2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	California Connections Academy Southern California
CDS Code:	30 66464 0106765
LEA Contact Information:	Name: Richard Savage Position: Executive Director Email: rsavage@calca.connectionsacademy.org Phone: 9494611667
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$42,974,750
LCFF Supplemental & Concentration Grants	$3,737,006
All Other State Funds	$3,805,250
All Local Funds	$24,000
All federal funds	$2,385,397
Total Projected Revenue	$49,189,397

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$47746422
Total Budgeted Expenditures in the LCAP	$29602935
Total Budgeted Expenditures for High Needs Students in the LCAP	$3592889
Expenditures not in the LCAP	$18,143,487

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$0
Actual Expenditures for High Needs Students in Learning Continuity Plan	$0

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-144,117
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The school has significant administrative and operating costs which are not included in the LCAP goals and actions. These include the following broad categories: • -General administrative and operational expenses such as state reporting, enrollment, records, insurance, audits, dues, board expenses, taxes, banking, and database support. • -Oversight and fees for the school's authorizer and SELPA.

	- -Costs for staff support such as staff recruiting, payroll, pension reporting, HR services, hardware, software, and travel. - -Facility costs such as rent, utilities, maintenance, janitorial, furniture and equipment, postage, and supplies. - -Special Education costs to operate the Special Education program and provide services to students, including administrative and consulting costs, plus contracts with third party vendors to provide related services to students beyond what school staff can provide. - -Cost to administer state required testing, including the purchase of technology, rental of facilities, travel costs and supplies.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	There are many other actions in the LCAP which will support the students identified as unduplicated and those costs are contained within the expenditure lines for those actions but were not specifically split out from the expenditures for all students. The increase in supplemental funds is mostly due to increasing enrollment rather than an increasing percentage of the students identified in the school population as unduplicated. Therefore, the additional supplemental funds are used to expand existing programs and services so that these students can take advantage of programs and services developed to support these high needs students.

LCFF Budget Overview for Parents

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School Year: 2021-22

LEA contact information:

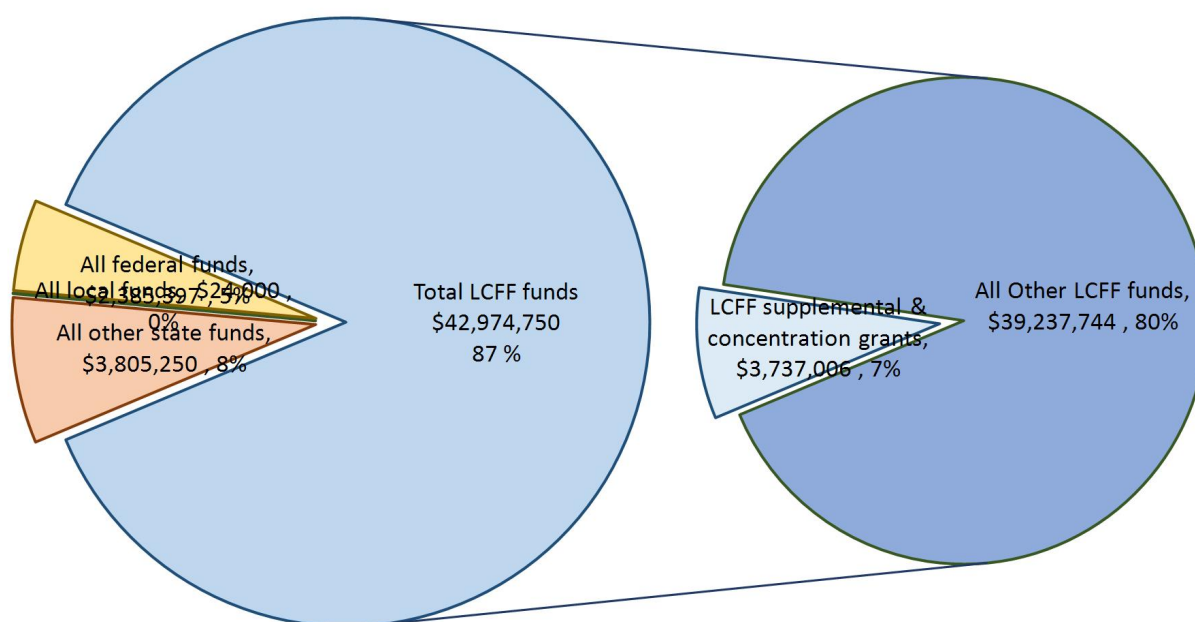Richard Savage

Executive Director

rsavage@calca.connectionsacademy.org

9494611667

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
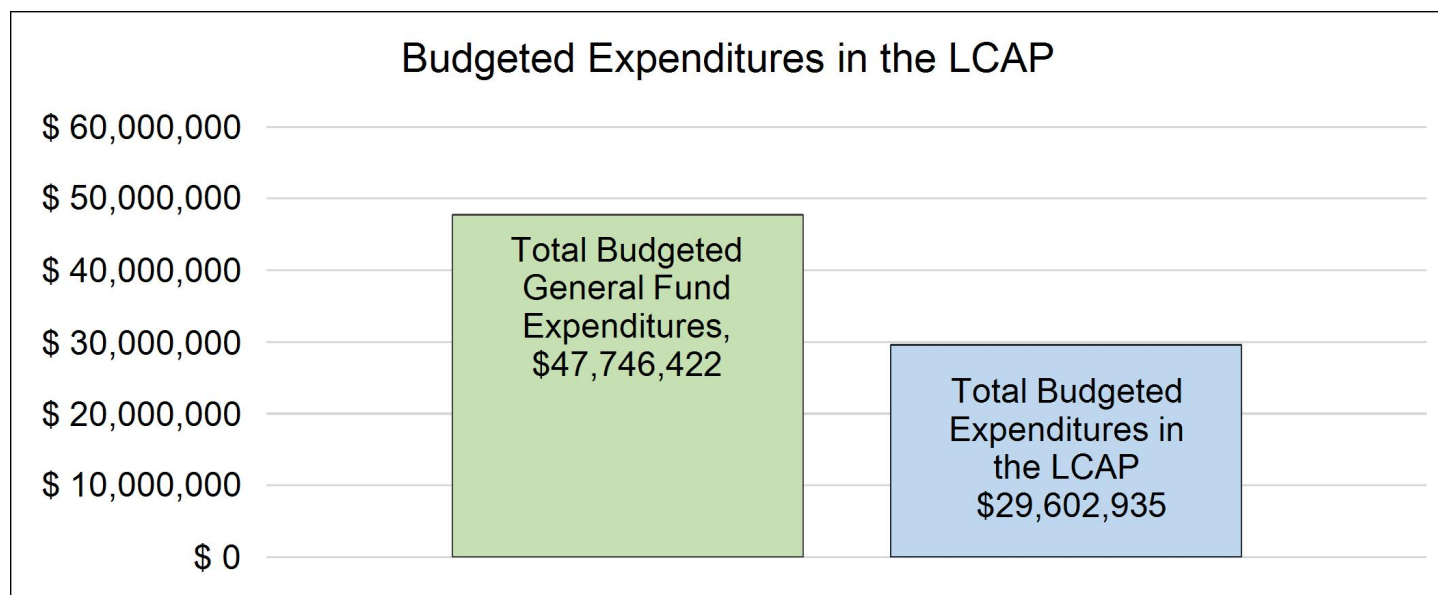
Projected Revenue by Fund Source

All federal funds, $2,385,397, 5%
All local funds, $24,000, 0%
All other state funds, $3,805,250, 8%
Total LCFF funds $42,974,750 87%

LCFF supplemental & concentration grants, $3,737,006, 7%
All Other LCFF funds, $39,237,744, 80%

The total revenue projected for California Connections Academy Southern California is $49,189,397, of which $42,974,750 is Local Control Funding Formula (LCFF), $3,805,250 is other state funds, $24,000 is local funds, and $2,385,397 is federal funds. Of the $42,974,750 in LCFF Funds, $3,737,006 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

$ 60,000,000	
$ 50,000,000	
$ 40,000,000	Total Budgeted General Fund Expenditures, $47,746,422
$ 30,000,000	
$ 20,000,000	Total Budgeted Expenditures in the LCAP $29,602,935
$ 10,000,000	
$ 0	

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

California Connections Academy Southern California plans to spend $47746422 for the 2021-22 school year. Of that amount, $29602935 is tied to actions/services in the LCAP and $18,143,487 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school has significant administrative and operating costs which are not included in the LCAP goals and actions. These include the following broad categories:

