2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Venture Academy
CDS Code:	39-10397-3930476
LEA Contact Information:	Name: Joni Hellstrom Position: Division Director Phone: 209.468.5940
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	$19,825,170
LCFF Supplemental & Concentration Grants	$2,822,452
All Other State Funds	$740,111
All Local Funds	$1,315,253
All federal funds	$2,983,485
Total Projected Revenue	$24,864,019

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$23,013,279
Total Budgeted Expenditures in the LCAP	$14,431,983
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,956,908
Expenditures not in the LCAP	$8,581,296

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$257,797
Actual Expenditures for High Needs Students in Learning Continuity Plan	$330,183

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$134,456
2020-21 Difference in Budgeted and Actual Expenditures	$72,386

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).	Other General Fund budget expenditures include those for cost of core services, on-going services for high needs students, overhead, unrestricted lottery & restricted programs such as Lottery and other Grants, some one-time and multi-year in nature allocated to the charter.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Venture Academy

CDS Code: 39-10397-3930476

School Year: 2021-22

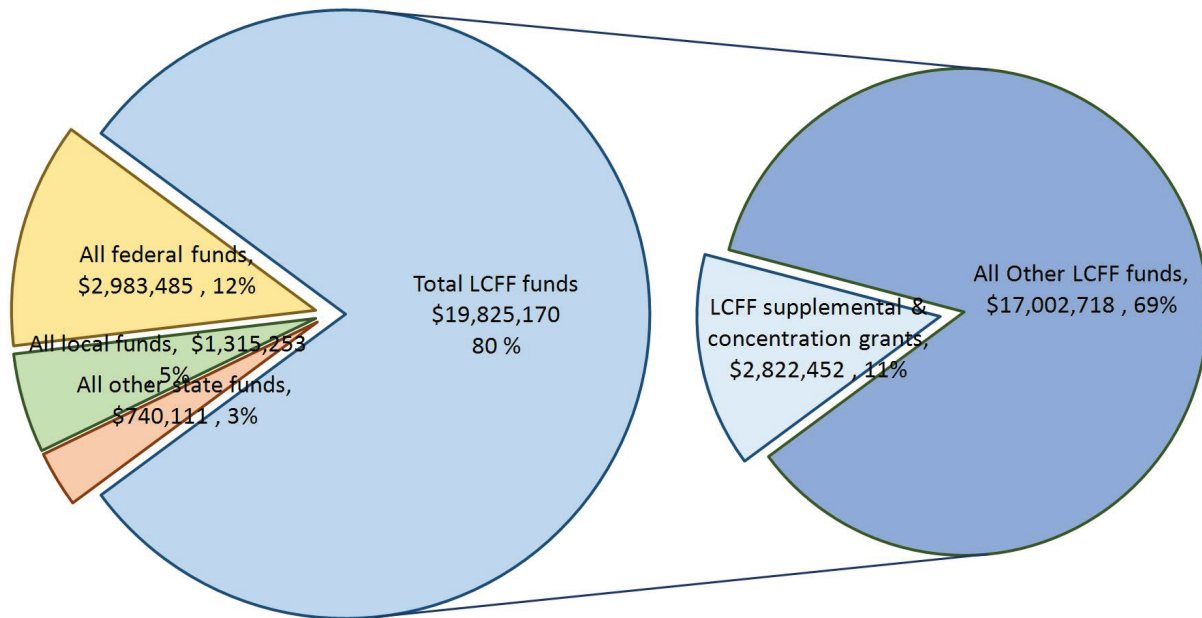LEA contact information:

Joni Hellstrom

Division Director

209.468.5940

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, $2,983,485 , 12%

All local funds, $1,315,253 5%

All other state funds, $740,111 , 3%

Total LCFF funds $19,825,170 80 %

All Other LCFF funds, $17,002,718 , 69%

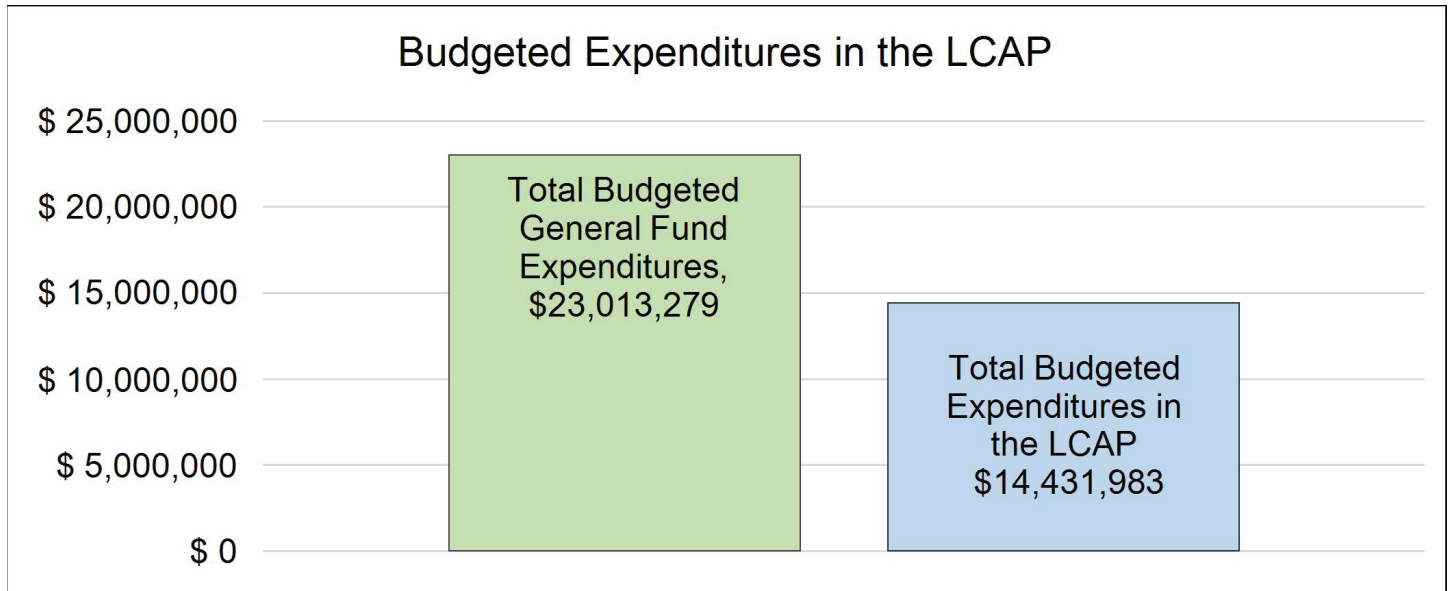LCFF supplemental & concentration grants, $2,822,452 , 11%

This chart shows the total general purpose revenue Venture Academy expects to receive in the coming year from all sources.

The total revenue projected for Venture Academy is $24,864,019, of which $19,825,170 is Local Control Funding Formula (LCFF), $740,111 is other state funds, $1,315,253 is local funds, and $2,983,485 is federal funds. Of the $19,825,170 in LCFF Funds, $2,822,452 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

Total Budgeted General Fund Expenditures, $23,013,279

Total Budgeted Expenditures in the LCAP $14,431,983

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

Venture Academy plans to spend $23,013,279 for the 2021-22 school year. Of that amount, $14,431,983 is tied to actions/services in the LCAP and $8,581,296 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
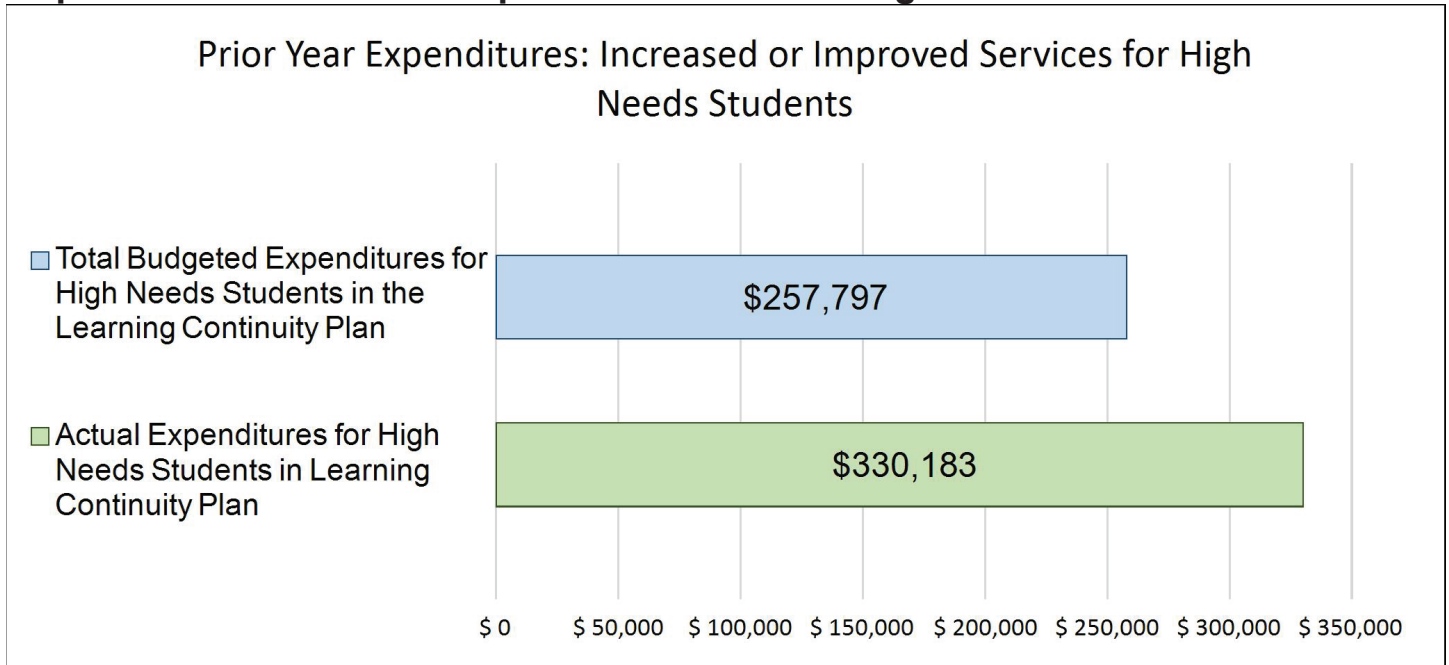
Other General Fund budget expenditures include those for cost of core services, on-going services for high needs students, overhead, unrestricted lottery & restricted programs such as Lottery and other Grants, some one-time and multi-year in nature allocated to the charter.

