitored closely by their teacher for progress toward graduation. In addition, counselors monitor all seniors for credits earned. We plan to monitor students early and often so that we can be proactive in responding to student academic needs. We can build the capacity of our teachers and tutors so that they are able to do this. We also plan to do the following: Provide support staff to work with students falling behind on a regular basis and address their specific needs; Ensure students in need participate in tutoring with a tutor they can connect to regularly; Promote participation in small group instruction when possible.

To help monitor our plan and get their valuable feedback, we are partnering with stakeholders including our teachers, students, parents and school board in sharing our progress on our CSI plan at least twice a year. We can build the capacity of our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), who are a central component of our stakeholder groups, by sharing the school data progress with them at their meetings and elicit their feedback as part of our PDSA model. Our school board learns about our progress towards graduation on a regular basis, but with the CSI plan in place, we will ask for their feedback and input as part of our process. We have regular reports that we can share out, collaborate and celebrate with student and parent groups throughout the year, as students make progress towards graduation.

# Stakeholder Engagement

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

Vista Real obtained stakeholder feedback through a variety of ways including virtual parent meetings, L4L Connect posts, emails and phones calls, all of which included Spanish translation as needed. Parents and families have provided input during quarterly Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings and parent teacher conferences, which have all been held virtually. Students contributed through surveys and individual meetings with their teachers and other support staff. Staff continue to attend multiple virtual meetings per week that consist of staff meetings, professional development trainings, department meetings and one on one leadership calls. All families, students and staff have had the opportunity to participate in various surveys throughout the school year to determine strengths, needs and/or barriers to student success. VRCHS community partners have hosted virtual meetings with our Community Liaison to gain further understanding of the needs of the students who attend our school. The community partners have maintained their MOU requirements by moving to a virtual platform.

Administrators reviewed data aligned with the metrics to determine if progress was being made in achieving desired outcomes. Data analysis included a broad overview of reviewing aggregate data to determine areas of progress and/or concern.

Meetings were held on the following dates:

7/20/2020: PAC meeting – Review LCP

8/4/2020: PAC meeting – Review LCP

8/19/2020: PAC/ELAC meeting – Review LCP

12/10/2020: ELAC meeting – School overview, EL reclassification, election of ELAC officers and members, student awards

12/17/2020: PAC meeting – Re-opening, How to be Successful in Remote Learning, LCAP, Staying Healthy & Well, Parent Teacher Conferences

1/7/2021: PAC meeting – Returning to sites, LCAP, Parent Teacher Conferences, ELPAC testing, Parent presentation "Strategies to Increase and Enhance Your Student's Engagement", awards

3/11/2021: ELAC meeting – County of Ventura Public Health Department guest speaker, COVID-19 vaccinations

3/18/2021: PAC meeting – Re-opening, WASC, LCAP, state testing, senior information regarding graduation, college applications and FAFSA help

3/25/2021: PAC meeting – Re-opening, WASC, LCAP, state testing, senior information regarding graduation, college applications and FAFSA help

5/6/2021: LCAP and ELO Grant Parent Information Night – final review of LCAP and ask for stakeholder input on the Expanded Learning Opportunity grant plan

We had our public hearing on 6/7/2021 and our school board approved the Local Control and Accountability Plan.

SPECIAL EDUCATION SELPA SUPPORT:
We have a good partnership with our SELPA administration and the following collaborative activities have had a positive impact:
- The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes
- The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members
- Dropout (and graduation) data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA.
- Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested.

A summary of the feedback provided by specific stakeholder groups.

When students were surveyed, 43% said they were somewhat to extremely concerned about their social-emotional well-being and 55% said they would benefit from receiving social-emotional support. All staff was trained on multiple occasions in trauma-informed practices which covered self-care, mindfulness and equity and inclusion which increased the social emotional support for all students.