- -General administrative and operational expenses such as state reporting, enrollment, records, insurance, audits, dues, board expenses, taxes, banking, and database support.
- -Oversight and fees for the school's authorizer and SELPA.
- -Costs for staff support such as staff recruiting, payroll, pension reporting, HR services, hardware, software, and travel.
- -Facility costs such as rent, utilities, maintenance, janitorial, furniture and equipment, postage, and supplies.
- -Special Education costs to operate the Special Education program and provide services to students, including administrative and consulting costs, plus contracts with third party vendors to provide related services to students beyond what school staff can provide.
- -Cost to administer state required testing, including the purchase of technology, rental of facilities, travel costs and supplies.
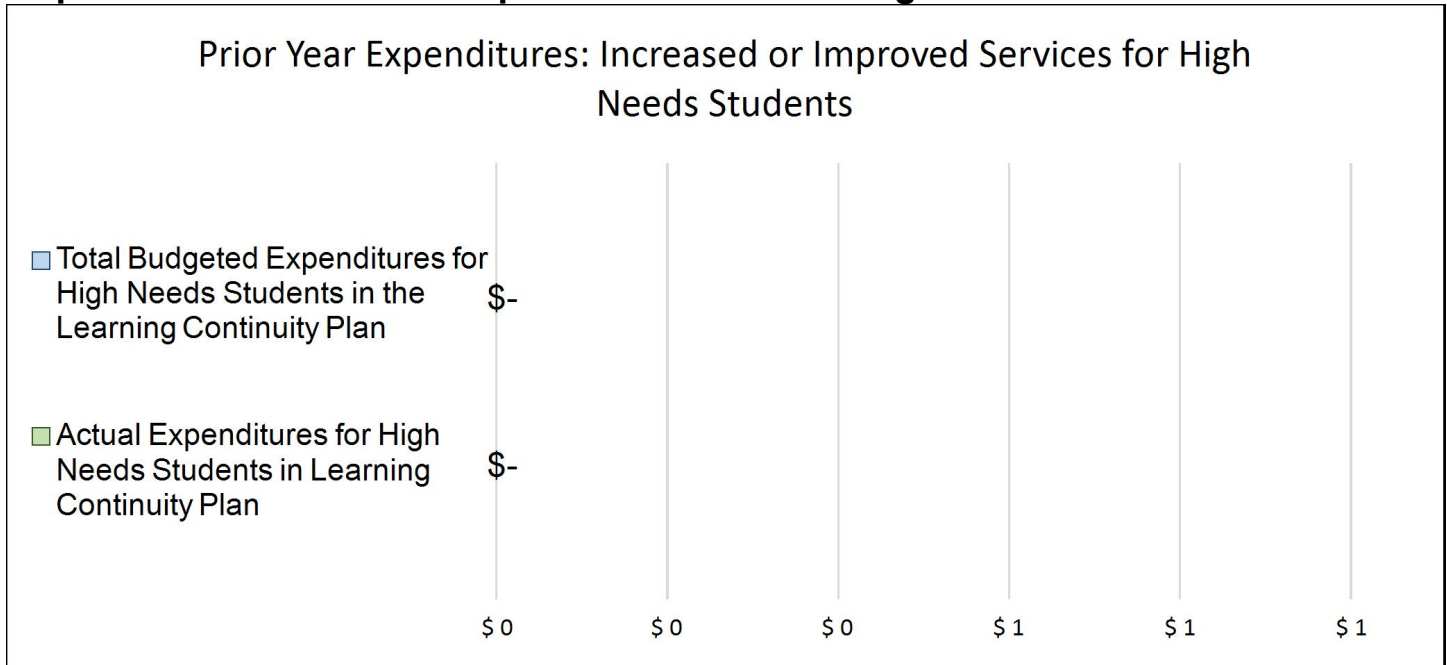
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, California Connections Academy Southern California is projecting it will receive $3,737,006 based on the enrollment of foster youth, English learner, and low-income students. California Connections Academy Southern California must describe how it intends to increase or improve services for high needs students in the LCAP. California Connections Academy Southern California plans to spend $3592889 towards meeting this requirement, as described in the LCAP.

There are many other actions in the LCAP which will support the students identified as unduplicated and those costs are contained within the expenditure lines for those actions but were not specifically split out from the expenditures for all students. The increase in supplemental funds is mostly due to increasing enrollment rather than an increasing percentage of the students identified in the school population as unduplicated. Therefore, the additional supplemental funds are used to expand existing programs and services so that these students can take advantage of programs and services developed to support these high needs students.

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 $-

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan $-

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

In 2020-21, California Connections Academy Southern California's Learning Continuity Plan budgeted $0 for planned actions to increase or improve services for high needs students. California Connections Academy Southern California actually spent $0 for actions to increase or improve services for high needs students in 2020-21.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Richard Savage Executive Director	rsavage@calca.connectionsacademy.org 9494611667

Plan Summary [2021-22]

General Information

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

California Connections Academy Southern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Capistrano Unified School District, and enrolls students in five counties: Orange, Los Angeles, Riverside, San Bernardino and San Diego. In 2004, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the California Connections Academy family and California Connections Academy Southern California will be run in the same model as the other 5 schools.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Southern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school, which is governed and operated by an independent Board of Directors made up of a mix of educators, parents and community representatives, contracts with Pearson Virtual Schools for curriculum, technology, and support services. California Connections Academy Southern California's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality curriculum that combines the best in print and technology and which is designed to meet all state standards.
Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Connections Academy Southern California program and which have an effect on the performance metrics described in this LCAP include:
- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, TK-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families chose a virtual charter school program to serve a unique need for a particular period of time, e.g. medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Successes

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

The 2019-2020 and 2020-2021 school years have been among the most unique. While functionally, our programmatic delivery has not changed throughout the pandemic, we have made concerted efforts to assist students to be as actively engaged as possible while navigating all of the different difficulties the pandemic has brought to families. Our normal expectation is that students have a synchronous voice to voice communication once every two weeks with our staff. The nature of this communication ranges from academic to social emotional support. This contact requirement can be adapted to increased frequency if the student needs it with some students being contacted weekly, and others even daily. The students in this increased contact frequency group are members of such student groups as foster, English learners and low income students. The biweekly contact rate started at a baseline of almost 83% in 2019-2020 and is already showing growth throughout the 2020-2021 school year. In an effort, to further support staff to make these biweekly contacts even more effective, we are embarking on whole staff social emotional training in 2021-2022.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our graduation rates remain below the 68% threshold. We are actively working to refine our methods to help students make up deficient credits. We have expanded our credit recovery program known as Project Success. We have also expanded our summer school offerings. We have focus groups actively working to find other ways to help students find success. In terms of math achievement, we continue to have refinement needs in this area. Initial i-Ready data is encouraging, however math growth is lagging behind reading growth. We will continue to work on articulation between elementary, middle and high school, as well as avail ourselves to increased professional development opportunities. We are also looking to invest in online instructional tools to help students better understand and engage with the topics being taught.

LCAP Highlights

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

California Connections Academy viewed the release of the new LCAP template as an opportunity to better align school planning efforts. The three goal areas in this LCAP are aligned to the main pillars of the school organization, academics, engagement and post secondary preparation. The goals and associated actions have been refined through the LCAP process and with engagement of stakeholders. In an effort to make the LCAP even more accessible to staff, a one page summary referred to as the School Enhancement Target (SET) has been developed. The progress monitoring of the SET also informs the LCAP bringing the annual planning processes full circle.

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.

N/A

Support for Identified Schools

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

Needs Assessment:
Our graduation rate is below the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in

the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2019 the all students graduation rate rose as compared to the prior year to 67.3%, which is encouraging but still not at the 68% threshold. The lowest group is the African American student group at 53.9% and the highest is the Hispanic group at 67.5%. In 2020, the all students graduation rates held steady at 67.2%. The Homeless student group had the lowest rate of 43.9% and the Filipino student group had the highest at 90.9%.

Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, 9th graders dropped to 74.5% on track for graduation after the conclusion of the first semester. In 2020-2021, 78.6% of 9th graders remained on track at the conclusion of the first semester, an increase when compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. Initial results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to an increase of active engagement with our school program. Throughout the 2019-2020 school year, high school students received biweekly successful contacts (i.e. phone call, small group lesson) at a rate of 82% to a peak of 86% as the year progressed. This has increased to a peak of 96.7% in the 2020-2021 school year. Being fully aware of the realities of graduation rate, the high school staff has also began the implementation of an internal credit recovery program called Project Success. During the 2019-2020 school year, historically at risk high school students passed an average of 75% of their classes in the Project Success program. During the 2020-2021 school year, the average pass rate has increased to 86.3%. These early successes are providing the justification and motivation to continue and expand these programs.

As a result of the school's struggles with graduation rate and the potential for learning loss due to the pandemic, our school ran its own in house summer school program for the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. We had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school.

Root Cause Analysis:
-A graduation rate below 68% for all student groups needs to be addressed.
-Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
-A high mobility rate is contributing to a large number of students enrolling deficient in credits.