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

In 2021-22, Venture Academy is projecting it will receive $2,822,452 based on the enrollment of foster youth, English learner, and low-income students. Venture Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Venture Academy plans to spend $2,956,908 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $257,797

Actual Expenditures for High Needs Students in Learning Continuity Plan: $330,183

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what Venture Academy 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 Venture Academy 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, Venture Academy's Learning Continuity Plan budgeted $257,797 for planned actions to increase or improve services for high needs students. Venture Academy actually spent $330,183 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Venture Academy	Joni Hellstrom Division Director	jhellstrom@sjcoe.net 209.468.5940

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Basic 1A. Teachers appropriately assigned and fully credentialed. **19-20** Priority 1: Basic 1A. Hire and assign appropriately credentialed teachers in core subjects. **Baseline** Priority 1: Basic 1A. In 2016-17, all teachers in core subjects were appropriately assigned and fully credentialed as documented in CalPADS.	In 2019 -20, all teachers held credentials. 70 teachers held full credentials; 7 were not fully credentialed. There were no teachers with full credentials teaching outside of subject area of competence. There were no mis-assignments of teachers of English Learners, and 0 Teacher MIs-assignments. There were no vacant teacher positions. (Verified by SARC).

Expected	Actual
Metric/Indicator 1B. Access to Instructional Materials **19-20** 1B. All students will have access to grade level, standards aligned curriculum. **Baseline** 1B. In 2016-17, all students had access to grade level, standards aligned curriculum as verified by our library system and record of purchases of state adopted curriculum.	In 2019-20, all students had access to grade level, standards aligned curriculum, as verified by our library system and record of purchases of curriculum.
Metric/Indicator 1C. Facilities are maintained. **19-20** 1C. Facilities will be in good repair as measured by FIT. **Baseline** 1C. In 2016-17, facilities were "exemplary" as measured by FIT.	In 2019-20, facilities were in good repair as measured by FIT.
Metric/Indicator Priority 2: Implementation of State Standards 2A. Implementation of SBE-adopted standards **19-20** Priority 2: Implementation of State Standards 2A. Implement state standards as evidenced through high school course catalog, classroom observation, and standards based curriculum. **Baseline** Priority 2: Implementation of State Standards 2A. In 2016 -17, state standards were implemented as evidenced through high school course catalog, classroom observation,	In 2019-20, state standards were implemented, as evidenced through high school course catalog, classroom observation and standards based curriculum.

Expected	Actual
and standards based curriculum.	
Metric/Indicator 2B. How programs/services enable English Learners to access the CA Standards and ELD Standards **19-20** 2.B. Support will be offered for EL students through dedicated components of the elementary ELA curriculum, and effective teaching strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. **Baseline** 2.B. Support was offered for EL students through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. (Verified by CALPADs)	In 2019-20, support was offered for EL students through dedicated components of the elementary ELA curriculum and effective teaching strategies implemented by teachers holding the appropriate ELD credential. (Verified by CALPADS) After school tutoring for EL students was provided by Latinos in Action students and by the Language Development Leader.
Metric/Indicator Priority 4: Pupil Achievement 4A. Statewide Assessments **19-20** Priority 4: Pupil Achievement 4A. Maintain or improve CAASPP scores. **Baseline** Priority 4: Pupil Achievement 4A. 2015-16 CAASPP scores: ELA: Percentage of students who met or exceeded standards: 35% Math: Percentage of students who met or exceeded standards: 19%	4A. 2018-19 CAASPP scores: ELA: Percentage of students who met or exceeded standards: 39.39 %(increased) Math: Percentage of students who met or exceeded standards: 19.66% (declined) (Verified by CDE DataQuest)

Expected	Actual
Science: Percentage of students in grades 5, 8 and 10 scoring proficient or advanced: 36% (Verified by CDE Dataquest).	
Metric/Indicator 4B. API **19-20** n/a **Baseline** 4B. API was suspended and has been replaced with the California School Dashboard.	4B. API was suspended and has been replaced with the California School Dashboard.
Metric/Indicator 4C. A-G Completion **19-20** 4C. Maintain or improve A-G completion rate. **Baseline** 4C. 2015-16 A-G completion rate: 23% (Verified by CALPADs).	4C. 2018-29 A-G completion rate was 22.47 % (verified by SARC).
Metric/Indicator 4F. Percentage of Pupils who pass an AP exam **19-20** 4F. Maintain or improve AP passing rate. **Baseline** 4F. Of 131 AP tests taken in 2015-16, 40 were passed with a 3 or higher (30.5%) (Verified by Educational Testing Services).	Of 107 AP tests taken in 2019-20, 57 passed with a 3 or higher (53.7% pass rate). (Verified by DatQuest)
Metric/Indicator 4G. Percentage of Pupils who demonstrate college preparedness on assessments	According to the 2018-19 California Schools Dashboard, 24.6% were prepared; 18% were approaching prepared, and 57.4% were not prepared. The College Career Indicator color was yellow.

Expected	Actual
19-20 4G. Maintain or improve college preparedness rates for college readiness. **Baseline** 4G. CASSP scores from 2015-16 Percentage of 11th graders college ready in ELA: 9% Percentatge of 11th graders conditionally ready in ELA: 27%. Percentage of 11th graders college ready in Math: 3% Percentatge of 11th graders conditionally ready in Math: 5% (Verified by CDE Dataquest).	In 2018-19, 51.95% of Grade 11 students met or exceeded standards in ELA. 11.26% met or exceeded standards in Math. (Verified by DataQuest.) The College Career Indicator color was yellow (Verified by the California School Dashboard).
Metric/Indicator 4D. EL progress (CELDT/ELPAC) **19-20** Maintain or improve EL progress rates. **Baseline** 4D. 2016-17 EL progress: Beginning level improving one level or more was 92%. Early Intermediate level improving one level or more was 60%. Intermediate level improving one level or more was 64%. Early Advanced improving one level or more was 31%. (Verified by CELDT results).	In 2019, 45.5% of English Learners were making progress towards English language proficiency. Venture Academy's performance level was rated as "medium." (Verified by the 2019 California School Dashboard)
Metric/Indicator 4E. EL Reclassification rate **19-20** 4E. Maintain or improve EL reclassification rate.	The 2019-20 Reclassification rate was 3.8%.(Verified by DatQuest).

Expected	Actual
Baseline 4E. EL reclassification rate for 2016-17 was 28%. (Verified by CDE Dataquest).	
Metric/Indicator Priority 7: Course Access 7A. Broad Course of study 7B. Programs/Services developed and provided to unduplicated pupils 7C. Programs/Services developed and provided to individuals with exceptional needs **19-20** Priority 7: Course Access 7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad course of study, as evidenced by our course catalog. **Baseline** Priority 7: Course Access 7A, B, C. In 2016-17, all students, including unduplicated and students with exceptional needs, had access to a broad course of study, as evidenced by our course catalog.	In 2019-20, all students, including unduplicated and students with exceptional needs, had access to a broad course of study, as evidenced by the Venture Academy high school course catalog.
Metric/Indicator Priority 8: Other Pupil Outcomes Student Portfolios Student Performance Student Competitions	In 2019-20: Students in the ImagineIT Academy continued to create portfolios and incorporate them into the Graduation by Exhibition presentations, although the transition to distance learning had an

Expected	Actual
19-20 Priority 8: Other Pupil Outcomes Students in three focus academies will create and maintain portfolios. Student swill perform and compete in local and state competitions as the opportunities arise. **Baseline** Priority 8: Other Pupil Outcomes Students in three focus academies created portfolios to demonstrate their progress and achievements, as evidenced by their portfolios. Students in the Foundations Academy performed in two lunch theater productions and an evening production as evidenced on the school calendar. Students competed in the County and State Mock Trial Competition, state music and dance competitions and Career Technical competitions as evidenced in SJCOE Outlook and field trip forms.	impact on these presentations. Seniors in the Foundations Academy created their senior portfolio. Students in Foundations Academy performed in two lunch theater productions. Their evening performance was cancelled due to the COVID19 pandemic. The Venture Academy Mock Trial Team took first place in the Empire Mock Trial World Championship and won first place in the San Joaquin County Competition. Unfortunately, the State Championship event was cancelled due to the COVID19 pandemic. Likewise, statewide events for Skills USA (for which over 20 students qualified), Future Farmers of America, HOSA and Heritage Festivals were cancelled.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All Students 1.1 Continue to hire fully qualified staff 1.2 Provide Staff Development for staff 1.3 Continue ALEKS licensing and other Math remediation support as needed.	1000-1999: Certificated Personnel Salaries Base $6,047,314	1000-1999: Certificated Personnel Salaries Base $5,603,647

