



CALIFORNIA
VIRTUAL
ACADEMIES™

POWERED BY STRIDE K12

LCFF Budget Overview for Parents

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

CDS Code: 39-68627-0127191

School Year: 2024-25

LEA contact information:

Krista Mount

Director of Categorical Programs

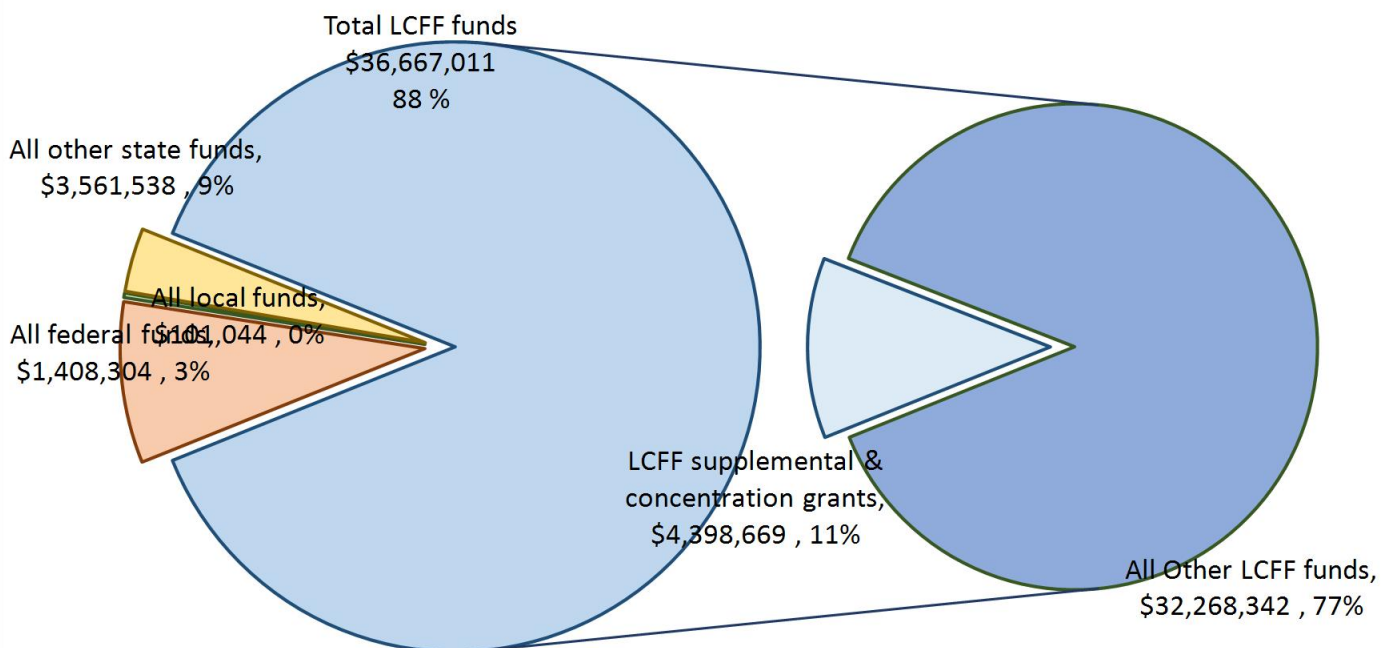
kmount@caliva.org

805-581-0202

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

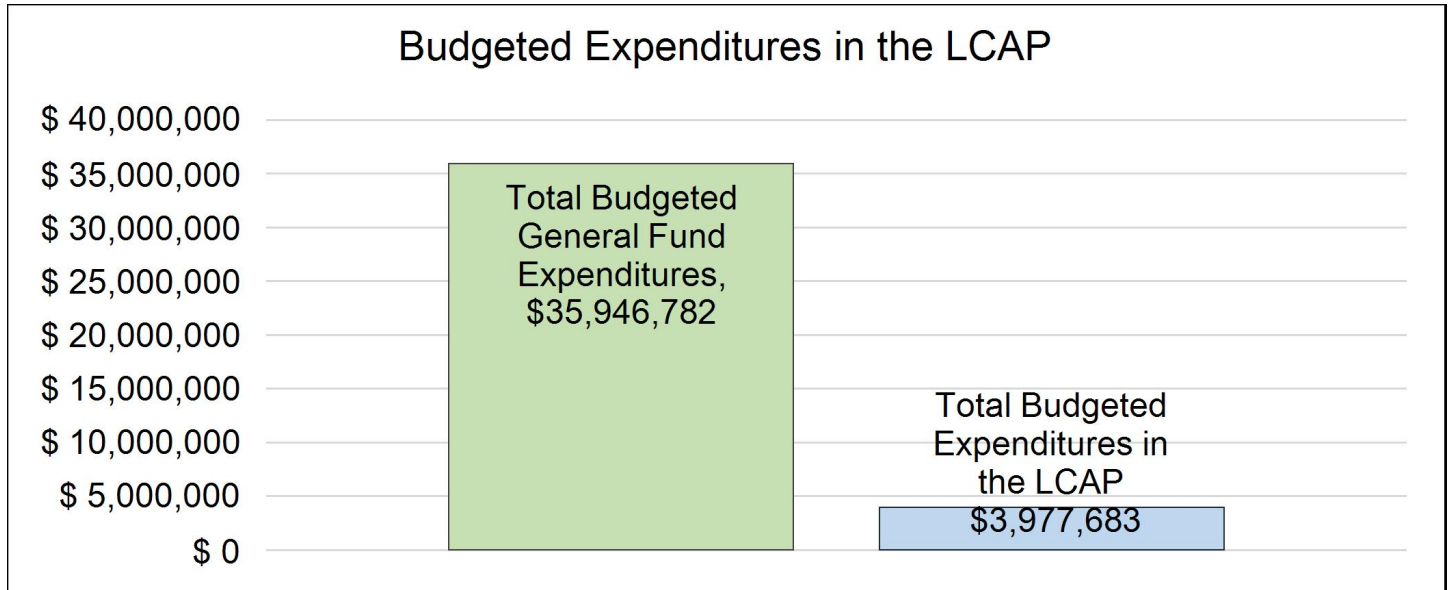


This chart shows the total general purpose revenue California Virtual Academy at San Joaquin expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at San Joaquin is \$41,737,897, of which \$36667011 is Local Control Funding Formula (LCFF), \$3561538 is other state funds, \$101044 is local funds, and \$1408304 is federal funds. Of the \$36667011 in LCFF Funds, \$4398669 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Virtual Academy at San Joaquin plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Virtual Academy at San Joaquin plans to spend \$35946782 for the 2024-25 school year. Of that amount, \$3977683 is tied to actions/services in the LCAP and \$31,969,099 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