Evidence-Based Interventions:
In order to make the best plan to meet our students' diverse needs, we utilized an evidenced based decision making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidenced based interventions, we required the solution criteria be a strategy that can contribute to achieving a 68% graduation rate or higher. The possible solutions, i.e. the possible evidence based interventions were all the interventions listed below. As we identified our solution choices

we decided to use all interventions considered being that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision making process, the following evidence based interventions will be implemented and/or continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (http://new.every1graduates.org/), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:
1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who drop out of school. (http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/)

-Homeroom Model: Based on the encouraging initial results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar in a traditional brick and mortar setting. Students are assigned in small groups to specific teachers, these teachers may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model, is the high school credit recovery program known as Project Success. Within this program, credit deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

-College and Career Access Pathway (CCAP): With the recent expansion of CCAPs to charter schools, the school will begin the process of creating such an agreement with a community college partner. According to http://cacareerpathways.clasp.org, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness."

-In House Summer School: Building off the success of the 2020 program, we will continue to refine our summer school program. We will work to better identify the students in need of summer school. We will also work to refine course offerings. In addition, planning has begun to develop a study skills class for at risk 9th graders to help them better access our unique online program. Summer school will focus on both higher grade students needing credits and lower grade students needing foundational skills.

Identification of Resource Inequities:

The mission of California Connections Academy seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities are therefore another contributor to this reality. As a result, we will work to bridge these inequities by lowering student to teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the implementation of the college and career access pathway, the early warning and response system, and in house summer school.

Monitoring and Evaluating Effectiveness

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

The CSI plan will be monitored following the stages of implementation described by Fixsen, "exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change." (https://nirn.fpg.unc.edu/) The plan will be monitored at all times, with formal quarterly reports on the following data points:

-The percentage of all students who are on track to graduate, with the goal of all those in the current 4 year cohort to be above 68%.
-The percentage of underclassman remaining on cohort to increase, i.e. more than 78.6% of 9th grade students to remain on track after the first semester of the 2021-2022 school year.
-The CCAP will be fully planned and ready for full implementation for the fall of the 2021-2022 school year.
-In house summer school program refinement.

We will progress monitor these data points, at a minimum quarterly. School leadership, staff, and community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. All of these efforts will help the school determine the effectiveness of the selected evidence based interventions and this feedback and data will be utilized in future evidenced based decision making.

Stakeholder Engagement

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

California Connections Academy, has the unique opportunity to take full advantage of existing involvement processes. Stakeholder feedback, especially from parents and students, has always been very important to the organization. One very important method is through the use of various surveys. These surveys are distributed each year as a means of soliciting and gathering stakeholder input. Some questions specifically ask stakeholders to identify areas of need and to receive their input for school improvement. Open ended written comments are also solicited, which are then reviewed along with the compiled overall results.

In addition to the surveys, various meetings are also held to solicit stakeholder input. These are summarized below:

School Advisory Committee
The role of the School Advisory Committee is to review the effectiveness of current school programs, policies, and procedures. In addition, the Committee reviews student performance data and plays an integral part in providing valuable feedback on how to improve student achievement. In addition to its role in developing the school's LCAP, the Advisory Committee includes various Title 1 stakeholders and reviews the effectiveness of the Title 1 program and also participates in the WASC process. Efforts are made to include representation from all stakeholder groups in the Committee. For example, Committee members include parents, teachers from different grade levels, administrators, school support staff and board members. In addition, parents of students from specific demographic subgroups, such as Special Education, English Language Learners, and Socio-Economically disadvantaged are encouraged to participate in the Committee. School Advisory Committee meetings are held two to three times per year, usually in the fall, mid-year and then in the spring. Meeting agendas include review of school performance, a description of LCAP and the state priorities, and opportunities for specific suggestions and feedback. Detailed explanations of the state accountability system and the School Dashboard are provided. Meetings are offered virtually so that stakeholders can participate from any location and do not need to travel to the school office. The meetings are recorded and are available for review at any time. Input given by stakeholders at these meetings is documented and addressed either immediately during the meeting, or as a follow up at a future meeting. It may also be incorporated into the LCAP when appropriate.

Brown Bag Staff Meetings
School leadership holds regular monthly meetings where all staff members are invited, including teachers, administrators and support staff. Various topics are discussed, including school improvement. These are sessions designed to inform staff of current events and dates that are pertinent to them. In addition, participants are encouraged to ask questions that are important to them. Each year, LCAP information and discussion is included, along with information on the state priorities and the charter goals.

Charter School Board Meetings
The Board of Directors for the school meets nine times per year. These meetings are open to the public. In addition to the board members and administrative staff, school district personnel from our sponsoring district are invited and attend the meetings on occasion. On a regular cycle, the Board addresses school improvement and, in partnership with school administration, sets school goals for the year. Beginning mid-

way through the year, the LCAP is a regular item on the board agendas so that board members, district staff and other members of the public can become informed about the LCAP and provide input.

Authorizing District Input
The authorizing district conducts annual oversight reviews to evaluate the school's performance and achievements as well as areas of growth. The authorizing district staff has opportunities to provide input on the school's program and performance during the annual district oversight process. This input can then be incorporated into the annual LCAP as needed. The school also provides an update to the authorizing district Board of Trustees annually, usually sometime near the end of the school year when the highlights from the previous year can be included. This is typically done via a presentation at a public board meeting, allowing district Board members as well as members of the public to have opportunities to provide input to the school leadership.

WASC Accreditation Focus Group Meetings
During years that the school is engaged in the WASC accreditation process, the input required as part of WASC is used to inform the LCAP. During those years, groups meet to discuss school performance and school improvement. Multiple staff members are directly involved with the accreditation process, and other stakeholders are involved through meetings, surveys and other methods.

Executive Leadership Team Meetings
These meetings are held weekly and include representation from the educational leadership at all grade levels, the Special Education (Student Services) department, the Counseling department, and the Business Services department. These representatives are able to articulate the areas of need for their particular departments. LCAP goals are created and refined by the Executive Leadership Team, using stakeholder input. Because there is representation from all areas of the school, including business services, the actions and expenditures required to implement the LCAP can be discussed and agreed upon. In addition, during annual multi-day Leadership Retreats, the LCAP goals, priorities and actions are discussed in depth as a part of the annual school improvement planning cycle.

Back to school 'All Staff' Meetings
In addition to the ongoing and regular feedback that all staff can make via their departments and/or supervisors, there are additional opportunities for staff input into school improvement at the beginning of the year and end of the year "all staff" meetings. These meetings may be in person or conducted virtually, but in either case, staff input is documented and addressed.

A summary of the feedback provided by specific stakeholder groups.

The main elements of feedback provided by stakeholder groups were the following:
- Simplifying the readability of the document
- Increased inclusion of socialization activities, mental health and social emotional supports
- Further improving graduation rate
- Further improving math academic achievement

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

- The Executive Leadership Team influenced the change to the goals of the LCAP. Taking six goals and aligning them more succinctly into three goals.
- The School Advisory Committee's feedback led to the inclusion of actions surrounding increased socialization activities, mental health and social emotional supports.
- The Executive Leadership Team, the School Advisory Committee, and CalCA High School staff led to the inclusion of actions and metrics to better address the graduation realities.
- The Executive Leadership Team, the School Advisory Committee, and CalCA Teachers led to the inclusion of actions for increased instructional professional development and additional instructional delivery tools.

Goals and Actions

Goal

Goal #	Description
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%				The desired outcome for 2021-2022, the median percent progress towards Typical Growth in Reading will be 82%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%				The desired outcome for 2021-2022, the median percent progress towards Typical Growth in Math will be 73.9%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 12.3%				The desired outcome for 2021-2022 is an RFEP rate of 16.7%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	$255,575.97	No
2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$2,841,208.92	No
3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	$3,551,933.59	No
4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	$76,982.00	No
5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	$175,362.12	Yes
6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$58,613.73	Yes
7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	$40,648.39	Yes

Action #	Title	Description	Total Funds	Contributing

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	All stakeholder groups will demonstrate active engagement in the school program.

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%				The desired outcome for 2021-2022 is an average biweekly contact rate of 84.43%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%				The desired outcome for 2021-2022 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%				The desired outcome for 2021-2022 is 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Technology, Internet	Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family.	$10,690,089.78	No

Action #	Title	Description	Total Funds	Contributing
	Connectivity, and a Rigorous Curriculum	Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program.		
2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily.	$6,034,810.80	No
3	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	$2,069,726.14	Yes
4	Learning Coach Engagement Support	The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.	$233,299.57	Yes

Action #	Title	Description	Total Funds	Contributing
5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields.	$358,170.37	No
6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	$581,720.00	No
7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	$30,929.98	Yes
8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	$59,336.05	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	All students will graduate with the knowledge and skills needed for college and careers.