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4 Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth 1.5 Update technology to support student learning 1.6 Purchase additional state aligned texts as they become available 1.7 Purchase additional literature to support student learning 1.8 Based on review of data, continue services with Math inservices and maintain Math teacher contract. 1.9 Provide general academic supplies for all academies 1.10 Design and implement strategies to inform parents about college and career pathways 1.11 Maintain facilities in good repair 1.12 Provide breakfast to all students who attend on-site classes. 1.13 Provide additional release time for AVID Site Coordinator to support the AVID Program throughout the school year. 1.14 Train an additional staff member for AVID District Director Responsibilities. High School 1.15 Continue to offer students, including those in targeted student groups, greater exposure to college information including the application process, college programs, financial aid, and scholarships through workshops and field trips to universities. 1.16 Continue to Purchase AP test prep materials. 1.17 Provide opportunities for AP training. 1.18 Expand the AVID elective courses to accommodate student needs as program schedules allow and implement AVID strategies in multiple content areas. 1.19 Administer Math Diagnostic Testing Project (MDTP) at the high school level to assess readiness for Math Courses and to identify areas of weakness.	2000-2999: Classified Personnel Salaries Base $901,850 3000-3999: Employee Benefits Base $2,673,670 1000-1999: Certificated Personnel Salaries Supp/Conc $385,460 2000-2999: Classified Personnel Salaries Supp/Conc $363,656 3000-3999: Employee Benefits Supp/Conc $244,782 4000-4999: Books And Supplies Base $480,334 4000-4999: Books And Supplies Supp/Conc $455,000 5000-5999: Services And Other Operating Expenditures Base $297,700 5000-5999: Services And Other Operating Expenditures Supp/Conc $29,000	2000-2999: Classified Personnel Salaries Base $788,867 3000-3999: Employee Benefits Base $2,187,628 1000-1999: Certificated Personnel Salaries Supp/Conc $319,704 2000-2999: Classified Personnel Salaries Supp/Conc $289.886 3000-3999: Employee Benefits Supp/Conc $238,727 4000-4999: Books And Supplies Base $250,000 4000-4999: Books And Supplies Supp/Conc $25,000 5000-5999: Services And Other Operating Expenditures Base $250,000 5000-5999: Services And Other Operating Expenditures Supp/Conc $5000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.20 Provide release time and/or additional compensation to provide opportunities for High School Math teachers to evaluate student readiness and design class schedules to address student needs. Middle School 1.21 Purchase literature to support student learning 1.22 Purchase art supplies 1.23 Provide additional professional development to middle school teachers to implement AVID strategies in content areas 1.24 Continue Scholastic Read 180 Program for targeted middle school students. Elementary School 1.25 Continue online/computer-based tutorials. 1.26 Continue Scholastic Reading program. 1.27 Based on review of data, implement AVID in the first grade Ventureland classrooms. 1.28 Dedicate full time position to support the implementation of the Next generation Science Standards at the elementary and middle school level.		
Special Education 2.1 Continue to hire fully qualified staff 2.2 Provide assessment materials for Special Education 2.3 Provide appropriate technology to support students with disabilities 2.4 Ensure that Special Education students have opportunities to take interim assessment to prepare them for CAASPP testing.	1000-1999: Certificated Personnel Salaries Base $280,000 2000-2999: Classified Personnel Salaries Base $108,000 3000-3999: Employee Benefits Base $150,000 4000-4999: Books And Supplies Base $2500	1000-1999: Certificated Personnel Salaries Base $270,407 2000-2999: Classified Personnel Salaries Base $112,002 3000-3999: Employee Benefits Base $141,944 4000-4999: Books And Supplies Base $5000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Base $80,000	5000-5999: Services And Other Operating Expenditures Base marisa
EL 3.1 Maintain tutoring/support for EL students, • continue bilingual college tutoring for high school students, • maintain after school academic support for middle school students • maintain after school tutoring through Latinos in Action for elementary level students. • provide in-class support for elementary students identified by ELPAC and school-wide local data as highest needs students. 3.2 Continue EL parent meetings with bilingual interpreters 3.3 Expand "Latinos in Action" (LIA) 3.4 VAFS Language Development Leader will provide professional development in best EL instructional practices to site teams . 3.5 Continue "Summer Bridge" program for third grade EL students to prepare them for success in the upcoming school year. 3.6 Formally recognize pupil achievement for success in Reading Counts, Reclassification as English Proficient, and Seal of Bi-literacy. 3.7 Conduct "connectivity" pilot program over a 6 month period (May – Oct.) in the early 2019/20 school year. Ten computers, hot spots, data plans and subscription to BrainPop ELL will be checked out to families in need of internet access in the home. Language Development Specialist will have administrative capacity through the digital supplier (Kajeet) and the internet class site BrainPop ELL to monitor use and progress.	1000-3000: Salaries & Benefits Supp/Conc $87,050 2000-2999: Classified Personnel Salaries Supp/Conc $55,521 3000-3999: Employee Benefits Supp/Conc $62,900 4000-4999: Books And Supplies Supp/Conc $1000 5000-5999: Services And Other Operating Expenditures Supp/Conc $13,000	1000-3000: Salaries & Benefits Supp/Conc $87,040 2000-2999: Classified Personnel Salaries Supp/Conc $55,521 3000-3999: Employee Benefits Supp/Conc $61,024 4000-4999: Books And Supplies Supp/Conc $500 5000-5999: Services And Other Operating Expenditures Supp/Conc $5000

Goal Analysis

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

In March 2020, Venture Academy, like all schools in California, had shift to Distance Learning.Venture Academy was able to complete most of the actions planned for 2019-20 before the COVID19 school closure. The school continued to provide access to a broad course of study for all students, including high needs students. Services continued for students with exceptional needs. In-person student conferences and competitions were cancelled, so students were not able to travel to compete. The Pandemic delayed construction on the new Performing Arts classrooms and theater, but construction continued in the 2020-21 school year, with an estimated completion date in 2021-22.
The shift to distance learning required the purchase of additional technology to support teachers working from home and students learning at home, including additional chrome-books, laptops for students with exceptional needs and wi-fi hotspots for socioeconomically disadvantaged students. Additional on-line programs were purchased to support distance learning, including on-line subscriptions to supplement content curriculum and to maintain access to a broad course of study for all students.

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

2019-2020 brought a number of successes and challenges to all schools in California.
Venture Academy began the school year with a full, highly qualified staff, which was maintained throughout the school year. Facilities were maintained and construction began on the new elementary classrooms and Performing Arts Complex.
In March 2020, Venture Academy adapted quickly to the shift to distance learning that resulted from the COVID19 Pandemic. Additional technology was purchased to support at home learning and teaching, and teachers worked quickly to provide instruction through on-line platforms. Teachers also provided instructional materials to students via drive-through distribution. Venture Academy maintained an open distribution center during business hours. Breakfast was offered to all students through drive-through distribution. Special education services continued to be provided throughout the school year.
Even with the school's quick response to distance learning, there were some challenges. Although all students were offered a chrome-book for at-home use, not every student had full access to technology. immediately. Venture Academy provided hot spots for those students, but there was some time lost during the spring as the devices were procured and distributed. Due to the suspension of state-wide testing and the lack of opportunity for students to attend on-site school for in-person administration of local school-wide assessments, the school was unable to review student achievement data as comprehensively as is usually done. Teachers, parents and students expressed that distance learning was not so effective, in general, as in person learning.

Goal 2

Create, cultivate and strengthen a safe, nurturing environment that supports learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Parent Involvement 3A. Efforts to seek parent input in decision making **19-20** Priority 3: Parent Involvement All ASC openings will remain filled. Grade level conferences and academy orientations will continue.	In 2019-20, All ASC positions remained filled. ASC members met at least monthly and took a lead in planning the school's annual Fall Festival, among other fundraising opportunities. ASC disseminated mini-grants to support school activities. Grade level conferences were held mid-year. School closure due to COVID19 prevented scheduling for in-person end of year conferences. Academy orientations were held.

Expected	Actual
Baseline Priority 3: Parent Involvement 3A. Parents participated in the Advisory School Council (ASC). The ASC was chaired by a parent and all parent positions on the ASC were filled. Grades K-2 teachers met one on one in the beginning of the year with each student and parents and held midyear parent conferences. All other grades and academies held academy specific orientations, which included information about communication and parent involvement. Parents of students enrolled in the AVID program participated in a "college day." Parents volunteered to run booths at the annual Fall Festival. Communication through JupiterEd or Haiku was implemented for students in on-site academies.	
Metric/Indicator 3B. How the charter promotes parental participation in programs for unduplicated pupils. **19-20** 3B. Language Development Leader will collaborate with school staff to increase EL parent participation. **Baseline** 3B. 35 parents attended EL parent meetings held at their students' academies.	In 20190-20, the Language Development Leader continued to hold meetings for parents of EL students. 27 parents attended in-person meetings.
Metric/Indicator 3C. How the charter promotes parental participation in programs for individuals with exceptional needs. **19-20** 3C. All parents of students with special needs will continue to feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by	In 2019-20, all parents of students with special needs continued to feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. Parents were encouraged to attend Community Advisory Committee Workshops and Trainings. The COVID19 Pandemic necessitated a shift to on-line platforms

Expected	Actual
responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences. **Baseline** 3C. All parents of students with special needs felt that VAFS facilitated parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.	and additional technology was purchased to serve students with exceptional needs.
Metric/Indicator Priority 5: Pupil Engagement 5A. School Attendance **19-20** Priority 5: Pupil Engagement 5A. Maintain or increase attendance rate. **Baseline** Priority 5: Pupil Engagement 5A. Attendance rate: 98% (Verified by School Pathways SIS)	From August to March 13, 2020 (the date of school closure and move to distance learning) the school attendance rate was 98.4 %. (Verified by School Pathways.)
Metric/Indicator 5B. Chronic Absenteeism	In 2018-19, the Chronic Absenteeism Rate for K-12 was 3.9% (Verified by DataQuest).

Expected	Actual
19-20 5B. Maintain or decrease chronic absenteeism rate. **Baseline** 5B. Chronic Absenteeism Rate for 2016-17: 5.4% (Verified by School Pathways SIS)	In 2019, the Chronic Absenteeism Rate for K-8 was 2.3% (Verified by California School Dashboard).
Metric/Indicator 5C. Middle School Dropout Rate **19-20** 5C. Maintain or decrease middle school drop-out rate. **Baseline** 5C. Middle School Dropout Rate for 2016 -17 2.4% (Verified by School Pathways)	In 2019-20, the middle school drop-out rate was 3.5 %(Verified by School Pathways)
Metric/Indicator 5D. High School Dropout Rate **19-20** 5D. Maintain or decrease High School dropout rate. **Baseline** 5D. High School Dropout rate: (2015-16) 6.2%. (Verified by CDE Dataquest).	In 2018-19, the high school drop-out rate was 11.20% (verified by SARC).
Metric/Indicator 5E. High School Graduation Rate **19-20** 5E. Increase High School graduation rate **Baseline** 5E. High School graduation rate: (2015-16) 84.1%. (Verified by CDE Dataquest)	The 2020 High School Graduation rate was 88% (Verified by California School Dashboard).