Of those surveyed, 87% of families and 86% of staff felt their student would benefit from additional academic support. Our tutors, EL paraprofessionals and SPED paraprofessionals were all available to provide additional help and support. Our tutors and paras were available from 8:00 am until 6:00 pm Monday through Friday and tutors extended their hours on Thursdays and Fridays to be available until 8:00 pm. Tutors would hold one on one tutoring sessions as well as group tutoring sessions via online platforms.

Parents expressed the need for additional technology support. Vista Real has purchased and issued Chromebooks and hotspots to all students that were in need of a computer and internet connectivity device to access schoolwork and to ensure the continuity of instruction throughout the duration of distance learning. Additionally, staff has received training for Google Classroom, Learning Ally, Edmentum and APEX courses. This has helped teachers navigate these teaching and communication platforms as well as empower the teacher to help students become comfortable with these platforms.

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

Our students, parents and staff all communicated the need to eliminate barriers to students' retention in our program. Specifically, they asked for additional one-on-one academic supports, additional supports in English, Math, Literacy and Writing and more student engagement. Even

though we met our retention rate, most teachers and parents feel their students are not fully engaged in their schoolwork. We believe the additional academic supports, especially in the areas of concern, along with the transition of returning to campus that student engagement will continue to increase.

To fully support those students in need of social-emotional supports, Vista Real is in the process of becoming TREC accredited. We are completing the final trainings and are confident we will be moving into the self-study phase of the process by the end of the 2020-2021 school year.

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 1 | Increase Academic Progress:<br>This is a focus goal for increasing academic progress for all students, especially our English Language learners, low-income and foster youth, who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, EL reclassification, credit completion and graduation rates. |

An explanation of why the LEA has developed this goal.

As a result of our analysis on key state and local data, we determined the need for a focus goal on academic performance for all our unduplicated students. This new goal specifically addresses low key metrics such as the English Learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the "All Student Group," and the unduplicated students. Our students also take the NWEA MAP assessment, and we measure academic growth from year to year in this way. This year, performance gaps among student groups were also revealed, using that assessment. We understand the gaps that need to be closed for our students, and this focus goal was carefully designed to support their academic needs with targeted interventions and tutoring.

We sought the consultation of our stakeholders, and involved them the LCAP process, which we believe promotes positive engagement, buy-in and trust. We know that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|-----------------------------|
| Teachers are highly qualified– Priority 1 | 100% | | | | Teachers are highly qualified– 100% |
| Teachers are appropriately assigned – Priority 1 | 100% | | | | Teachers are appropriately assigned – 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Reading – Lexile Growth – local metric | 1135 | | | | Reading score increases each year |
| Mathematics RIT Growth – local metric | 226 | | | | Mathematics score increases each year |
| Average Credit Completion – local metric | 1.82 | | | | Average Credit Completion increases to 4.0 |
| English Learner Reclassify - Priority 4 | 6% | | | | English Learner reclassification rate increases each year |
| EL Annual Progress on ELPAC – Priority 4 | Postponed | | | | EL Annual Progress on ELPAC increases each year |
| DASS 1 Year Graduation Cohort Rate - Priority 5 | TBD End of Year | | | | DASS 1 Year Graduation Cohort Rate – increases each year |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | English Learners support staff, interventions, and materials. | Our English Language learners will be served by an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD | $269,300.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Small Group Instruction, and supplementary materials for the ELD program as needed. | | |
| 2 | All academic interventions and program materials. | State and local assessments in ELA and Math indicate that some of our lowest performing students are the unduplicated student groups. To address this need Interventions will be provided for our unduplicated students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read 180 and Math 180, will accelerate their academic abilities. These actions have been effective at increasing students' mathematics and reading assessments. | $666,750.00 | Yes |
| 3 | Tutoring and supports for students. | Some of our lowest graduation rates are among the unduplicated student groups. To address this need Tutoring support for our unduplicated students who are credit deficient will help increase the rate at which they finish their courses. Local tutors and virtual tutors are actively engaged in reaching out to our unduplicated students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student performance. These actions will increase graduation rates for our unduplicated student groups. | $948,400.00 | Yes |
| 4 | Counseling students towards graduation and materials. | Some of our lowest graduation rates are among the unduplicated student groups. To address this need Counseling unduplicated students toward high expectations is essential for promoting their efforts towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We will continue providing counselors, who help address obstacles that unduplicated students might have. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our unduplicated student groups. | $565,708.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | Student activities that increase learning efforts. | The unduplicated students served by the school have additional obstacles that often interfere with attendance and lower their academic motivation as indicated by attendance rates and work completion rates. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited celebrations, field trips and enrichment experiences. We have witnessed how these actions inspire students to continue to be productive and strive to accelerate their learning. These actions will have a positive impact on attendance rates and work completion rates as well as graduation rates. | $240,000.00 | Yes |
| 6 | Teachers and staff are qualified and appropriately assigned | All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements. Students will have access to classified staff who support the school program. | $15,423,943.00 | 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** | Students Will Gain Skills for College and Career-Readiness: <br> This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English learners and foster youth students. |