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%				The desired outcome for 2021-2022 is an average course pass rate of 77.8%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%				The desired outcome for the summer of 2022 is 79.3%
Increase graduation rates	The 2019-2020 grad rate was 67.2%				The desired outcome for the 2021-2022 grad rate is 70.48%
Increase the percentage of students prepared and approaching prepared as defined by the CCI	In 2019-2020, the percentage of students Prepared and Approaching prepared was 35%				The desired outcome for the 2021-2022 school year is 38.75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	$660,352.40	No
2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$159,053.75	Yes
3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	$12,223.79	Yes
4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8.	$813,031.45	Yes
5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$191,657.28	No
6	Graduation Rate Progress Monitoring	Implement an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	$659,935.31	No

Action #	Title	Description	Total Funds	Contributing
7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$48,273.39	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.52%	$3,737,006

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

Required Descriptions

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

Goal 1: Actions 1 - 4 focused on schoolwide academic achievement. We continue to work towards improving academic achievement for both unduplicated students and other students groups, especially when looking at math performance data and assessing the academic needs of various student groups. These actions support unduplicated students because these actions are designed to refine instructional practices throughout the entire school. Unduplicated students are encouraged and supported in accessing the broad course of study available within our school, and as a result, we are seeking to refine practices schoolwide to ensure that no matter what course an unduplicated student chooses to enroll in, the teacher is fully supported.

Goal 2: Actions 1 - 6, and 8 focused on engagement. We continue to have the need to reduce chronic absenteeism for both unduplicated students and other student groups. When a student is not engaging fully within our school, we provide individualized support to meet their needs and ensure maximum engagement with our program. This means that no matter the student group, each student is supported to their level of need. All unduplicated students that encounter difficulties with engagement will receive the individualized support when they need it. We have found over the past several years that the homeroom model of support is very effective for at-risk students who do not have as much support in their home environment.

Goal 3: Actions 1, 2, 5 - 7 focused on post-secondary outcomes. Graduation rates continue to be a focus of program enhancements. Almost all student groups, including unduplicated students, need assistance in order for the school to reach the federal required threshold for graduation rate.   Maximizing graduation rates is foundational to our students' and overall school level success. When students begin to show the warning signs of becoming a non-graduate, individualized intervention is provided. All students from all student groups, including unduplicated students, will receive the support they need to remedy credit deficiencies whenever they need it.

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

Since the school expects to have approximately 48% of students identified as unduplicated, services provided to all students will also support this population under a "schoolwide" model. The school will not be eligible to receive any concentration funds. It should be noted that in 2020-21, the school served a significant increase in the number of students in these categories without receiving any additional funding, due to the state budget adopted during the pandemic which capped funding at the prior year amounts.The increase in funds to be received in 2021-22 is due mostly to an additional increase in these student populations rather than an increased percentage of eligible students. Therefore, as supplemental funds increase, the services provided to the unduplicated student population are increased by a proportional amount to provide these supportive services to an increased number of students. The types of services that are specifically designed to help support the unduplicated pupils include the following:

1. Continue to improve and add services for English Language Learner students, in particular by adding further support for synchronous lessons, increase participation in the credit based courses for high school ELL students and develop procedures to address LTEL students and monitor RFEP student.

2. Support provided in several areas, including math intervention, high school staffing, and liaisons dedicated to homeless and foster youth support. A homeroom model implemented across the school provides additional support and the school has changed its staffing model accordingly, with specific teachers assigned to the most at risk students.

3. AVID program expansion continues, including AVID professional development, an AVID Coordinator, a credit bearing AVID course and AVID tutoring services.

4. Credit recovery options for at-risk students, including additional funds for the summer school program which will be used for students who are at the highest risk of not graduating on time and summer intervention programs for K-8 students. In addition, the Project Success program targets students in their last two years of high school who have gotten off track for graduation and provides additional support to help them make up credits through that program.

5. Additional support for access to a wide selection of a-g coursework, which should help to increase the percentage of students who can graduate with all the UC a-g requirements met.

6. Enhanced support for Learning Coaches so that they are able to better support and engage students, especially students considered "at risk".

7. Continued development of a formal Career Technical Education Pathways program, including partnerships with colleges and businesses, plus a partnership with at least one Community College for Dual Enrollment courses.

8. Enhanced internal assessments to closely monitor at risk students, determining where they start and end the school year and measuring individual student growth within each academic year.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$26,223,061.78	$1,944,574.19		$1,435,298.81	$29,602,934.78

Totals:	Total Personnel	Total Non-personnel
Totals:	$14,317,378.75	$15,285,556.03

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development for Academic Achievement	$123,513.32			$132,062.65	$255,575.97
1	2	All	Diagnostic Assessments and MTSS Academic Interventions	$2,435,862.60			$405,346.32	$2,841,208.92
1	3	All	Teacher Collaboration for Academic Achievement	$3,121,351.30	$430,582.29			$3,551,933.59
1	4	All	Synchronous and Asynchronous Instructional Tools				$76,982.00	$76,982.00
1	5	English Learners	English Learner Student Achievement	$175,362.12				$175,362.12
1	6	English Learners	LTEL Support	$58,613.73				$58,613.73
1	7	Foster Youth	Foster and Homeless Academic Achievement	$40,648.39				$40,648.39
2	1	All	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	$9,869,563.50	$820,526.28			$10,690,089.78
2	2	All	Track and Record Daily Student Participation	$5,747,115.44	$287,054.86		$640.50	$6,034,810.80
2	3	English Learners Foster Youth Low Income	Framework of Tiered Re-engagement Strategies for Students	$1,854,435.00	$215,291.14			$2,069,726.14
2	4	English Learners Foster Youth Low Income	Learning Coach Engagement Support	$233,200.51			$99.06	$233,299.57
2	5	All	Social Emotional / Mental Health Supports	$201,998.17	$47,592.20		$108,580.00	$358,170.37
2	6	All	Increasing Diversity and Inclusion	$550,000.00			$31,720.00	$581,720.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	Foster Youth	Foster and Homeless Youth Engagement Support	$30,929.98				$30,929.98
2	8	All	In-Person and Virtual Engagement and Enrichment	$59,336.05				$59,336.05
3	1	All	College Preparation	$450,820.90			$209,531.50	$660,352.40
3	2	English Learners Foster Youth Low Income	Career Preparation (CTE)	$156,995.00			$2,058.75	$159,053.75
3	3	English Learners Foster Youth Low Income	AVID Program Implementation	$12,223.79				$12,223.79
3	4	English Learners Foster Youth Low Income	Credit Recovery and Summer Intervention	$813,031.45				$813,031.45
3	5	Students with Disabilities	Transition Plans	$119,893.57	$71,763.71			$191,657.28
3	6	All	Graduation Rate Progress Monitoring	$119,893.57	$71,763.71		$468,278.03	$659,935.31
3	7	All	Dual Enrollment Options	$48,273.39				$48,273.39

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,375,439.97	$3,592,888.92
LEA-wide Total:	$0.00	$0.00
Limited Total:	$305,554.22	$305,554.22
Schoolwide Total:	$3,069,885.75	$3,287,334.70

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	English Learner Student Achievement	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$175,362.12	$175,362.12
1	6	LTEL Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$58,613.73	$58,613.73
1	7	Foster and Homeless Academic Achievement	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$40,648.39	$40,648.39
2	3	Framework of Tiered Re-engagement Strategies for Students	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,854,435.00	$2,069,726.14
2	4	Learning Coach Engagement Support	Schoolwide	English Learners Foster Youth Low Income	All Schools	$233,200.51	$233,299.57
2	7	Foster and Homeless Youth Engagement Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$30,929.98	$30,929.98
3	2	Career Preparation (CTE)	Schoolwide	English Learners Foster Youth Low Income	All Schools	$156,995.00	$159,053.75
3	3	AVID Program Implementation	Schoolwide	English Learners Foster Youth	All Schools	$12,223.79	$12,223.79

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	4	Credit Recovery and Summer Intervention	Schoolwide	English Learners Foster Youth Low Income	All Schools	$813,031.45	$813,031.45

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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Richard Savage Executive Director	rsavage@calca.connectionsacademy.org 9494611667

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).

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Goal 1

Each student will develop the necessary Mathematical proficiencies as well as critical thinking skills as measured by state and local assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Charter Goal 1 Charter Goal 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Math Performance on state assessments and annual progress on local assessments.	Due to the impacts of the pandemic, there is no Dashboard data to report. Also, changes to internal assessments were made, making "Satisfactory Progress" not comparable.