Expected	Actual
Metric/Indicator Priority 6: School Climate 6A. Pupil Suspension Rate **19-20** Priority 6: School Climate 6A. Maintain or decrease suspension rate. **Baseline** Priority 6: School Climate 6A. Suspension rate: 1.60% (Verified by CDE Dataquest)	2019-20 suspension rate was 1.6 % (Verified by DataQuest).
Metric/Indicator 6B. Pupil Expulsion Rate **19-20** 6B. Continue to maintain expulsion rate of 0. **Baseline** 6B. Expulsion rate: 0% (Verified by CDE Dataquest)	2019-20 expulsion rate was .06% (Verified by DataQuest).
Metric/Indicator 6C. Other local measures, incl. surveys of pupils, parents and teachers on safety and school connectedness. **19-20** 6C. We will continue to administer school climate surveys in an effort to maintain positive results and to promote a safe learning environment.	Venture Academy was in the process of conducting school surveys when the shift to distance learning occurred. As of that time, responses were as follows: Percentage of respondents who agreed or strongly agreed with the following statements: (English/Spanish respondents) VAFS school facilities are maintained in good repair: 96/100 Venture Academy Provides opportunities for me to participate in my child's education: 83/66

Expected	Actual
Survey results will continue to show a high level of satisfaction with the school. **Baseline** 6C. Parent Survey Results from 2016-17 Percentage of respondents who agreed or strongly agreed with the following statements: (English/Spanish respondents) VAFS school facilities are maintained in good repair: 95/100 Venture Academy Provides opportunities for me to participate in my child's education: 92/100 Venture Academy provides opportunities for sports and extracurricular activities: 92/75 My child feels safe at school: 87/100 My student has access to a counselor: 92/100 My child has gained self confidence while enrolled in Venture Academy: 90/100 My student has a healthy balance of schoolwork and play: 95/100 (Verified by LCAP Survey Results)	Venture Academy provides opportunities for sports and extracurricular activities: 82/100 My child feels safe at school: 93/66 My child has access to working technology at school: 94/100 I have up to date information about my child's progress: 92/100 My child looks forward to coming to school: 93/100 (Verified by LCAP Survey Results)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Maintain campus safety team to support a positive and safe school culture 1.2 Maintain janitorial contracts 1.3 Maintain full time school psychologist 1.4 Maintain full time school nurse 1.5 Maintain counseling staff 1.6 Maintain Athletic Director contract	1000-1999: Certificated Personnel Salaries Base $277,400 3000-3999: Employee Benefits Base $32,893	1000-1999: Certificated Personnel Salaries Base $483,633 3000-3999: Employee Benefits Base $156,392

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.7 Maintain Automated communication system 1.8 Continue to mail out information to parents and students 1.9 Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school. 1.10 Provide supplies for parent workshops/meetings. 1.11 Encourage parents to help organize and promote school-wide involvement in community events. 1.12 Promote active parental involvement of Advisory School Council 1.13 Conduct parent welcome/orientation for incoming freshmen during the summer break 1.14 Expand administrative team and incorporate responsibilities to improve school-wide communication into administrative team job duties. 1.15 Begin Construction on Performing Arts Theater 1.16 Renovate the Physical Education facility and upgrade equipment to promote student physical fitness and well-being.	1000-1999: Certificated Personnel Salaries Supp/Conc $242,600 2000-2999: Classified Personnel Salaries Supp/Conc $313,400 3000-3999: Employee Benefits Supp/Conc $283,340 4000-4999: Books And Supplies Base $22,000 4000-4999: Books And Supplies Supp/Conc $12,000 5000-5999: Services And Other Operating Expenditures Supp/Conc $330,000	1000-1999: Certificated Personnel Salaries Supp/Conc $128,736 2000-2999: Classified Personnel Salaries Supp/Conc $377,276 3000-3999: Employee Benefits Supp/Conc $204,864 4000-4999: Books And Supplies Base $15,000 4000-4999: Books And Supplies Supp/Conc $5000 5000-5999: Services And Other Operating Expenditures Supp/Conc $382,430
EL 2.1 Maintain communication and access for non-English speaking parents. • Provide list of bilingual contacts and contact numbers to parents to improve communication • Ensure that parents of EL students are able to access Jupiter information in their primary language 2.2 Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies to facilitate meetings.	4000-5999: Supplies and Service Base $19,000 4000-4999: Books And Supplies Supp/Conc $1000 5000-5999: Services And Other Operating Expenditures Supp/Conc $2500	4000-5999: Supplies and Service Base $15,416 4000-4999: Books And Supplies Supp/Conc $500 5000-5999: Services And Other Operating Expenditures Base/Supplemental/Other $2000

Goal Analysis

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

All action steps except the expansion of the administrative team were implemented, with some modifications due to the COVID19 pandemic. Additional technology was purchased to support delivery of and access to support services for students, families, teachers and staff.

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

The 2019-20 school year brought unforeseen challenges for students, families, and staff with the sudden move to distance learning and the uncertainty that resulted from the COVID19 Pandemic.
Despite the changes and restrictions resulting from the COVID19 Pandemic, construction continued on the Performing Arts Theater. Counselors and the school psychologist continued to provide services through on-line platforms.
Due to the Pandemic, the athletic season was cut short, primarily affecting baseball, softball, track and field and golf. The athletic director and coaches continued student outreach to encourage pupil engagement, but practices and games were cancelled.

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
Purchase of sneeze-guards to provide safety for Special Education staff conducing assessments, Independent Study teachers checking in with student in their offices and for support staff who interact with others in their office space.	$3189	$3426	No
Addendum to cleaning/janitorial contract to include a provision to increase the cleaning of our outdoor education site from 2 days per week to 5; addition of language to the contract specifying daily cleaning of classrooms, common areas and restrooms that will include disinfecting all surfaces and high touch areas, and using electrostatic sprayer to ensure disinfectant is evenly dispersed over all surfaces.	$77,000	$71,000	No
Purchase of Sanitizing Stations	$621	$706	No

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.

There were no substantive differences between the planned actions or budgeted expenditures for in-person instruction and what was implemented and expended on the actions.

Analysis of In-Person Instructional Offerings

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

Venture Academy remained committed to providing a strong academic program to all students in a safe, supportive environment. The school followed state guidelines and brought students back first in small, groups, then implemented hybrid learning and ultimately opened the school for in person instruction for all students who wanted to attend in April 2021. The majority of students did choose in-person instruction when it was available. Teacher feedback and a review of student attendance and grades indicated that student return to in-person learning resulted in increased student engagement and an improvement in academic performance. The school implemented all recommended safety protocols, including enhanced cleaning and sanitation, upgrades to the filtration system, required face coverings and physical distancing to support student safety.

The process of implementing in-person instruction presented numerous challenges: the continuously changing health and safety guidelines and fluctuating colors in the California COVID tier system required ongoing problem-solving and adjustments to plans; physical distancing was problematic for some classrooms and required considerable re-arranging; some students were not able or preferred not to attend in person, presenting a challenge for teachers dedicated to continuing to provide robust and equitable instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops supplied to students to support Barton Reading Program.	$15,000	$8,000	Yes
Purchase of chrome-books to ensure all students have access to working device	$76,864	$76,864	Yes
Purchase of on-line curriculum: e.g. TCI, IXL, AES	$37,490	$23,244	No
Purchase of hot-spots to ensure connectivity for all students	$32,600	$121,581	Yes

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

All of the actions steps were implemented. More students needed hot-spots than was predicted, resulting in a difference of $88, 981 between the budgeted and estimated actual expense.

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: Although VAFS moved quickly to provide technology and ensure connectivity, all students were not able to engage fully by the first day of school. Teachers offered time outside of classes to provide support for students.
Access to Devices and Connectivity: All students who needed one were issued a chrome-book and hot-spot.
Pupil Participation and Progress: Although pupil participation in the elementary grades was strong and consistent, middle school and high school participation showed a decline. Teachers and administrators followed a tiered system of intervention to re-engage students, with some limited success. Teachers provided the first level of intervention, communicating by the school's on-line communication system and by phone. Referrals were made for follow-up as needed to administrators and/or counselors who continued to attempt to make contact. Home visits were conducted to encourage participation and attendance for those students who did not engage despite earlier interventions.

Distance Learning Professional Development: Venture Academy offered multiple Professional Development opportunities for staff revolving around Distance Learning during the 20-21 school year. These included training on using DL platforms for instructional delivery, including but not limited to Zoom and Google Meet, as well as training on digital applications for teacher use in the distance learning instruction. Trainings were provided on Google apps through Google itself resulting in certification for multiple teachers. Along with training, web based access to digital resources were provided through the VAFS Professional Development Portal, allowing teachers to have on-going access to resources that would benefit instruction during DL. These included applications such as Padlet, Pixton, as well as web based learning platforms like IXL.
Staff Roles and Responsibilities: There were no real changes to staff roles or responsibilities.
Support for Pupils with unique needs: Support for students with uniques needs continued to be provided through virtual platforms. Additional technology was purchased to support the Barton Reading program. Students were brought back in small groups for in-person instruction when it became possible.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of IXL seats for all students in grades K-8 to diagnose performance levels for Reading, Math and Language Arts, to identify learning loss and to provide individualized instruction and practice.	$15,033	$14,508	Yes

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

The planned actions were implemented,. In addition to the implementation of IXL for students in grades K-8, STAR Renaissance was purchased and implemented to assess potential learning loss for high school students.

Analysis of Pupil Learning Loss

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

The biggest challenge in addressing pupil learning loss was maintaining student engagement and participation during full distance learning. Despite heroic efforts by teachers and interventions by counselors and administrators, some students did not attend virtual classes nor complete on-line work, due to a number of factors, including connectivity, distractions in the home environment, and the need to assist younger siblings. Teachers held virtual office hours to support students and scheduled interventions with counselors and administrators to encourage engagement. Feedback from teachers and review of attendance and grades show an increased rate of engagement in the second semester. Data from end of year assessments, including CAASPP, ELPAC, IXL and STAR Renaissance will be fully analyzed to design appropriate and effective measures to address learning loss through extended learning opportunities in the summer and 2021-22 school year.

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.

Counselors held virtual informational meetings for students and parents, describing ongoing available resources and services, and continued to provide a full range of services throughout the school year. Students were able to access counseling services virtually and in-person when they were able to return to school. Counselors provided resources to staff to help them identify signs that students may be struggling with mental or emotional health issues. Information about the Employee Assistance Program was provided to staff to support emotional health.

Despite these efforts at outreach, results from the high school survey administered at the end of the year indicated that some students were not aware of counseling services or comfortable accessing services on-line. During normal years of in-person instruction, the counseling team schedules visits to all classrooms to introduce themselves and describe how students can access services; the results of the survey underscore the importance of these in-person contacts.

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.

Venture Academy's plan for maintaining pupil and family engagement was met with some successes and challenges.
Venture Academy communicated regularly with families with updates made through Jupiter Ed, the school-wide communications system. Results from the parent survey administered in Spring 2021 indicated that the majority of respondents agreed or strongly agreed that they received sufficient updates. Teachers continued to be the first line of communication with families and shared information with school counselors and administrators. Teachers at the elementary level scheduled drive-through material distribution days with considerable success. School Counselors continued to focus on the social-emotional needs by providing virtual support check-ins and support hours for students and families in need of support. Services for students with exceptional needs continued.

Maintaining student engagement proved to be challenging, especially at the high school level. Venture Academy followed a tiered system of intervention to address concerns with student engagement:
Teachers were the front line in promoting and sustaining student engagement. The focus academy structure of the school allowed teams of teachers to collaborate with colleagues within their academies to identify
students in danger of disengaging or in need of intervention. The progressive plan for intervention included:

Tier I
Teachers had daily live contact with students.
Teachers identified students who were absent from class or who were not engaging in instruction, Teachers attempted to make contact through Jupiter messages and telephone calls.

Tier II
Teachers referred students to administration for follow-up.
Administration kept a database of students in need of intervention. Students were referred to a counselor or administrator for follow up.
When contact was made, teachers were notified and engagement was monitored.