An explanation of why the LEA has developed this goal.

This goals was developed with the special needs and interests of our unique student population in mind.  Most of our students choose our independent study program to change their story and increase their viability after graduation.  We support their interests in pursuing a career through our CTE course work and partnerships.  Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the a-g requirements.  Year after year, we expect these metrics to show improvement for all of our student groups.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| State Standards– aligned materials – Priority 1 | 100% | | | | Standards –aligned materials 100% access |
| Implement state academic standards and EL access – Priority 2 | 3.72 out of 5.0 | | | | Implement state academic standards and EL access increase |
| Statewide Assessments: <br> * English Language Arts – Priority 4 <br> * Mathematics – Priority 4 <br> * Science – Priority 4 | Statewide Assessments: <br> TBD <br> TBD <br> TBD | | | | Statewide Assessments: <br> * English Language Arts - score Orange or better <br> * Mathematics – score Orange |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | * Science – score higher each year |
| Participants in career-ready courses – Priority 8 local metric | 327 | | | | Number of students in career-ready courses – increase enrollment each year |
| Percentage of CTE course and pathway completers – Priority 4 | 45.45%    & TBD End of Year | | | | Percentage CTE course and pathway completers – increase .5 each year |
| Access to broad range of courses – Priority 7 | 100% | | | | Access to broad range of courses – All students have access to courses |
| Complete A-G courses (CSU) – Priority 4 | TBD End of Year | | | | Complete A-G courses – CSU – increase 1% each year |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Career and college-readiness for unduplicated students. | Some of our lowest college and career readiness rates are among the unduplicated student groups. To address this need, our unduplicated students need to be prepared to pursue a career, or attend a college. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. Support personnel, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed many of our students be successful in these programs. These actions will have a positive impact on our | $190,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | college and career readiness rates for our unduplicated student population. | | |
| 2 | Professional development addressing unduplicated students | Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, professional development for our teachers and staff is essential to the progress our unduplicated students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs. There has been a positive impact on our At-Promise students with additional staff training, such as trauma informed practices. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population. | $100,000.00 | Yes |
| 3 | Technology for upgrading student programs. | Ensuring that our unduplicated students receive and benefit from effective technology platforms and programs is an ongoing effort in helping them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. We have seen this action be effective with our students during the last year. | $200,000.00 | Yes |
| 4 | Support for standards-based curriculum in all areas. | All unduplicated students will have enhanced access to standards aligned curriculum. Regional personnel will help develop a high quality, customized curriculum, provide coaching to support implementation with the unique needs of our student groups, and monitor the implementation. We monitor using the CDE rubric each year. | $1,669,030.00 | Yes |
| 5 | Educational materials for an effective program. | All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted texts and update supplemental materials regularly, so that they meet our students' academic needs. | $13,314,492.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |
| 6 | Safe and secure facilities. | We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT). | $2,036,070.00 | 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** | Increase Student Retention:<br>This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either rematriculate or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience. |

An explanation of why the LEA has developed this goal.