Expected	Actual
19-20 Increase student performance by 2% from the established performance levels developed from past data on the internal benchmarks. Increase student performance overall and in all subgroups on state assessments. BASELINE DATA from 18-19: State assessments: Orange performance level Performance level unchanged. Local assessments: 65% made Satisfactory Progress This is a growth of 6%. **Baseline** State assessments: Red performance level Local assessments: 61% made Satisfactory Progress	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs)	Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $549,990 High School Assistant Principal 1000-1999: Certificated Personnel Salaries LCFF $60,107	Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $547,364 High School Assistant Principal 1000-1999: Certificated Personnel Salaries LCFF $86,858

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Executive Leadership Team compensation 1000-1999: Certificated Personnel Salaries LCFF $1,675,932	Executive Leadership Team compensation 1000-1999: Certificated Personnel Salaries LCFF $2,696,519
PLCs will discuss Math performance data and determine best strategies and methods and will implement best practices to re-teach Math standards that were missed.	General Education teacher compensation, including Title I positions 1000-1999: Certificated Personnel Salaries LCFF $12,462,621	General Education teacher compensation, including Title I positions 1000-1999: Certificated Personnel Salaries LCFF $ 17,960,669
	Career Ladder for Math Department 1000-1999: Certificated Personnel Salaries LCFF $36,367	Career Ladder for Math Department 1000-1999: Certificated Personnel Salaries LCFF $ 25,965
The Math Support Program will continue to be updated and improved, including various Supplemental Instructional Support Programs, expand access to Math tutoring services, enhance the Math "Time to Talk", and restructure Math Intervention Specialists at various grade levels.	Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $549,990	Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $547,364
	Math Intervention Specialists compensation 1000-1999: Certificated Personnel Salaries Title I $112,189	Math Intervention Specialists compensation 1000-1999: Certificated Personnel Salaries Title I $ 136,427
	Math tutoring services 5000-5999: Services And Other Operating Expenditures Title I $6,185	Math tutoring services 5000-5999: Services And Other Operating Expenditures Title I $947
	Summer hours for elementary Math program planning 1000-1999: Certificated Personnel Salaries LCFF $3,325	Summer hours for elementary Math program planning 1000-1999: Certificated Personnel Salaries LCFF $ 8,987
	Math "Time To Talk" Services 5000-5999: Services And Other Operating Expenditures LCFF $44,888	Math "Time To Talk" Services 5000-5999: Services And Other Operating Expenditures LCFF $ 24,660
The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and	Special Education teacher salaries 1000-1999: Certificated	Special Education teacher salaries 1000-1999: Certificated

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
implement those interventions. Additional support lessons will be provided. The structure of the SpED support will continue to be expanded and modified to provide more individualized student support based on stakeholder feedback.	Personnel Salaries Other $1,689,213 Director of Student Services compensation 1000-1999: Certificated Personnel Salaries LCFF $103,322 Additional Assistant Director of Student Services 1000-1999: Certificated Personnel Salaries LCFF $53,940	Personnel Salaries Other $ 1,215,168 Director of Student Services compensation 1000-1999: Certificated Personnel Salaries LCFF $ 156,711 Additional Assistant Director of Student Services 1000-1999: Certificated Personnel Salaries LCFF $ 64,000
Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.	AVID membership and resources 5000-5999: Services And Other Operating Expenditures LCFF $2,827 AVID Coordinator career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $2,797 AVID tutoring services 5000-5999: Services And Other Operating Expenditures Title I $992	AVID membership and resources 5000-5999: Services And Other Operating Expenditures LCFF $ 2,840 AVID Coordinator career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $ 3,045 AVID tutoring services 5000-5999: Services And Other Operating Expenditures Title I $0
Director of Student Achievement to continue to oversee and monitor student academic performance, do data analysis, oversee PLC work and research assessment tools for internal assessments.	Salary for Director of Student Achievement 1000-1999: Certificated Personnel Salaries LCFF $135,174	Salary for Director of Student Achievement 1000-1999: Certificated Personnel Salaries LCFF $ 149,214
PLC professional development will be held during the summer for identified lead teachers. Topics to include goal articulation, data analysis, and progress monitoring.	PLC Professional Development Summer Hours 1000-1999: Certificated Personnel Salaries LCFF $26,598	PLC Professional Development Summer Hours 1000-1999: Certificated Personnel Salaries LCFF $ 18,519
Subscription of external data analysis software. The purpose of this is to further refine state and local assessments including a deeper analysis of student group performance.	New Data Analysis Software Subscription 5000-5999: Services And Other Operating Expenditures LCFF $10,540	New Data Analysis Software Subscription 5000-5999: Services And Other Operating Expenditures LCFF $ 10,259

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Goal Analysis

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

Actions / services implemented as described except one adjustment. In 2019-2020, we changed our plans and switched from using the diagnostic assessment LEAP to i-Ready. Initial results were encouraging with the median percent progress towards Typical Growth in Math was 71%. This change was partially driven by the work undergone to mitigate learning loss. We turned to i-Ready based on the accompanying intervention curriculum component of the program.

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

As with the rest of the educational community in California, all staff members were impacted by the COVID-19 pandemic. Many of our staff had additional family members suddenly home and in need of care. All in person components of our school program were canceled, held virtually, or rescheduled to occur when deemed safe by public health orders. Throughout the entirety of the pandemic, we were able to continue to deliver our instructional program to our students in a successful manner.

Goal 2

Each student will develop the necessary English Language Arts skills as reported by state and local assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Charter Goal 1 Charter Goal 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ELA Performance on state assessments and annual progress on local assessments. **19-20** Increase student performance by 2% from the established performance levels developed from past data on the internal benchmarks. Increase student performance overall and in all subgroups on state assessments. BASELINE DATA from 18-19: State assessments: Green performance level This is a growth of one performance level. Local assessments: 58% made Satisfactory Progress This is a decrease of 8%.	Due to the impacts of the pandemic, there is no Dashboard data to report. Also, changes to internal assessments were made, making "Satisfactory Progress" not comparable.

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Expected	Actual
Baseline State assessments: Yellow performance level Local assessments: 62% made Satisfactory Progress	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
PLCs will discuss ELA performance data and determine best strategies and methods and will implement best practices to re-teach ELA standards that were missed.	Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $549,990 High School Assistant Principal 1000-1999: Certificated Personnel Salaries LCFF $60,107 Executive Leadership Team compensation 1000-1999: Certificated Personnel Salaries LCFF $1,675,932	Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $ 547,364 High School Assistant Principal 1000-1999: Certificated Personnel Salaries LCFF $ 86,858 Executive Leadership Team compensation 1000-1999: Certificated Personnel Salaries LCFF $ 2,696,519
LEAP and Scantron will be administered at least 2X per year, and results will be analyzed by School Leadership Team, and results will be presented to the appropriate Professional Learning Communities (PLCs).	General Education teacher compensation 1000-1999: Certificated Personnel Salaries LCFF $12,462,621	General Education teacher compensation 1000-1999: Certificated Personnel Salaries LCFF $ 17,960,669
Teachers will use standards based reports to determine student intervention needs and will provide ELA interventions.	Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $549,990 General Education teacher compensation 1000-1999: Certificated Personnel Salaries LCFF $12,462,621	Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $ 547,364 General Education teacher compensation 1000-1999: Certificated Personnel Salaries LCFF $ 17,960,669

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The Special Education PLC will work to analyze assessment results for SpED students, determine additional interventions needed, and implement those interventions. Additional support lessons will be provided. The structure of the SpED support will continue to be expanded and modified to provide more individualized student support based on stakeholder feedback.	Special Education Teacher compensation 1000-1999: Certificated Personnel Salaries Other $1,689,213 Director of Student Services compensation 1000-1999: Certificated Personnel Salaries LCFF $103,322 Salary for new Admin support for Student Services to support SEIS 2000-2999: Classified Personnel Salaries LCFF $27,352	Special Education Teacher compensation 1000-1999: Certificated Personnel Salaries Other $ 1,215,168 Director of Student Services compensation 1000-1999: Certificated Personnel Salaries LCFF $ 156,711 Salary for new Admin support for Student Services to support SEIS 2000-2999: Classified Personnel Salaries LCFF $ 42,717
Continue to implement and expand the AVID program in order to provide additional support for college readiness to at risk student populations.	AVID membership and resources 5000-5999: Services And Other Operating Expenditures LCFF $2,827 AVID Coordinator career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $2,797 AVID tutoring services 5000-5999: Services And Other Operating Expenditures LCFF $992	AVID membership and resources 5000-5999: Services And Other Operating Expenditures LCFF $ 2,840 AVID Coordinator career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $ 3,045 AVID tutoring services 5000-5999: Services And Other Operating Expenditures LCFF $0
Director of Student Achievement to continue oversee and monitor student academic performance, do data analysis, oversee PLC work and research assessment tools for internal assessments.	Salary for Director of Student Achievement 1000-1999: Certificated Personnel Salaries LCFF $135,174	Salary for Director of Student Achievement 1000-1999: Certificated Personnel Salaries LCFF $ 149,214
PLC professional development will be held during the summer for identified lead teachers. Topics to include goal articulation, data analysis, and progress monitoring.	PLC Professional Development Summer Hours 1000-1999: Certificated Personnel Salaries LCFF $26,598	PLC Professional Development Summer Hours 1000-1999: Certificated Personnel Salaries LCFF $ 18,519
Subscription of external data analysis software. The purpose of this is to further refine state and local assessments including a deeper analysis of student group performance.	New Data Analysis Software Subscription 5000-5999: Services	New Data Analysis Software Subscription 5000-5999: Services

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	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		And Other Operating Expenditures LCFF $10,540	And Other Operating Expenditures LCFF $ 10,259

Goal Analysis

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

Actions / services implemented as described except one adjustment. In 2019-2020, we changed our plans and switched from using the diagnostic assessment LEAP to i-Ready. Initial results were encouraging with the median percent progress towards Typical Growth in Reading was 80%. This change was partially driven by the work undergone to mitigate learning loss. We turned to i-Ready based on the accompanying intervention curriculum component of the program.