Tier III
If no contact was made, or a student did not re-engage, a home visit was scheduled, with the goal of identifying obstacles and working with parents/guardians to find resources and support. Over thirty home visits were scheduled, and contact was made with 15 families.

Outreach to students and parents was done through Jupiter Ed, which translates into languages other than English. Phone calls were made bySpanish speaking personnel in both English and Spanish. Home visits included bilingual personnel as needed.

Venture Academy opened the school to in-person instruction to all students in April 2021. Approximately 60% of students chose to return to campus. Teachers reported that there was an improvement in student engagement among those students who returned to in-person instruction.

Analysis of School Nutrition

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

Providing nutritious school meals during the 2020-2021 was a successful, yet challenging operation. One success in providing meals during the 2020-2021 school year was the ability to provide nutritious meals via a drive-thru pickup method. Parents had the opportunity to pickup multiple meals for their children in order to reduce the frequency of trips. Another success was the ability to provide "grab-and-go meal kits" versus each item individually. The meal kits were much easier to distribute and easier to handle, especially when meals were needed for multiple children for multiple days. One challenge in providing meals during the 2020-2021 school year was the inability to offer a variety of menu options. Disruptions from the food manufacturer and distributor greatly reduced the available inventory and menu options.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Overall Analysis

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

As is often the case with challenging situations, there were lessons to be learned from the difficult 2020-21 school year. One of the most significant lessons is the role of technology and on-line instruction in education. Although teacher feedback and data showed that there was a decrease in pupil engagement in distance learning, there were also some advantages. Students and teachers learned how to use on-line textbooks, curriculum and resources more effectively. Some students reported less distraction while learning on-line. Some teachers shared success stories of zooming in guest speakers and collaborating with larger groups than would be possible in a physical setting, This learning is reflected in some of the actions in the 2021-24 LCAP: the plan for maintaining a 1:1 ratio of student/device technology; the continued use of the IXL and other on-line curriculum and the move to a more consistent communication/instructional platform.
The implementation of distance learning reinforced the need for hands-on learning. CTE teachers described the frustration of trying to teach their content without tools and materials in the hands of students. The 2021-24 LCAP reflects this need for hands-on on learning in a group of action steps to support multiple CTE pathways.
Feedback from the parents of English Learners informed the actions directed towards EL students, including continued outreach, summer school, and expanded tutoring,

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

Venture Academy will continue to implement a system of assessment that includes multiple metrics, including state-wide testing, local school-wide assessments and teacher administered assessments to monitor student progress and to address potential learning loss. STAR Renaissance will be administered in the beginning of the school year to generate school-wide data and to provide individual diagnostic student data for teachers. An additional resource teacher will be hired in the 2021-22 school year to support students with unique needs.

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

There were no substantive differences in the actions or services.

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.

Analysis of the student outcomes in the 2019-20 LCAP reinforced the need to implement expanded support for English Learners and to provide additional interventions and resources to promote proficiency in Mathematics for all students. Although there was an increase in achievement in ELA, there is still a need to implement a multi-tiered system of support to identify students for early intervention. This later need was further reinforced by analysis of the outcomes in the 2020-21 Learning Continuity and Attendance Plan. The move to distance learning and analysis of the results of that shift, contained in the Learning Continuity and Attendance Plan, facilitated the understanding of how technology can support student learning in conjunction with hands on in-person instruction. Actions in the 21-22 LCAP address these findings.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- o   Pupil Participation and Progress,
- o   Distance Learning Professional Development,
- o   Staff Roles and Responsibilities, and
- o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

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
Venture Academy	Joni Hellstrom Division Director	jhellstrom@sjcoe.net 209.468.5940

Plan Summary [2021-22]

General Information

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

Venture Academy Family of Schools is a WASC accredited charter school authorized by the San Joaquin County Office of Education, located primarily in Stockton, California, with one satellite campus in Manteca, California. Venture Academy serves students from Transitional Kindergarten though twelfth grade.

The mission of Venture Academy Family of Schools is to awaken the imagination, passion, dreams and curiosity of K-12 students by providing rich, standards-based educational opportunities for those who seek innovative, non-traditional approaches to learning. Venture Academy students will become literate, lifelong learners empowered to embrace challenge, think critically, play passionately, live responsibly, and imagine possibilities.

Venture Academy provides rich, standards-based educational opportunities that contain innovative, non-traditional approaches to teaching and learning. This is reflected in the breadth, depth, and diversity of the school's curriculum and instructional methods, as well as in the variety of learning environments. Instructional materials, strategies, and activities at all grade levels are aligned to the CCSS.

Students who enroll in Venture Academy may enroll in one of academies, each with a unique focus.

Overview of Home-based Academies
Students in all grades may participate in a home-based school environment that is enhanced through a variety of classes and workshops offered to those enrolled. When choosing this path, parents become team teachers with credentialed VAFS teachers. Teachers provide an individualized academic plan, curriculum, and educational assessment of student work. Parents enrich this education plan with home and community projects and are encouraged to use the world as a classroom. Parents who choose this program for their children must be willing to provide the time to be partners in the education of their children. Students enrolled in a home-based academy may have the option to attend onsite classes and workshops. To address individual concerns, teachers may require students to attend specific classes. All students are expected to participate in state mandated assessments.

Home-based academies include:

Independent Study
Grades 9 – 12
Independent Study students at VAFS work as independent learners. Students are assigned a teacher who monitors and assesses their progress, meets with them regularly, and assigns work based on individual student's goals. Students and their parent(s)/guardian may help in the development of these goals. Students in the Independent Study Academy may enroll in CTE courses and participate in extra-curricular activities.

Synergy Home School
Grades TK – 8
Synergy is a TK-8 full--time homeschool program in which the parent/guardian provides instructional support to the student in partnership with a credentialed teacher. The teacher works with the parent to plan an individualized course of study for the student. Standards-based curriculum is provided, and families are encouraged to use the world as their classroom. Students are expected to participate in all mandatory assessments. A variety of classes are offered during the school year. Parents and students participate in mandatory check-in meetings and additional support meetings are scheduled as needed. Field trips are planned to connect families with the community.

VAFS Transitional Kindergarten (TK) teaches children the foundational learning skills they need in order to be comfortable in a classroom environment among their peers. Students not only learn essential pre-literacy, pre-math, and other cognitive skills (self-confidence and cooperation), but also develop social and self-regulation skills needed to succeed in school and life. This provides an appropriate bridge between TK and kindergarten. It is tailored to meet the students' academic and social needs. TK curriculum is modeled after kindergarten curriculum, modified to be developmentally appropriate for a younger class. The TK program is overseen by appropriately credentialed teachers who monitor and assess student progress throughout the year.

Overview of Modified Daily Attendance Academies
In this model, students are assigned to one of the school's academies staffed by credentialed teachers. Students receive regularly scheduled instruction, have opportunities to focus on areas of personal interest and are held responsible for completing off campus educational assignments. The pupil to teacher ratio in Kindergarten is 15:1; grades 1 and 2 is 20:1; in grades 3 through 12 is 25:1. All academies provide the same robust core curriculum, but bring a unique focus to learning that captivates and motivates students to explore, cultivate, develop, and more deeply dive into their interests.

Modified Daily Attendance academies include:

BrainworX: The Academy of Innovation and Inquiry.
Grades 9 – 12
Students who are interested in learning by integrating creative and critical thinking skills to achieve high academic success will find this academy both challenging and exciting. BrainworX interweaves 21st century skills and critical thinking standards such as breadth, logic, and fairness into core subjects giving students a rigorous yet exciting curriculum. BrainworX offers 12 grade students the opportunity to enroll in San Joaquin Delta College online courses, allowing those who wish for higher learning the opportunity to challenge themselves. The goal of BrainworX is to produce a skilled group of professionals who think critically and communicate effectively.

Foundations Visual and Performing Arts Academy

Grades 9 – 12

Foundations Academy provides a positive FOUNDATION for students through integrating performing arts into daily education. This approach allows students to develop creative passions, language and communication skills, and confidence. Foundations teaches self-expression, encourages exploring alternative options, and embraces individuality while preparing students for the next stage, whether that be college or career. Foundations offers a variety of performance focused opportunities that include entry level through advanced coursework in drama, dance, music, choir, and set design. Students come to the Foundations Academy with varying degrees of experience and are challenged both in the classroom and on stage. Participation in high level competitions is made available for students who seek to further their skills in the performing arts.

Delta Visionary Integrated Science, Technology and Academics (Delta VISTA)

Grades 9 – 12

The goal of DeltaVISTA is to prepare every student for success in a four-year university. DeltaVISTA students are expected to enroll in a rigorous course of study, including at least one AP class. Students are also expected to participate in extracurricular activities, including service-learning projects. Professionalism is stressed every day in preparation for entering the workforce. DeltaVISTA is home of the VAFS HOSA Chapter, a professional organization that introduces students to the medical field.

Excel Academy

Grades 9 – 12

The goal of Excel Academy is to provide students with a course of study emphasizing sports and health sciences. Excel Academy equips students with the necessary tools to live an active and healthy lifestyle. Excel students are provided with the opportunity to experience aspects of the sports universe, including sports journalism and broadcasting, weight training, and the study of anatomy and physiology. Excel students are encouraged to work as a team inside and outside of the classroom.

TEACH! (Teacher Education and Early College High)

Grades 9 – 12

TEACH! is designed for students with an interest in pursuing a career in the field of education. Through rigorous coursework and an industry-focused teacher education pathway, TEACH! prepares students to be independent thinkers, future change-makers, and champions of equity and access within their communities.

As members of the first Early College High School to be offered at Venture Academy, TEACH! students have an opportunity to graduate high school with both a Venture Academy diploma and an AA in Elementary Teacher Education. The academy is designed with a comprehensive system of support to empower all students to achieve in high school, higher education and beyond. These supports include a cohort model, dedicated advisory time, the AVID pathway, mentorship and fieldwork opportunities with educators throughout San Joaquin County, and access to counseling services through both Venture Academy and Delta College.

Upon acquiring a bachelor's degree at a local university, TEACH! graduates will have an opportunity to return to their communities, earn a teaching credential through Teachers College of San Joaquin, and educate, inspire, and advocate for the youth of tomorrow.

Venture Academy developed TEACH! in partnership with San Joaquin County Office of Education, San Joaquin Delta College, Humphreys University, and Teachers College of San Joaquin. All partners are committed to supporting TEACH! students throughout their journey to

become a credentialed teacher.