We measure our core program through the high rate of retention, graduation and rematriculating back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma informed practices and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide a collaborative educational environment for the success of our students.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Success Rate – local metric (graduation, retention, rematriculate) | 90.1% | | | | Success Rate – maintain 80% or higher |
| School Facilities rating – Priority 1 | Good Condition | | | | School Facilities rating – in "Good Condition." |
| Retention rate – local metric | 86.4% | | | | Retention rate – 80% or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Attendance rate – Priority 5 | 66.83% | | | | Attendance rate – 85% or higher |
| Non-completer rate(dropout) – local metric | 8.7% | | | | Non-completer rate (dropout) – less than 10% |
| Suspension rate – Priority 6 | 0% | | | | Suspension rate – low rate - green |
| Expulsion rate – Priority 6 | 0% | | | | Expulsion rate – low rate - blue |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Student Retention Support personnel and incentive programs | The unduplicated student population has some of the lowest attendance rates. Ensuring that our unduplicated students are attending and remaining in school is foundational to our program. Our students are typically behind in credits and have been out of school for about a semester or more. We have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue this practices because our data shows that we have been successful with the majority of our students each year. These actions will have a positive impact on the attendance rates of our unduplicated students. | $166,100.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2** | Social-emotional support services and materials. | Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, Trauma-Informed practices have helped address many of the socio-emotional needs of our unduplicated students. Programs such as TREC, HOPE, counseling, support personal, social workers, professional development, special program such as yoga, have a positive impact on our students. We will continue to provide and build on these actions and services. We have witnessed that our At-Promise students benefit from these foundational supports. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population. | $572,600.00 | Yes |
| **3** | Transportation for unduplicated students. | Our unduplicated students are frequently without access to transportation to school or other related programs. This obstacle is mitigated by providing a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our unduplicated students. | $300,800.00 | Yes |
| **4** | Access to nutrition for unduplicated students. | Food services are not normally a part of an independent study program but meeting human basic needs helps students focus on academic achievement. Students in the unduplicated student groups have been greatly impacted by the pandemic and the associated economic recession that limits their access to quality nutrition. Nutrition is an essential function for school and we provide our unduplicated students access to food. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. This action has been effective in helping our students stay academically focused. These actions will increase attendance rates and retention rates for our unduplicated student population. | $300,000.00 | Yes |

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 4 | Increase Stakeholder Engagement:<br>This is a maintenance goal for increasing stakeholder engagement. We believe in parent participation along with their student's academic progress, and we believe in parents should be encouraged to participate in meaningful ways to promote positive school outcomes. |

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our stakeholders, we made this goal a maintenance of progress goal. There was a down turn in the school data for this goal, stemming from the pandemic, however, we expect it to resume full strength in a few years.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Parent conferences, events, celebrations – local metric | 1900 | | | | Parent conferences, events, celebrations increase |
| Parent Advisory/ ELAC – participation all year - local metric | 69 | | | | Parent Advisory/ ELPAC – have participation |
| Efforts to seek parent input – school survey - Priority 3 | 82% Feel It's Easy to Contact Teacher | | | | Efforts to seek parent input – increase on survey |
| Students feel safe – Priority 6 | 96% Feel Safe | | | | Students feel safe – over 91% feel safe |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Students feel connected – Priority 6 | 53% Feel Connected | | | | Students feel connected – over 88% feel connected |
| Teachers feel safe– Priority 6 | 44% Concerned | | | | Teachers feel safe– over 92% feel safe |
| Teachers feel connected– Priority 6 | 86% Have Teammate | | | | Teachers feel connected– over 92% feel connected |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Community/Parent Liaison and meaningful school activities. | The parents of unduplicated students are some of the least involved stakeholders. Parent and stakeholder engagement is an essential component to effective schooling for our unduplicated students.  We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. These actions will increase involvement of the parents of unduplicated students in our surveys, parent meetings and parent organizations. | $183,896.00 | Yes |
| 2 | Translation services and contracted services for outreach. | Many of our unduplicated students speak a language other than English at home. Our unduplicated students require effective communication and outreach about the educational programs and | $59,700.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | opportunities at the site. Translations in student's primary languages is critical for two-way communication efforts.  Additionally, outreach and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. These actions will increase course completion rates and graduation rates for our unduplicated student population. | | |
| 3 | Materials, transportation and personnel to support stakeholder events | The unduplicated student population has some of the lowest attendance rates. School activities and events are important to our unduplicated students and their families, so that they feel connected to the school's purpose and have increased engagement. Expenses for these include, but are not limited to communications, outreach, materials, and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed. These actions will have a positive impact on the attendance rates of our unduplicated students. | $5,300.00 | Yes |