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

As with the rest of the educational community in California, all staff members were impacted by the COVID-19 pandemic. Many of our staff had additional family members suddenly home and in need of care. All in person components of our school program were canceled, held virtually, or rescheduled to occur when deemed safe by public health orders. Throughout the entirety of the pandemic, we were able to continue to deliver our instructional program to our students in a successful manner.

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Goal 3

The school will continue with its ongoing plans to increase student retention and parent participation and engagement. The school will cultivate an inclusive relationship with parents and students. The school will also engage students as active participants in student learning. Particular emphasis will be placed on support for socio-economically disadvantaged students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	Charter Goal 2 Charter Goal 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent with a Positive Intent to Return, Withdrawal rate during the school year **19-20** By the end of 2019-20, increase the positive "Intent to Return" responses by 2% and decrease the "during school year" withdrawal rate by 2%. BASELINE DATA from 17-18: ITR=60% (corrected 55.20%) BASELINE DATA from 18-19: ITR=28.83% Significant decrease in families indicating an intent to return, however, there was also a significant increase in non responses, 43.76% in 2018, increasing to 70.1% in 2019. Withdrawal rate=20% No change.	Intent to Return (ITR) rates have been impacted by the pandemic and our internal tracking process making meaningful data comparisons difficult. We have seen an interesting trend where enrollment distribution has shifted away from high school towards elementary school. This can be seen in the ITR rates in May of 2020, elementary 89.2%, middle 87.6% and high 72.3%.

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Expected	Actual
Baseline "Intent to Return=Yes" rate: 65% Withdrawal during School year rate: TBD for 2016-17 as baseline	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training and resources, including additional resources in Spanish.	Family Relationship Specialist teacher compensation 1000-1999: Certificated Personnel Salaries LCFF $250,460	Family Relationship Specialist teacher compensation 1000-1999: Certificated Personnel Salaries LCFF $ 318,573
Teachers in all grade levels will be assigned to support students, develop and foster relationships, and monitor academic success, attendance, and other metrics through consistent synchronous communication. Particular attention will be paid to students who are performing below "proficiency" or are otherwise "at risk". Consistent processes will be put into place in all grade bands for monitoring students who are not on track with school expectations.	General Education Teacher Compensation 1000-1999: Certificated Personnel Salaries LCFF $12,462,621 Counselor compensation 1000-1999: Certificated Personnel Salaries Title I $812,684	General Education Teacher Compensation 1000-1999: Certificated Personnel Salaries LCFF $ 17,960,669 Counselor compensation 1000-1999: Certificated Personnel Salaries Title I $ 845,509
Efforts to enhance field trip and other in-person school events will be ongoing in order to increase attendance and improve the experiences of those who attend.	Community Outreach Manager compensation 2000-2999: Classified Personnel Salaries LCFF $73,930 Field trip and student activities Coordinators career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $11,190	Community Outreach Manager compensation 2000-2999: Classified Personnel Salaries LCFF $ 106,587 Field trip and student activities Coordinators career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $ 12,022

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Student activities budget line item 5000-5999: Services And Other Operating Expenditures LCFF $84,920	Student activities budget line item 5000-5999: Services And Other Operating Expenditures LCFF $ 26,081
Families who need computers and/or Internet access to participate in the charter program will be able to apply to receive loaned technology. Families will be able to apply at any point in the school year. School will provide laptops instead of desktops.	Student technology assistance budget line item 4000-4999: Books And Supplies LCFF $1,689,213	Student technology assistance budget line item 4000-4999: Books And Supplies LCFF $ 1,808,375
	Internet Subsidy payments 5000-5999: Services And Other Operating Expenditures LCFF $201,000	Internet Subsidy payments 5000-5999: Services And Other Operating Expenditures LCFF $ 197,228
Additional support positions will be added to the Student Services Department to better serve Special Education, ELL and 504 students in order to enhance their experience and promote success and retention.	Assistant Director of Student Services compensation 1000-1999: Certificated Personnel Salaries LCFF $53,940	Assistant Director of Student Services compensation 1000-1999: Certificated Personnel Salaries LCFF $ 64,000
	New Administrative Assistant to support Student Services 2000-2999: Classified Personnel Salaries LCFF $31,669	New Administrative Assistant to support Student Services 2000-2999: Classified Personnel Salaries LCFF $ 46,674
	Student Services Specialists career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $16,785	Student Services Specialists career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $ 20,145
An attendance committee will review and analyze reasons for decreased attendance rates the past several years. Special Education staff will be included to address the needs of that population. Attendance rates will be analyzed with the new high school homeroom model to determine the impact on attendance.	Manager of Academic Support compensation 1000-1999: Certificated Personnel Salaries LCFF $64,361	Manager of Academic Support compensation 1000-1999: Certificated Personnel Salaries LCFF $ 104,372
	Community Outreach Manager Compensation 2000-2999: Classified Personnel Salaries LCFF $73,930	Community Outreach Manager Compensation 2000-2999: Classified Personnel Salaries LCFF $ 106,587
	Assistant Director of Business Services compensation 2000-	Assistant Director of Business Services compensation 2000-

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2999: Classified Personnel Salaries LCFF $53,918	2999: Classified Personnel Salaries LCFF $ 69,273

Goal Analysis

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

Actions / services implemented as described, except in the case of in person events such as field trips which were canceled, held virtually, or rescheduled to occur when deemed safe by public health orders.

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

Although we are a virtual school, a pillar of our engagement strategies is to offer in person field trips. As a result of the health and safety requirements of COVID, field trips were offered virtually. As with the rest of the educational community in California, all staff members were impacted by the COVID-19 pandemic. Many of our staff had additional family members suddenly home and in need of care. Throughout the entirety of the pandemic, we were able to continue to deliver our instructional program to our students in a successful manner.

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Goal 4

Graduation rates and UC a-g completion rates will increase.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Charter Goal 3 Charter Goal 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation rates on external and internal measures and a-g completion rate **19-20** BASELINE DATA FROM 18-19: Four year cohort graduation rate= 57.2% (Red dashboard Indicator) Five year grade graduation rate= 69.6% College Career Indicator= 18.9% (Orange Dashboard Indicator) Full Academic Year 12th Grade Grad Rate = 76.87%. We are adjusting our graduation rate tracking through the indicator on the Dashboard, both 4 year and 5 year. In addition, a-g tracking is being expanded to the College Career Indicator on the Dashboard as well.	Due to the impacts of the pandemic, there is no Dashboard data to report. 2020 Graduation Rate was 67.2% 2020 a-g Completion was 29.6

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Expected	Actual
Baseline Four year cohort graduation rate=67% 12 grade graduation rate=75% a-g completion rate=19.7%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School will involve counseling staff to actively manage students' four year plans to ensure graduation requirements are being met. Additional efforts will be made to do regular credit checks and to engage students in the planning process as soon as possible after enrollment.	Counselor salaries 1000-1999: Certificated Personnel Salaries Title I $812,684	Counselor salaries 1000-1999: Certificated Personnel Salaries Title I $ 845,509
Additional credit recovery options will continue to be made available, including a more robust credit recovery program, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.	GradPoint summer courses for credit deficient students 4000-4999: Books And Supplies LCFF $32,500 Credit Recovery Program Coordinator career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $5,595 Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $549,990 Summer school staffing costs for credit recovery courses 1000-	GradPoint summer courses for credit deficient students 4000-4999: Books And Supplies LCFF $ 38,715 Credit Recovery Program Coordinator career ladder compensation 1000-1999: Certificated Personnel Salaries LCFF $ 4,901 Educational Resource Center 5000-5999: Services And Other Operating Expenditures LCFF $ 547,364 Summer school staffing costs for credit recovery courses 1000-

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1999: Certificated Personnel Salaries LCFF $14,186	1999: Certificated Personnel Salaries LCFF $ 14,388
Continue to improve guidance department policies and procedures to insure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework.	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $103,322	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $ 129,397
	Manager of Academic Support compensation 1000-1999: Certificated Personnel Salaries LCFF $64,361	Manager of Academic Support compensation 1000-1999: Certificated Personnel Salaries LCFF $ 104,372
	Career Ladder compensation for Counseling Coordinators for training 1000-1999: Certificated Personnel Salaries Title I $13,987	Career Ladder compensation for Counseling Coordinators for training 1000-1999: Certificated Personnel Salaries Title I $ 15,267
Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $103,322	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $ 129,397
	Manager of Academic Support compensation 1000-1999: Certificated Personnel Salaries LCFF $64,361	Manager of Academic Support compensation 1000-1999: Certificated Personnel Salaries LCFF $ 104,372
	Executive Leadership Team compensation 1000-1999: Certificated Personnel Salaries LCFF $1,675,932	Executive Leadership Team compensation 1000-1999: Certificated Personnel Salaries LCFF $ 2,696,519
Develop and implement a plan to address improvement in school performance on the new Career and College Readiness performance indicator and work to develop and implement formal Career Technical Education Pathways. Initial implementation of the new Information and Computer Technology CTE Pathway will begin in the fall.	College and Career Counseling position added 1000-1999: Certificated Personnel Salaries LCFF $51,172	College and Career Counseling position added 1000-1999: Certificated Personnel Salaries LCFF $ 86,563
	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $103,322	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $ 129,397