ImagineIT
Grades 9 – 12
ImagineIT is designed for students interested in a 21st century education with an emphasis on career pathways. The ImagineIT team believes that a hands-on, project-‑based curriculum best meets the needs of students, prepares them for their roles in society and the workplace, and helps students achieve the School-wide Learner Outcomes. ImagineIT students choose a pathway that leads to college and career readiness through completion of a Career Technical Pathway or completion of A-G courses. Career-focused courses include: Construction, Welding, Pre-engineering, Traditional and Digital Art, or a combination of these. A special focus of ImagineIT is learning about conserving the earth's resources and exploring green technology.

InterVenture
Grades 9 – 12
A self-contained classroom designed to provide an additional layer of support for students identified as being at academic or behavioral risk.

APEX (Academic Performance EXcellence)
Grades 7 – 8
APEX is an academy choice for students who rotate through five core classes each day. This academy provides another integrated learning option where the focus is on achieving the academic skills needed to pursue professional and higher learning objectives. Along with essential direct instruction in the core subjects, project-based assignments challenge students to explore the world with hands-on activities and Internet accessed media, to be creative with a variety of materials, and to communicate using written and electronic delivery options.

Venture Integrated Subjects Academy (VISA)
Grades 6 – 8
VISA is an academy choice for students in grades 6-8 who are interested in enriching their education through the arts. Students use technology and the arts to explore and expand their understanding of the world in their core curriculum. In addition, each student in VISA participates in at least one visual and performing arts class.

Kinect Academy
Grades 6 – 8
Kinect Academy focuses on kinesthetic learning while balancing student's competitive nature with team building, sportsmanship and collaboration. All students are expected to participate fully in daily physical education class and follow an athletic dress code. All grade levels rotate daily through their rigorous classes that adhere to the California state standards.

Historic Durham Ferry Outdoor Education Academy
Grades 5 – 12
Durham Ferry is a 290-acre site located 7 miles south of Manteca. It provides hand-on experiences in agriculture, natural resources and ecology, leadership, outdoor education and applied multimedia technology. HDF staff is devoted to excellence in teaching, learning, research

and development of leadership qualities in students. Students who attend HDF are those who are prepared to work hard, get dirty, and play passionately.

Ventureland
Grades K – 5
This academy is a fantastic opportunity for families who understand and appreciate the importance of parental involvement in children's learning. Students attend school Monday through Thursday, and Friday is a homeschool day. Parents/guardians are responsible for working with their children at least two hours per day Monday through Thursday after class, and for at least 5 hours on Fridays. In addition, parents are encouraged to volunteer at the school. The curriculum focuses on providing a strong foundation in basic skills and is individualized based on the student's skill level.

Venture Academy's demographics, as verified by the 2020 California Schools Dashboard, are as follows:

Enrollment: 1541

Race/Ethnicity:
- Hispanic: 65.7%
- White:18.4%
- African American: 5.5%
- Two or more races: 4.5%
- Asian: 2.4%
- Filipino: 1.9%
- American Indian: 0.9%
- Pacific Islander: 0.4%

Socioeconomically Disadvantaged: 63.7%
Students with Disabilities: 9.4%
English Learners: 12.5%
Homeless: 0.6%
Foster Youth: 0.2%

Reflections: Successes

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

The California Dashboard was designed help parents and educators identify strengths and areas for improvement. The Dashboard reports how schools and student groups are performing across state and local measures. For State measures, performance is based on two factors: (1) current year results, and (2) whether results improved or declined from the prior year as compared to themselves. Performance on state measures, using comparable statewide data, is represented by one of five colors, progressing from red, orange, yellow, green to blue, with red being the lowest and blue being the highest. Due to the COVID19 Pandemic, some data on the California School Dashboard was not updated for the 2019-20 school year. As a result, the review of Dashboard Data for student achievement in English Language Arts (ELA) and Mathematics is based on 2018-19 state-wide testing (CAASPP) results.

In 2019, Venture Academy moved from orange to yellow in both for ELA and Mathematics, with a bigger increase in ELA scores. The school's graduation rate, suspension rate and chronic absenteeism rate remained in the "green" color with a decline in the suspension rate.

In 2019, Venture Academy administered EdPerformance as the local school-wide assessment for ELA and Mathematics. Edperformance data showed an increase in ELA and Math performance for all grade levels, except 7th. (It should be noted that this local data may not be accurate as the last round of assessment was affected by the move to distance learning in March 2020.)

The 2020-21 school year presented a number of challenges for all schools, as educators, students and parents had to adjust to distance learning and the uncertainty of school reopening. Because Venture Academy has maintained a 1:1 student/technology ratio for several years, the school was able to provide accessible technology to all students at the beginning of the year. Teachers had access to professional development to support the switch to on-line instruction; on-line curriculum, including a comprehensive K-8 curriculum in core subjects, was provided. The school continued to maintain a staffed distribution center, open every school day, to ensure that students had access to necessary instructional materials, and teachers organized drive-through pick-up days to supply additional resources. The school continued to provide daily nutritious meals to students on a drive-through basis.

Much of the construction on new school facilities was completed. Teachers in the elementary school (VentureLand) were able to move into new classrooms, and counselors moved into the new counseling center. Classrooms for the Performing Arts Program were completed, and the theater will be completed for the 2021-22 school year, an expansion that will allow students and teachers more flexibility and freedom in developing all aspects of visual and performing arts.

Students continued to participate in extracurricular activities. Although in-person competitions were suspended, Venture Students excelled in several areas. The school's Mock Trial team won the World Championship title at the Empire Competition in both 2019 and 2020, and took first place in the San Joaquin County Competition in both of those years. Participation in Career Technical Student Organizations (CTSO) continued, with students earning medals at Skills USA, HOSA and FFA.

Venture Academy offered in-person learning to all students in April 2021. A majority of students chose to return to school, and teachers reported an improvement in student engagement and completion of assignments. Athletes were able to participate in a shortened season for volleyball, soccer, basketball, track and field, cross-country and golf.

Reflections: Identified Need

Although the California School Dashboard showed growth in Venture Academy's academic indicators, there is a need for improvement in both ELA and Math, as a significant percentage of students have not met or exceeded standards. Data from local indicators, including Edperformance, IXL, STAR Renaissance and the Dyslexia Screener administered at the elementary level, underscores this need. Data from state and local indicators also shows an achievement gap for English Language Learners in ELA and Math, and the reclassification rate for English Language Learners is lower than that of the state and San Joaquin County. To address these areas of need, Venture Academy will fortify its Multi-tiered System of Support (MTSS) by engaging teachers in analyzing results of data and implementing strategic interventions for academic and social/emotional support. Venture Academy will partner with the SJCOE Educational Services Language & Literacy Department to review, analyze and improve its current instructional program and services provided to English Leaners.

Venture Academy is committed to improving College and Career Readiness for all students. As part of the strategy to meet this goal, Venture will recruit, hire and maintain a highly qualified team of Career Technical (CTE) Educators and supply all necessary resources to support student completion of Career Pathways. Counselors, teachers and administrators will collaborate to promote completion of A-G courses to prepare students for entry to California State Universities. Venture will continue to offer dual enrollment courses in partnership with San Joaquin Delta Community College.

Venture Academy, like most schools in California, anticipates learning loss and gaps resulting from the COVID19 Pandemic and will offer extended school year learning opportunities and provide and expanded menu of after-school support in 2021-22 and 2022-23.

LCAP Highlights

Venture Academy Family of Schools has identified two overarching goals for the 2021-22 LCAP:
- Students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career.
- Create, cultivate and strengthen a safe, nurturing environment that supports learning.

These goals align with the mission of Venture Academy and are consistent with the goals identified for WASC and Venture Academy's Charter Renewal Petition.

The LCAP contains a multitude of actions to support these goals, including:
- Expanded services for EL students.
- Full support for a robust CTE Priogram.
- Additional support for students with exceptional needs

- Development of a K-12 plan for promoting proficiency in Mathematics

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.

Venture Academy is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Venture Academy engaged stakeholders, including administrators, teachers, support staff, parents, students, members of the local bargaining unit, and community members, throughout the development of the LCAP. Virtual public stakeholder meetings were held in February and March 2021 to seek input from school and community members. Information and links to these meetings were posted on the school website and sent out to all parents and guardians through Jupiter.Ed, Venture Academy's school-wide communication system. Meetings were scheduled at different times of the day to allow for maximum participation; meetings were conducted Spanish and English. Surveys were administered to parents and teachers, seeking feedback on the state priorities and soliciting feedback for areas of improvement. Input from the School Advisory Committee, the English Language Advisory Committee, and the student leadership team (VOLT) was solicited in meetings held respectively with each of these groups. Input from the San Joaquin County SELPA was included both the development of the LCAP and in the Performance Indicator Review for students with disabilities. The draft LCAP, along with the 2019-20 LCAP Update and the 2020-21 LCP Update were posted on the school's website for public review.

It should be noted that stakeholder engagement is an ongoing process for Venture Academy. Teachers maintain communication with parents, and share that communication with the school administration. Meetings among the focus sites and the administrative team and the administrative and counseling team were held throughout the school year. Monthly meetings with the administrative team and representatives from local bargaining agency (CTA) were held.

Stakeholder feedback from these groups, combined with the analysis of school-wide data, formed the foundation of the action steps in the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Feedback from the parent survey indicated a general satisfaction with the school, with a majority of parents agreeing or strongly agreeing that the school is well maintained, that their students are able to access instructional materials, technology and courses, that communication is sufficient and that their students are challenged and supported. Feedback from the high school student survey included a higher percentage of "neutral" responses than had been recorded in prior surveys, and a quarter of the students responded that they disagreed or strongly disagreed that they felt connected with their school. The majority of students responded that they felt safe upon return to distance learning. Staff surveys indicated a need to ensure equitable access to technology, additional support for English Learners, and professional development for distance learning and social emotional learning.

At the public stakeholder meetings, parents and community members expressed appreciation for the school and suggested ideas for improvement. Parents advocated for summer school, additional tutoring for English Learners and for counseling groups for high school students who might be experiencing frustration or anxiety due to the COVID19 Pandemic. A number of parents, students and teachers expressed a desire for more consistency with on-line programs.

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

Stakeholder feedback validated the school's ongoing plan to recruit and maintain a team of highly qualified staff, the school's commitment to well maintained and safe facilities, and the ongoing implementation of standards based curriculum and effective instructional practices. Parent and staff feedback influenced the actions to support EL students, including summer school, expanded tutoring and the partnership with the SJCOE Language and Literacy Department. (Goal 1, Action 5). Actions to ensure adequate technology (Goal 1, Action 9) reflect stakeholder concern for equitable access to on-line instruction and curriculum. The implementation of a new Student Information System (Goal 2, Action 3) will facilitate the use of a more consistent on-line platform. Feedback from the staff survey influenced the development of actions related to professional development (Goal 1, Action 4). Collaboration with SELPA influenced the addition of an additional position to provide support for students with exceptional needs (Goal 1, Action 6).