# 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 |
|---|---|
| 25.42% | 6,438,084 |

**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.

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for attendance issues and academic supports for completing credits, which will lead towards successful graduation and life-long learning for our students. The details of the required justification for how the LEA is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions and Services section of this plan. The contributing action titles are:

Goal 1 Action 1: English Learners support staff, interventions, and materials.
Goal 1 Action 2: All academic interventions and program materials.
Goal 1 Action 3: Tutoring and supports for students.
Goal 1 Action 4: Counseling students towards graduation and materials.
Goal 1 Action 5: Student activities that increase learning efforts.

Goal 2 Action 1: Career and college-readiness for unduplicated students.
Goal 2 Action 2: Professional development addressing unduplicated students.
Goal 2 Action 3: Technology for upgrading student programs.

Goal 3 Action 1: Student Retention Support personnel and incentive programs.
Goal 3 Action 2: Social-emotional, trauma support services and materials.

Goal 3 Action 3: Transportation for unduplicated students.
Goal 3 Action 4: Access to nutrition for unduplicated students.

Goal 4 Action 1: Community/Parent Liaison and meaningful school activities.
Goal 4 Action 2: Translation services and contracted services for outreach.
Goal 4 Action 3: Stakeholder events, personnel, and materials for engagement.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated students. We also considered the design of actions, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population, in order to help our program meet the unique needs of our unduplicated student groups. In the goals section of this plan, each action marked, "yes," for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close the equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5CCR 15496 into the description of each specific action language, because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan, so they can better understand the rationale behind each unique schoolwide goal. Many of these actions and services are being performed on a schoolwide basis, in order to increase overall efficiency and effectiveness.

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

The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school's proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by planning to expend all supplemental and concentration funds allocated, on services for the unduplicated student population, as outline in the actions and services described in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