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Executive Leadership Team compensation 1000-1999: Certificated Personnel Salaries LCFF $1,675,932	Executive Leadership Team compensation 1000-1999: Certificated Personnel Salaries LCFF $ 2,696,519
	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $103,322	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $ 129,39
Increase access and participation in college visits, college tours, college info sessions and college testing. Add additional summer school offerings as part of the grant to help get credit deficient students back on track to graduate on time.	College and Career Counseling position added 1000-1999: Certificated Personnel Salaries LCFF $51,172	College and Career Counseling position added 1000-1999: Certificated Personnel Salaries LCFF $ 86,563
	Payment for college entrance tests for low income students 5000-5999: Services And Other Operating Expenditures LCFF $6,200	Payment for college entrance tests for low income students 5000-5999: Services And Other Operating Expenditures LCFF $ 5,067
	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $103,322	Director of Counseling compensation 1000-1999: Certificated Personnel Salaries LCFF $ 129,39
	Virtual Job Shadow curriculum 4000-4999: Books And Supplies LCFF $1,860	Virtual Job Shadow curriculum 4000-4999: Books And Supplies LCFF $ 974
	Summer school courses for credit deficient students 5000-5999: Services And Other Operating Expenditures LCFF $32,500	Summer school courses for credit deficient students 5000-5999: Services And Other Operating Expenditures LCFF $ 38,715
Monitor Individual Transition plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	Special Education teacher salaries 1000-1999: Certificated Personnel Salaries Other $1,689,213	Special Education teacher salaries 1000-1999: Certificated Personnel Salaries Other $ 1,215,168
	Director of Student Services compensation 1000-1999:	Director of Student Services compensation 1000-1999:

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries LCFF $103,322	Certificated Personnel Salaries LCFF $ 156,711
Implement an Early Warning and Response System. Implementation of this system involves: Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores; Identifying the threshold level of each predictor that gives students a high probability of dropping out; and Checking that the predictors identify a high percentage of the students in school who drop out.	Counselor compensation 1000-1999: Certificated Personnel Salaries LCFF $812,684 Director of Student Achievement Compensation 1000-1999: Certificated Personnel Salaries LCFF $135,174 Assistant Director of Business Services Compensation 2000-2999: Classified Personnel Salaries LCFF $53,918 Subscription for Data Management Software 5000-5999: Services And Other Operating Expenditures LCFF $10,540	Counselor compensation 1000-1999: Certificated Personnel Salaries LCFF $ 845,509 Director of Student Achievement Compensation 1000-1999: Certificated Personnel Salaries LCFF $ 149,214 Assistant Director of Business Services Compensation 2000-2999: Classified Personnel Salaries LCFF $ 69,273 Subscription for Data Management Software 5000-5999: Services And Other Operating Expenditures LCFF $ 10,259
Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	Assistant Principal Compensation 1000-1999: Certificated Personnel Salaries LCFF $60,107 Manager of Academic Support compensation 1000-1999: Certificated Personnel Salaries LCFF $64,361	Assistant Principal Compensation 1000-1999: Certificated Personnel Salaries LCFF $ 86,858 Manager of Academic Support compensation 1000-1999: Certificated Personnel Salaries LCFF $ 104,372

Goal Analysis

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

Actions / services implemented as described, except in the case of in person events such as college tours which were canceled, held virtually, or rescheduled to occur when deemed safe by public health orders.

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

As a result of the health and safety requirements of COVID, college tours were offered virtually. As with the rest of the educational community in California, all staff members were impacted by the COVID-19 pandemic. Many of our staff had additional family members suddenly home and in need of care. Throughout the entirety of the pandemic, we were able to continue to deliver our instructional program to our students in a successful manner.

Goal 5

The English Language Learner program will be further developed and implemented in order to improve students' English language acquisition.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
Local Priorities:	Charter Goal 1 Charter Goal 2 Charter Goal 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Successful implementation of new elements of ELL program **19-20** Reclassification data has shown a slight decrease in reclassification rates. 2016-2017 - 19% reclassification rate. 2017-2018 - 18.1% reclassification rate. Overall a slight decrease. **Baseline** TBD by the end of 2017-18 school year.	SoCal The 2020 reclassification rate was 12.3%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Expand personnel assigned to support ELL students in Student Services Department.	Compensation for additional ELL teachers added 1000-1999: Certificated Personnel Salaries LCFF $26,635	Compensation for additional ELL teachers added 1000-1999: Certificated Personnel Salaries LCFF $ 62,545

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Career Ladder for EL Specialist position 1000-1999: Certificated Personnel Salaries LCFF $4,196	Career Ladder for EL Specialist position 1000-1999: Certificated Personnel Salaries LCFF $ 4,417
Continue ELPAC testing during the summer so that more students can be placed in support sections or re-designated earlier in the school year.	Summer pay for ELPAC testing 1000-1999: Certificated Personnel Salaries LCFF $887	Summer pay for ELPAC testing 1000-1999: Certificated Personnel Salaries LCFF $0
	Additional Administrative Support position to support Student Services Department 2000-2999: Classified Personnel Salaries LCFF $31,699	Additional Administrative Support position to support Student Services Department 2000-2999: Classified Personnel Salaries LCFF $ 46,674
Continue implementation of credit bearing language support courses for EL students in high school and increase engagement and course passage rates.	English Language Learner Program Coordinator compensation 1000-1999: Certificated Personnel Salaries LCFF $39,800	English Language Learner Program Coordinator compensation 1000-1999: Certificated Personnel Salaries LCFF $ 67,894
Design and implement processes for identifying and transitioning Long Term English Learner students. This will be driven by the Director of Student Achievement.	EL teacher salaries 1000-1999: Certificated Personnel Salaries LCFF $162,413 Director of Student Achievement compensation 1000-1999: Certificated Personnel Salaries LCFF $135,174	EL teacher salaries 1000-1999: Certificated Personnel Salaries LCFF $ 261,732 Director of Student Achievement compensation 1000-1999: Certificated Personnel Salaries LCFF $ 149,214

Goal Analysis

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

Actions / services implemented as described, except in the case of administering the summative ELPAC which was suspended as a result of the pandemic.

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

As a result of the health and safety requirements of COVID, summative ELPAC was canceled. As with the rest of the educational community in California, all staff members were impacted by the COVID-19 pandemic. Many of our staff had additional family members suddenly home and in need of care. Throughout the entirety of the pandemic, we were able to continue to deliver our instructional program to our students in a successful manner.

Goal 6

The school will continue its development of a support program for foster and homeless youth in compliance with state and federal law, which will, among other things, insure that transferring foster and homeless youth are promptly enrolled in the school and into classes, awarded credits and provided with a liaison who will offer support services and resources, with the goal that foster and homeless youth can access and be successful in the schools online program

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Charter Goal 2 Charter Goal 3 Charter Goal 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Policies, procedures and training resources	Due to the impacts of the pandemic, there is no Dashboard data to report.

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Expected	Actual
19-20 Homeless Student Progress on the Dashboard ELA Dashboard Indicator = No Performance Color (2018) Mathematics Dashboard Indicator = No Performance Color (2018) College Career Indicator = No Performance Color (2018) Chronic Absenteeism Indicator = No Performance Color (2018) Graduation Rate Indicator = No Performance Color (2017) and No Performance Color (2018) Foster Student Progress on the Dashboard ELA Dashboard Indicator = No Performance Color (2017) and No Performance Color (2018) Mathematics Dashboard Indicator = No Performance Color (2017) and No Performance Color (2018) College Career Indicator = No Performance Color (2018) Chronic Absenteeism Indicator = No Performance Color (2018) Graduation Rate Indicator = No Performance Color (2017) and No Performance Color (2018) **Baseline** Existing policies and procedures for homeless and foster youth	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process.	Counselor compensation 1000-1999: Certificated Personnel Salaries Title I $812,684 Enrollment Coordinator compensation 2000-2999: Classified Personnel Salaries LCFF $46,014	Counselor compensation 1000-1999: Certificated Personnel Salaries Title I $ 845,509 Enrollment Coordinator compensation 2000-2999: Classified Personnel Salaries LCFF $ 63,993

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to insure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison.	Portion of salary for assigned foster/homeless liaisons 1000-1999: Certificated Personnel Salaries Title I $16,639	Portion of salary for assigned foster/homeless liaisons 1000-1999: Certificated Personnel Salaries Title I $ 19,173
Foster/homeless youth will be automatically be eligible to receive various interventions through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	Counselor compensation 1000-1999: Certificated Personnel Salaries LCFF $812,684	Counselor compensation 1000-1999: Certificated Personnel Salaries LCFF $ 845,509
Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth.	10% of compensation of foster/homeless liaison(s) 1000-1999: Certificated Personnel Salaries Title I $16,639	10% of compensation of foster/homeless liaison(s) 1000-1999: Certificated Personnel Salaries Title I $ 19,173
Online math tutoring services and summer school will be offered to foster/homeless students to enhance the support given and increase academic success. We will continue to identify ways to help these students access the online tutoring, including WiFi hotspots.	Online tutoring services 5000-5999: Services And Other Operating Expenditures Title I $326 Summer school courses 5000-5999: Services And Other Operating Expenditures LCFF $32,500	Online tutoring services 5000-5999: Services And Other Operating Expenditures Title I $50 Summer school courses 5000-5999: Services And Other Operating Expenditures LCFF $ 38,715

Goal Analysis

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

Actions / services implemented as written.