The relatively high degree of "neutral" responses and the number of high school students who felt disconnected from their school influenced the action steps to support extracurricular activities and the maintenance of a full counseling team.

Goals and Actions

Goal

Goal #	Description
1	Students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career.

An explanation of why the LEA has developed this goal.

Venture Academy believes that a well rounded education serves all students and prepares them to become fair-minded critical thinkers. This comprehensive goal reflects the school's commitment to providing access to rich, standards-based instructional experiences that prepare all students for success, whether they pursue a post secondary pathway leading to a career in technical arts or an institution of higher learning. The proposed action steps provide a framework for progress towards this goal. The metrics enumerated below provide multiple means to measure progress.Venture Academy will offer a broad course of study, accessible to all students, that will prepare them for post secondary success. Venture Academy will recruit, hire and maintain a highly qualified staff and provide the most technology, curriculum and instructional materials to support this goal. Progress will be measured through state-wide data, data form locally administered assessments and teacher designed and administered assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A: Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for they pupils they are teaching. (SARC)	100% 2020-21				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1B:Percentage of pupils who have sufficient access to standards aligned instructional materials (SARC)	100% 2020-21				100%
Priority 1C: Percentage of facilities maintained in "good" or "exemplary" repair status (FIT Report - SJCOE)	100% 2021				100%
Priority 2A: Self reflection rating on Questions 1 and 2 of the implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards. (Local Indicator, Priority 2 Reflection Tool)	Rating for Professional Learning for teaching to academic standards and curriculum frameworks. English Language Arts: 4 English Language Development: 3 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4				Rating for Professional Learning for teaching to the academic standards and curriculum frameworks English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(As measured by Rating scale lowest to highest): 1 - Exploration and Research Phase, 2 - Beginning Development Phase, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science:5 2020-21				Rating for Instructional Materials Aligned to academic standards and curriculum frameworks English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science:5
Priority 4A: Percentage of 3rd - 8th and 11th grade student CAASPP scores in Languages arts/Math in "standards not me"	29.54% - ELA 49.77% - Math 2019 CAASPP results				25% 43%
Priority 4B: Percentage of Pupils who met A-G college entrance requirements for UC/CSU systems.	25% Fall 2020 CA School Dashboard - Additional Reports, College and Career Measures				35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4C: Percentage of pupils who successfully complete CTE course sequences or programs of study; as measured by growth in percentage of students completing in pathways and earning high school diplomas.	13.1% Fall 2020 CA Dashboard - Additional Reports, College and Career Measures				17.5%
Priority 4D: Percentage of pupils who have successfully completed both types of courses described in 4B and 4C	0% Fall 2020 CA Dashboard. SIS Reports- Transcript Evaluations				10%
Priority 4E: Percentage of pupils who make progress toward English proficiency as measured by the ELPAC	45.5% 2019-20 CA School Dashboard				50.5%
Priority 4F: Percentage of English Learners who were reclassified as English Proficient	3.8% 2019-20 SIS				8% or above
Priority 4G: Percentage of pupils who pass an AP exam	40%				45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with a score of 3 or higher	2019-20 AP Report (College Board)				
Priority 4H: Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math	39.39% - ELA 19.66% - Math 2019 CAASPP				45% - ELA 24% - Mathematics
Priority 7A: Percentage of Pupils who have access to and are enrolled in a broad course of study	100% 2020-21 Course Catalog, Student 4 Year Plans				100%
Priority 8A: (Other pupil outcomes): #Number of students earning Seal of Bi-Literacy	28 SIS Report - Transcript Evaluation				35

Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified School Staff	Venture Academy will continue to support a full team of credentialed teachers and administrators and a well qualified clerical support staff.	$8,808,832.00	No
2	Career Technical Education	Venture Academy is committed to advancing career technical pathways through recruiting, hiring and maintaining credentialed teachers with experience in their field, through providing necessary	$893,508.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials and through supporting Career Technical Organizations (HOSA, Skills USA, FFA). This goal benefits EL students through hands on experience and exposure to rich, content related vocabulary.		
3	Instructional Materials	Venture Academy will continue to provide instructional materials to support student learning, including, but not limited to: provision of general academic supplies; purchase of state adopted curriculum; purchase of supplemental on-line curriculum; additional literature to enrich instruction. Venture Academy will use STAR Renaissance to assess student learning to enable teachers to best design their instruction to meet student needs. Venture Academy will support AP testing by providing test material to low income students.	$190,000.00	No
4	Professional Development	Venture Academy will provide professional development to staff to support teachers and students. The menu for professional development will include, but will not be limited to, Social Emotional Learning, strategies for on-line instruction, and interventions for high-needs students.	$7,000.00	No
5	Academic Support for EL students	Venture Academy will support the success of EL students through maintaining the full time positions of the Language Development Leader. Venture Academy will partner with the SCJOE Educational Service Language and Literacy Department to review, analyze and improve the school's current instructional program provided to English Learners.Venture Academy will continue to recruit, hire and maintain teachers with appropriate ELD credentials. Venture Academy will offer summer school opportunities specifically for EL students in 2021 and provide tutors for both in-class and academic support in the 2021-22 school year. Venture Academy will support the Latinos in Action Program, a mentoring program for high school youth and will expand course offerings at the high school level to support EL students. The	$249,918.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data/testing coordinator position will be maintained to oversee ELPAC testing. Venture Academy will implement a parent support/coaching program (Parent Project) to support Spanish speaking parents.		
6	Support for Students with Disabilities	Venture Academy will continue to support qualified instructional staff for students with disabilities and will hire an additional teacher. Venture Academy will maintain the full time speech and language therapist position and continue to contract for additional services as needed. Venture Academy will provide assessment materials and instructional materials to support students with disabilities.	$911,239.00	No
7	School-wide AVID	Venture Academy will remain an AVID certified site and implement AVID strategies designed to "close the achievement gap by preparing all students for college readiness and success." A new DIstrict Director will be trained, a team of teachers from elementary, middle and high school will attend an extended virtual training, in July 2021. Organizational planners will be provided to students.	$35,000.00	Yes
8	Technology to Support Student Learning	Venture Academy will continue to provide technology to support a minimum of 1:1 technology ratio for all students and will allocate resources for a full time position to provide technical support.	$169,170.00	No
9	Additional Technology to Support High Needs Students	Venture Academy will ensure that low income students have access to working technology by providing additional devices, wifi hot spots and maintaining an additional staff position to provide tech support.	$110,383.00	Yes
10	Nutrition Program	Venture Academy will continue to offer a nutrirous breakfast to all students.	$243,942.00	No

Action #	Title	Description	Total Funds	Contributing
11	Additional Support for Nutrition Program	Venture Academy will maintain additional staff positions to support the school's nutrition program, primarily to benefit low income students.	$205,539.00	Yes
12	Additional Instructional Materials for High Needs Students	Venture Academy will purchase additional instructional materials to support learning for high needs students. These materials will include materials to enhance hands-on learning and support EL students.	$30,000.00	Yes
13	College and Career Readiness	Venture Academy will advance college and career readiness for all students by reviewing the high school master schedule to maximize opportunities for A-G and CTE Pathway completion, and by training teachers to oversee effective four year plans for high school students. Venture Academy will conduct college and career fairs for all grade levels. When available, Venture Academy will schedule field trips to college campuses.	$5,000.00	Yes
14	Additional Academic Support	Venture Academy will maintain a full time position support the implementation of the Next generation Science Standards at the elementary and middle school level and will provide additional Science/lab materials for support content-rich, hands-on learning experiences that support language acquisition for EL students.	$145,354.00	Yes
15	Additional Administrative Program Support	Venture Academy will expand its administrative team to provide oversight for a strong Mutli-tiered Support System (MTSS) to support students, including English Learners, socio-economically disadvantaged students and students with exceptional needs.	$159,955.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Math Proficiency	Venture Academy will develop a K-12 plan to improve Math proficiency for all students, including collaboration with the SJCOE Education Services Department, dedicated time for teacher collaboration and maintaining additional teachers to provide Math support.	$169,339.00	Yes
17	Facilities Maintenance	Venture Academy will maintain janitorial contracts to keep facilities in good condition.	$371,216.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Create, cultivate and strengthen a safe, nurturing environment that supports learning.

An explanation of why the LEA has developed this goal.

This comprehensive goal reflects Venture Academy's commitment to promoting the health and well being of all students and the recognition that students learn best in an environment in which they feel emotionally and physically safe. The proposed action steps provide a framework for progress towards this goal. The metrics enumerated below provide multiple means to measure progress. Venture Academy will support this goal through recruiting, hiring and maintaining a highly qualified team of counselors and health professionals. Venture Academy will promote pupil engagement through a rich menu of extra-curricular activities. The campus safety team will ensure a secure school environment. Progress towards this goal will be measured by school attendance data, participation data, California Healthy Kids Survey and locally administered school climate surveys.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: Efforts to seek parent input in decision making for the school district and each school site; Area (1): Percentage of Advisory Council Seats filled. Area (2): Local Indicator, Priority 3 Reflection Tool	Area (1): 100% Area (2): Rate the LEA's progress in developing multiple opportunities for the LEA and sites to engage in 2-way communication between families and educators using language that is				Area (1): 100% Area (2): Rate the LEA's progress in developing multiple opportunities for the LEA and sites to engage in 2-way communication between families and educators using language that is