## Total Expenditures Table

| | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|
| | $37,212,589.00 | | | | $37,212,589.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $20,459,319.00 | $16,753,270.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | English Learners | English Learners support staff, interventions, and materials. | $269,300.00 | | | | $269,300.00 |
| 1 | 2 | English Learners Foster Youth Low Income | All academic interventions and program materials. | $666,750.00 | | | | $666,750.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Tutoring and supports for students. | $948,400.00 | | | | $948,400.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Counseling students towards graduation and materials. | $565,708.00 | | | | $565,708.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Student activities that increase learning efforts. | $240,000.00 | | | | $240,000.00 |
| 1 | 6 | All | Teachers and staff are qualified and appropriately assigned | $15,423,943.00 | | | | $15,423,943.00 |
| 2 | 1 | English Learners Foster Youth Low Income | Career and college-readiness for unduplicated students. | $190,500.00 | | | | $190,500.00 |
| 2 | 2 | English Learners Foster Youth Low Income | Professional development addressing unduplicated students | $100,000.00 | | | | $100,000.00 |
| 2 | 3 | English Learners Foster Youth Low Income | Technology for upgrading student programs. | $200,000.00 | | | | $200,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|-------|------------|-------------------|-------------|---------------|-------------|
| 2 | 4 | English Learners Foster Youth Low Income | Support for standards-based curriculum in all areas. | $1,669,030.00 | | | | $1,669,030.00 |
| 2 | 5 | All | Educational materials for an effective program. | $13,314,492.00 | | | | $13,314,492.00 |
| 2 | 6 | All | Safe and secure facilities. | $2,036,070.00 | | | | $2,036,070.00 |
| 3 | 1 | English Learners Foster Youth Low Income | Student Retention Support personnel and incentive programs | $166,100.00 | | | | $166,100.00 |
| 3 | 2 | English Learners Foster Youth Low Income | Social-emotional support services and materials. | $572,600.00 | | | | $572,600.00 |
| 3 | 3 | English Learners Foster Youth Low Income | Transportation for unduplicated students. | $300,800.00 | | | | $300,800.00 |
| 3 | 4 | English Learners Foster Youth Low Income | Access to nutrition for unduplicated students. | $300,000.00 | | | | $300,000.00 |
| 4 | 1 | English Learners Foster Youth Low Income | Community/Parent Liaison and meaningful school activities. | $183,896.00 | | | | $183,896.00 |
| 4 | 2 | English Learners Foster Youth Low Income | Translation services and contracted services for outreach. | $59,700.00 | | | | $59,700.00 |
| 4 | 3 | English Learners Foster Youth Low Income | Materials, transportation and personnel to support stakeholder events | $5,300.00 | | | | $5,300.00 |

# Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $6,438,084.00 | $6,438,084.00 |
| **LEA-wide Total:** | $0.00 | $0.00 |
| **Limited Total:** | $269,300.00 | $269,300.00 |
| **Schoolwide Total:** | $6,168,784.00 | $6,168,784.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 1 | English Learners support staff, interventions, and materials. | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $269,300.00 | $269,300.00 |
| 1 | 2 | All academic interventions and program materials. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $666,750.00 | $666,750.00 |
| 1 | 3 | Tutoring and supports for students. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $948,400.00 | $948,400.00 |
| 1 | 4 | Counseling students towards graduation and materials. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $565,708.00 | $565,708.00 |
| 1 | 5 | Student activities that increase learning efforts. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $240,000.00 | $240,000.00 |
| 2 | 1 | Career and college-readiness for unduplicated students. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $190,500.00 | $190,500.00 |
| 2 | 2 | Professional development addressing | Schoolwide | English Learners Foster Youth Low Income | All Schools | $100,000.00 | $100,000.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--------------|-------|-------------------------------|----------|------------|-------------|
| | | unduplicated students | | | | | |
| 2 | 3 | Technology for upgrading student programs. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $200,000.00 | $200,000.00 |
| 2 | 4 | Support for standards-based curriculum in all areas. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $1,669,030.00 | $1,669,030.00 |
| 3 | 1 | Student Retention Support personnel and incentive programs | Schoolwide | English Learners Foster Youth Low Income | All Schools | $166,100.00 | $166,100.00 |
| 3 | 2 | Social-emotional support services and materials. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $572,600.00 | $572,600.00 |
| 3 | 3 | Transportation for unduplicated students. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $300,800.00 | $300,800.00 |
| 3 | 4 | Access to nutrition for unduplicated students. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $300,000.00 | $300,000.00 |
| 4 | 1 | Community/Parent Liaison and meaningful school activities. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $183,896.00 | $183,896.00 |
| 4 | 2 | Translation services and contracted services for outreach. | Schoolwide | English Learners Foster Youth Low Income | All Schools | $59,700.00 | $59,700.00 |
| 4 | 3 | Materials, transportation and personnel to support stakeholder events | Schoolwide | English Learners Foster Youth Low Income | All Schools | $5,300.00 | $5,300.00 |

## Annual Update Table Year 1 [2021-22]

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

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

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

*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 **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22**. |

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

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

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

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

*Goal Analysis:*

Enter the LCAP Year

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

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

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

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

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

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

## Purpose

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

## Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

*Required Descriptions:*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# For School Districts Only:

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

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

# Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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