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

As with the rest of the educational community in California, all staff members were impacted by the COVID-19 pandemic. Many of our staff had additional family members suddenly home and in need of care. All in person components of our school program were canceled, held virtually, or rescheduled to occur when deemed safe by public health orders. Throughout the entirety of the pandemic, we were able to continue to deliver our instructional program to our students in a successful manner.

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

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

N/A

Analysis of In-Person Instructional Offerings

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

As a fully virtual online school, we do not offer in person instruction.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction
As a fully online virtual school, we did not experience any challenges in the continuity of instruction. We were successful in continuing to provide the same instructional schedule as we did prior to the COVID-19 pandemic.

Access to Devices and Connectivity
As a normal element of our school program, students are able to request laptop computers if needed. Families are also able to request internet reimbursement. These practices and policies remain intact and continue.

Pupil Participation and Progress
As a normal component of our school program, engagement is crucial. Throughout the 2020-2021 school year, we experienced bi-weekly contact rates in the 90% range. In addition, we have experienced as much as a double digit decrease in chronic absenteeism. In month 7 of 2019-2020, our chronic absenteeism rate was 20.10%. In month 7 of 2020-2021, our chronic absenteeism rate was 6.44%.

Distance Learning Professional Development
As a fully virtual online school, distance learning professional development is a normal annual practice.

Staff Roles and Responsibilities

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As an existing online school, there are very few new roles and responsibilities that affected staff as a result of COVID-19. Some office based staff had to relocate from the business office to their homes. The essential staff that do need to report to the office have been trained on and implement the California Department of Public Health and the CDC safety guidelines, such as wearing masks and disinfecting surfaces. Staff go to the office for essential tasks only, such as receiving mail and working with student records. The largest impact for CalCA staff was not a result of their employment with our school, but the impact of the return of school aged children and significant others who could no
longer go to their educational organization or their place of business as a result of the statewide shelter in place order. Some additional staff duties were added to address such things as the office schedule, purchasing of PPE and disinfection supplies, and sharing best practices for online learning with other organizations.

Support for Pupils with Unique Needs
Some of the supports provided for students with special needs in our virtual school program include: built in assistive technology such as Dragon Naturally Speaking Software, additional support for parents and caretakers newly navigating distance learning, increased 1:1 support from teaching staff, and additional 1:1 devices offered for students with exceptional needs, (as well as for foster and homeless students), as well as ongoing collaboration with related service providers to determine the effectiveness of virtual services. Homeless and foster students are placed into a special support 'section' with a Homeless/Foster Liaison who will then reach out to the family to check to see what types of support they need and provide information regarding resources available in their specific city/county.

Parent Engagement Survey
In an effort to understand the success of our efforts throughout the 2020-2021 school year, the Parent Engagement Survey had some questions modified to ask some of the following questions:

What overall grade would you give to the Connections Academy program? A = 68.1%, B = 25.5%

Do you recommend Connections Academy to parents whose children are not enrolled in the program? Yes = 94.5%

If COVID-19 is a concern, will your student continue in Connections Academy next school year? Yes, definitely = 77.9%, Probably = 11.2%

If COVID-19 is no longer a concern, will your student continue in Connections Academy next school year? Yes, definitely = 66.8%, Probably = 13.3%

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Analysis of Pupil Learning Loss

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

Learning loss mitigation is very important to our organization. In the 1920-2020 school year, we began the implementation of i-Ready. Initial results were encouraging with the median percent progress towards Typical Growth in Reading was 80% and the median percent progress towards Typical Growth in Math was 71%. We turned to i-Ready based on the accompanying intervention curriculum component of the program to help address learning loss and have continued implementation in 2020-2021. i-Ready was utilized with K-5 in 2019-2020, and expanded through grade 8 in 2020-2021. In 2020-2021, the high school switched from using Scantron to NWEA MAP. We also increased our synchronous contact requirement at the high school level. All strategies listed are used for individual students, meaning they directly support those pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness, as applicable.

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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.

Mental health and social emotional support have always existed in our school, but the pandemic drove the need to levels never seen. At the request of staff and families both informally and through our formal School Advisory Committee, such support was increased in 2020-2021. Examples of which were: small group counseling, individual counseling, and an increase of virtual socialization experiences such as student clubs and organizations. A whole staff social emotional training is being planned for the 2021-2022 school year. School staff also convened a diversity and inclusion focus group in the 2020-2021 school year and this work will continue in 2021-2022 and beyond.

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.

As a non-classroom based charter school, CalCA is subject to all independent study education code and regulations. One key requirement is the board approved Independent Study Policy. To foster each student's success in Independent Study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows:

For Grades K-12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which a student must complete the assigned work ("Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional 4 (four) weeks. (Education Code 51747 (a))

Because the California Connections Academy Schools programs are virtual schools using the Independent Study model, it is crucial that teachers know that a student is completing adequate work under their Independent Study Agreement to make educational progress at a rate similar to a classroom based program. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the Independent Study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747 (b)) for the California Connections Academy Schools program:
- Substantial and substantive direct contact between the student and teacher (as defined in the Master Agreement), OR:
- Active Participation in the program as evidenced by satisfactory completion of assigned lessons and assessments; OR
- Submission of the required original student work samples (and/or "portfolio items") to the certificated employee(s) assigned to the student for evaluation.

The following constitutes the definition of a "missed assignment" (as per Education Code 51747 (b)) for the California Connections Academy program:

- Failure to conduct a direct contact (as defined in the Master Agreement) between the student and teacher (the supervisory teacher and/or other assigned teachers)
- A "participation rate" of less than seventy percent (70%) in the school's Learning Management System
- Failure to submit required and assigned work samples, assessments and/or portfolio items to the school

As per Education Code § 51747, the Board has determined that the following number of missed assignments, as defined above, will trigger an evaluation of whether it is in the best interests of the student to remain in Independent Study:

- Missing two (2) consecutive contact appointments between the student and teacher
- A "participation rate" of less than seventy percent (70%) in the school's Learning Management System over a period of four (4) weeks
- Failure to submit the required and assigned work samples, assessments and/or portfolio items for one (1) school month

The evaluation triggered by the missed assignments will be delivered to the parents, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. (Education Code § 51747 (b)). If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student's parent/guardian, the school may withdraw the student as a result of the student's non-compliance with the Master Agreement.

Throughout all communications during this process, every attempt is made to do so in the home language of the caretaker.

Analysis of School Nutrition

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

CalCA is a virtual charter school and instruction is delivered exclusively online. The school is defined under state law as non-classroom based using the independent study model. The school does offer certain face to face, in-person activities which normally include but are not limited to educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, none are considered "classroom instruction" by school policy. While on occasion these in person activities may exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under state law (California Education Code 47613.5(b)). We do not have a cafeteria facility. The school does provide families with information about meal resources in their local communities.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	No additional actions are planned at this time.			

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

N/A

Overall Analysis

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

We have found our existing practices as an online school to provide an instructional program have contributed to the overall success of our entire school community. This has been proven through our Parent Satisfaction Survey: What overall grade would you give to the Connections Academy program? A = 68.1%, B = 25.5% Do you recommend Connections Academy to parents whose children are not enrolled in the program? Yes = 94.5% If COVID-19 is a concern, will your student continue in Connections Academy next school year? Yes, definitely = 77.9%, Probably = 11.2% If COVID-19 is no longer a concern, will your student continue in Connections Academy next school year? Yes, definitely = 66.8%, Probably = 13.3% That said, we have discovered the need to increase mental health and social emotional support and that can be seen in the actions of the 2021-2024 LCAP.

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

Please refer to the goals and actions contained in the 2021-24 LCAP.

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.

Substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the Learning Continuity Plan do not exist.

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.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 LCP have informed the development of the 21-22 through 23-24 LCAP by leading to a complete redesign of the goals and actions of the new LCAP. The goals were streamlined and actions were edited and redistributed to the goal areas they most closely aligned. This work was done, honoring those actions already finding success and refining those actions in need of enhancement.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

- Pupil Participation and Progress,

- Distance Learning Professional Development,

- Staff Roles and Responsibilities, and

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

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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