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rating Scale (Lowest to highest): 1-Exploring and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4-Full Implementation; 5 -Full Implementation and Sustainability	understandable and accessible to families. 3 - Initial Implementation				understandable and accessible to families. 5 - Full Implementation
Priority 5A: School attendance rates - the percentage of students attending school daily on average.	90% SIS, Attendance Reports 2020-21				90%
Priority 5B: Percentage of K-12 students identified as chronically absent- pupils whoa re absent from school 10% or more for the total number of school days enrolled.	2.3% SIS, CALPADS				1.5%
Priority 5C: Middle school dropout rate - the percentage of pupils in grades 7 - 8 who stop coming to school and who do not enroll in another school.	0% Class of 2020, SIS				0 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5D: High school dropout rate 0 the percentage of students in grades 9 - 12 who stop coming to school and who do not enroll in another school.	3% Class of 2020, SIS, CALPADS				2 %
Priority 5E: High school graduation rates - the percentage of pupils in a four-year cohort who meet VAFS Graduation requirements	89.7% Fall 2020 CA School Dashboard				89.7%
Priority 6A: Pupil suspension rate - the percentage of pupils who are suspended at least once during the academic year.	1.3% 2019-20 DataQuest				1.3%
Priority 6B: Pupil expulsion rate - the percentage of pupils who are expelled from the district during the academic year.	1% 2019-20 DataQuest				1.0%
Priority 6C: Percentage of pupil, parent and student responding on surveys regarding school safety and school connectedness	40% 2020-21 Surveys				50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Mental Health and Well Being	Venture Academy will support the health and well -being of students through maintaining a team of credentialed school counselors, full time school psychologist and full time nurse. Venture Academy counselors will provide individual and conduct counseling groups.	$720,916.00	No
2	Outreach and Support for High Needs Students	Venture Academy will support an additional counselor position and a counselor technician position to ensure accessibility to counseling services and to promote pupil engagement, principally focused towards high needs students.	$181,705.00	Yes
3	School-wide Communication	Venture Academy will purchase and implement use of Powerschool Student Information System and will maintain automated phone messaging system to promote clear and ongoing communication with students and families. All school-wide messages will be provided in English and Spanish.	$52,260.00	No
4	School Safety Team	Venture Academy will maintain positions for five campus safety technicians to provide supervision, support and intervention as needed to support the safe environment of the school.	$334,937.00	Yes
5	Extracurricular Activities	Venture Academy will promote pupil engagement, principally directed towards high needs students, through supporting personnel who will organize and promote extra-curricular activities, including athletics, Career Technical Student Organizations and the Durham Ferry Equestrian Program.	$432,270.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Pupil Engagement and Parent Participation for EL students.	Venture Academy will schedule regular meetings for parents of EL students and provide translation at all meetings. Venture Academy will celebrate the successes of EL students, including the Seal of Bi-literacy, reading milestones for elementary students and reclassification as English proficient.	$4,000.00	Yes
7	Parent participation	Venture Academy will promote participation in the Advisory School Council and conduct regular surveys to seek parent feedback. As conditions allow, parents will be encourage to attend school events.	$500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
16.60%	$ 2,822,452

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.

Review of the 2019 California School Dashboard shows achievement gaps among English Learners and socioeconomically disadvantaged students in both ELA and Mathematics:
- In ELA, the DIstance from Standard for all students was 19.8 points: for EL students it was 68.6 points; for socio-economically disadvantaged students it was 30.4 points.
- In Mathematics, the DIstance from Standard for all students was 74 points; for EL students it was 101.6 points; for socioeconomically disadvantaged students it was 81.7 points.

The following actions under Goal 1 are designed to address and close these achievement gaps:
- Action 2 allocates resources to support a strong team of CTE teachers and provide materials to support CTE pathways. Research shows that enrollment in CTE pathways can have a positive effect on academic performance of low income students. In addition, CTE courses integrate language that supports the acquisition of academic vocabulary, thus supporting EL students.
- Action 7 continues the support for the school-wide AVID Program, whose explicit mission is to "close the achievement gap by preparing all students for college readiness and success." Student participation in AVID has grown, and teachers report a correlation between AVID enrollment and improved student grades.
- Action 9 ensures that socioeconomically disadvantaged students have equitable access to appropriate technology and internet to support their learning by providing devices, hot-spots and supporting additional technology support personnel.
- Actions 12 and 13 support high needs students by providing additional instruction, opportunities for enrichment and additional instructional materials.
- Action 14 allocates additional resources to better support high needs students by increasing the opportunity for hands-on learning experiences and maintaining library resources for elementary students, essential for the reinforcement of academic

language for EL students.
- Action 15 expands the administrative team to ensure oversight for an effective Multi-tiered Support System, primarily directed towards high needs students.
- Action 16 supports additional Math instructors to decrease class sizes and increase student accessibility for the appropriate level of Math and allocates resources for partnership with the SJCOE Student Education Services Department to provide additional Math support for teachers.

Venture Academy will analyze data from the 2021-22 California School Dashboard to asses the effectiveness of these action steps. In addition, data from locally administered assessments, including STAR Renaissance, will be collected, disaggregated and analyzed to further assess effectiveness.

Recognizing that adequate nutrition promotes learning and student health and well being, Venture Academy will continue to offer a nutritious breakfast to all students who are enrolled in on-site programs. Although breakfast will be available to all students, this action principally benefits low-income students, and Venture Academy will employ additional staff to ensure that all socioeconomically disadvantaged students have full access to the program. reflected in Goal 1, Action 11. This is a continued action from the 2019-20 LCAP. Student participation was increasing pre-pandemic, but declined during distance learning. Venture Academy will continue to gather data to analyze the effectiveness of this action step in the 2021-22 school year.

Data from the 2019 California School Dashboard shows that socioeconomically disadvantaged students had a higher rate of chronic absenteeism than the overall school population, with a lower performance band color of yellow. In addition, both the EL student group and the socioeconomically disadvantaged student group had a slightly higher rate of suspension than the overall student population, with 2%, 1.5% and 1.3%, respectively. To address this disparity and to promote pupil engagement, the LCAP contains the following actions under Goal 2:
- Action 2 maintains an additional counselor and counselor tech position to provide outreach and support, principally directed to high needs students. Counselors report a high degree of engagement with students at all grade levels. Documentation from SST meetings show the value of counselor intervention and support.
- Action 4 support the positions of five campus security technicians. Comparatively low suspension and expulsion rates and results of climate surveys indicating that majority of students feel safe at school, demonstrate that this has been an effective action.
- Action 5 continues the position of personnel to support extracurricular activities. Participation in the athletic program has grown, and students have excelled in the school's Mock Trial Team and CTSOs. The correlation between student participation in extracurricular activities and student engagement supports continuing this action step.

Effectiveness of these actions steps will be assessed through analysis of the California School Dashboard data, data on student eligibility for participation in extracurricular activities, and feedback from the California Healthy Kids Survey and locally administered climate surveys.

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

Venture Academy will support the success of EL students through maintaining the full time positions of the Language Development Leader. Venture Academy will partner with the SCJOE Educational Service Language and Literacy Department to review, analyze and improve the school's current instructional program provided to English Learners. The school will continue to recruit, hire and maintain teachers with appropriate ELD credentials. In 2021, Venture Academy will offer summer school opportunities specifically for EL students and provide tutors for both in-class and academic support for EL students in the 2021-22 school year. Venture Academy will support the Latinos in Action Program, a mentoring program for high school youth, and will expand course offerings at the high school level to support EL students. The data/testing coordinator position will be maintained to oversee ELPAC testing. Venture Academy will implement a parent support/coaching program (Parent Project) to support Spanish speaking parents. These actions, in addition to the actions described above, meet the minimum percentage requirement for increased or improved services for Foster Youth, English Learners and Low-Income students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$13,948,840.00			$483,143.00	$14,431,983.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$13,143,053.00	$1,288,930.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Qualified School Staff	$8,652,364.00			$156,468.00	$8,808,832.00
1	2	English Learners Foster Youth Low Income	Career Technical Education	$877,039.00			$16,469.00	$893,508.00
1	3	All	Instructional Materials	$190,000.00				$190,000.00
1	4	All	Professional Development	$7,000.00				$7,000.00
1	5	English Learners	Academic Support for EL students	$190,650.00			$59,268.00	$249,918.00
1	6	Students with Disabilities	Support for Students with Disabilities	$911,239.00				$911,239.00
1	7	English Learners Foster Youth Low Income	School-wide AVID	$35,000.00				$35,000.00
1	8	All	Technology to Support Student Learning	$169,170.00				$169,170.00
1	9	Low Income	Additional Technology to Support High Needs Students	$110,383.00				$110,383.00
1	10	All	Nutrition Program	$243,942.00				$243,942.00
1	11	English Learners	Additional Support for Nutrition Program	$205,539.00				$205,539.00
1	12	English Learners Low Income	Additional Instructional Materials for High Needs Students	$30,000.00				$30,000.00
1	13	English Learners Low Income	College and Career Readiness	$5,000.00				$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	14	English Learners Low Income	Additional Academic Support	$145,354.00				$145,354.00
1	15	English Learners Foster Youth Low Income	Additional Administrative Program Support	$159,955.00				$159,955.00
1	16	English Learners	Math Proficiency	$169,339.00				$169,339.00
1	17	All	Facilities Maintenance	$371,216.00				$371,216.00
2	1	All	Student Mental Health and Well Being	$489,978.00			$230,938.00	$720,916.00
2	2	Foster Youth Low Income	Outreach and Support for High Needs Students	$161,705.00			$20,000.00	$181,705.00
2	3	All	School-wide Communication	$52,260.00				$52,260.00
2	4	Low Income	School Safety Team	$334,937.00				$334,937.00
2	5	English Learners Foster Youth Low Income	Extracurricular Activities	$432,270.00				$432,270.00
2	6	English Learners	Pupil Engagement and Parent Participation for EL students.	$4,000.00				$4,000.00
2	7	All	Parent participation	$500.00				$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,861,171.00	$2,956,908.00
LEA-wide Total:	$2,670,521.00	$2,706,990.00
Limited Total:	$190,650.00	$249,918.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Career Technical Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$877,039.00	$893,508.00
1	5	Academic Support for EL students	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$190,650.00	$249,918.00
1	7	School-wide AVID	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	$35,000.00
1	9	Additional Technology to Support High Needs Students	LEA-wide	Low Income	All Schools	$110,383.00	$110,383.00
1	11	Additional Support for Nutrition Program	LEA-wide	English Learners	All Schools	$205,539.00	$205,539.00
1	12	Additional Instructional Materials for High Needs Students	LEA-wide	English Learners Low Income	All Schools	$30,000.00	$30,000.00
1	13	College and Career Readiness	LEA-wide	English Learners Low Income	All Schools	$5,000.00	$5,000.00
1	14	Additional Academic Support	LEA-wide	English Learners Low Income	All Schools	$145,354.00	$145,354.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	15	Additional Administrative Program Support	LEA-wide	English Learners Foster Youth Low Income		$159,955.00	$159,955.00
1	16	Math Proficiency	LEA-wide	English Learners	All Schools	$169,339.00	$169,339.00
2	2	Outreach and Support for High Needs Students	LEA-wide	Foster Youth Low Income	All Schools	$161,705.00	$181,705.00
2	4	School Safety Team	LEA-wide	Low Income		$334,937.00	$334,937.00
2	5	Extracurricular Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$432,270.00	$432,270.00
2	6	Pupil Engagement and Parent Participation for EL students.	LEA-wide	English Learners	All Schools	$4,000.00	$4,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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