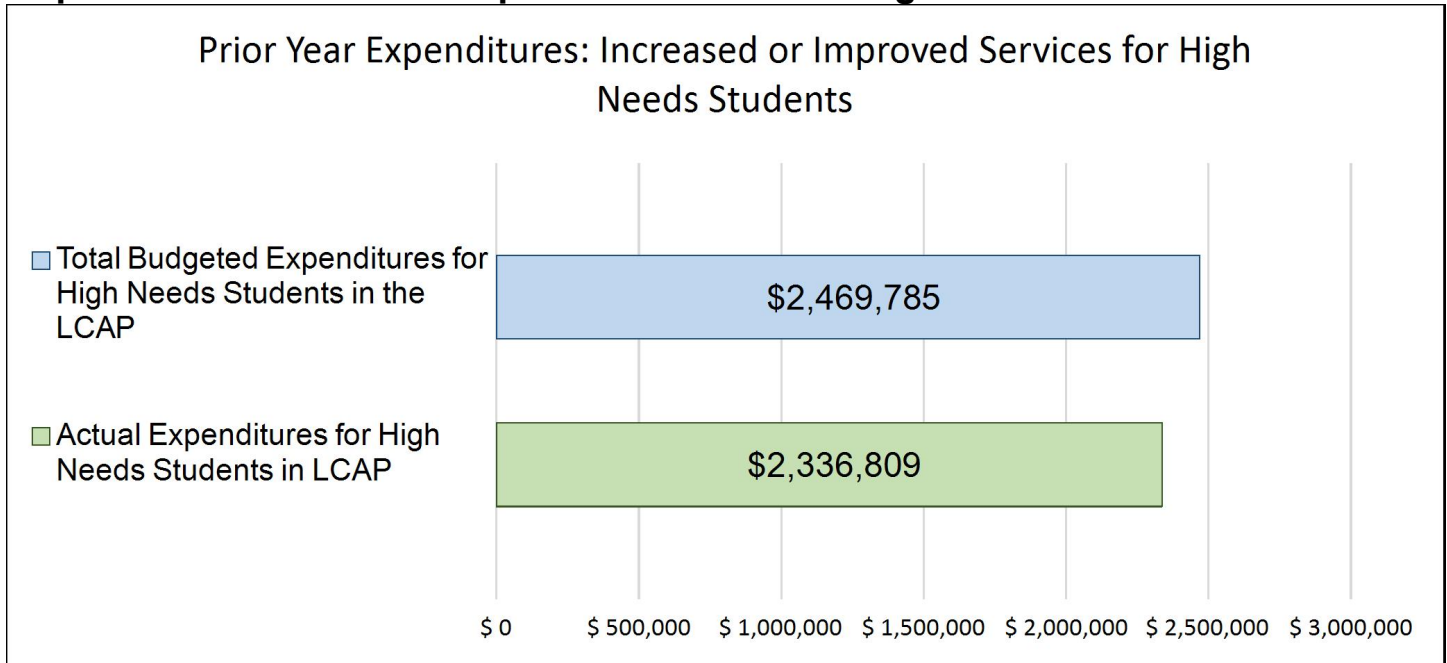
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Virtual Academy at San Joaquin is projecting it will receive \$4398669 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at San Joaquin must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at San Joaquin plans to spend \$2802199 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what California Virtual Academy at San Joaquin budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Virtual Academy at San Joaquin estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, California Virtual Academy at San Joaquin's LCAP budgeted \$2469785 for planned actions to increase or improve services for high needs students. California Virtual Academy at San Joaquin actually spent \$2336809 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-132,976 had the following impact on California Virtual Academy at San Joaquin's ability to increase or improve services for high needs students:

The decrease is primarily driven by a decrease in actual spending for the following Goals and Actions:

- Goal 1, Action 1
- Goal 1, Action 8
- Goal 3, Action 2
- Goal 3, Action 6
- Goal 3, Action 7
- Goal 5, Action 5

The school was unable to hire budgeted positions, overestimated participation in new leader and new hire support for teacher training, and overestimated one-time off schedule compensation to paid to new teachers. As a result, it will carry forward and will utilize unspent funds in 2024-25 to provide additional programs and services that focus on core services for high needs students.



CALIFORNIA
VIRTUAL
ACADEMIES™

POWERED BY STRIDE K12

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Virtual Academy at San Joaquin	Krista Mount Director of Categorical Programs	kmount@caliva.org 805-581-0202

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Met or Exceeded Standards ELA & Math Grades 3-8, 11 Source: Dataquest	2019 Dashboard ELA 37.2% Math 17.7%	2021 Dashboard ELA 48.3% Increase 11.1% English Learners 12.8% Student with Disabilities 16.1% African American 33.3% Socioeconomic Disadvantaged 42.3% Homeless 29.4% Hispanic 43.6% White 52.7% Asian 59.4% Math 30.9% Increase 13.2% English Learners 10.3%	2022 Dashboard ELA 47.6% Decrease 0.7% English Learners 17.0% Student with Disabilities 19.2% Socioeconomically Disadvantaged 40.3% Homeless 52.6% African American 39.7% Hispanic 45.1% White 47.0% Asian 66.7% Two or More Races 40.4% Filipino 68.4% Math 29.3% Decreased 1.6% English Learners 12.0%	2023 Dashboard ELA 40.3% Decreased 7.3% English Learners 11.6% Student with Disabilities 22.3% Socioeconomically Disadvantaged 33.0% Homeless 40.9% African American 28.1% Hispanic 40.8% White 40.0% Asian 50.0% Two or More Races 38.0% Filipino 70.7% Math All 25.9% Decreased 3.4% English Learners 8.9%	Increase 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Student with Disabilities 11.9% African American 17.2% Socioeconomic Disadvantaged 24.5% Homeless 5.9% Hispanic 24.4% White 36.9% Asian 40.6%	Student with Disabilities 18.0% Socioeconomically Disadvantaged 20.8% Homeless 25.7% African American 15.6% Hispanic 24.1% White 33.1% Asian 51.3% Two or More Races 23.1% Filipino 54.4%	Student with Disabilities 15.4% Socioeconomically Disadvantaged 19.8% Homeless 27.3% African American 16.9% Hispanic 21.1% White 30.0% Asian 37.2% Two or More Races 26.5% Filipino 53.3%	
English Learner Progress (% of English Learner who made progress toward English Proficiency measured by ELPAC)	2019 28.6% English Learner who made progress toward English Proficiency measured by ELPAC	2021 N/A	2022 34.8% English Learner who made progress toward English Proficiency measured by ELPAC Increased 6.2%	2023 43.4% English Learner who made progress toward English Proficiency measured by ELPAC Maintained	50%
Source: Dashboard Source: Dataquest	EL Proficient on the ELPAC Level 4 (Well Developed) 20.8%	EL Proficient on the ELPAC Level 4 (Well Developed) 19.7%	EL Proficient on the ELPAC Level 4 (Well Developed) 22.6% Increased 2.9%	EL Proficient on the ELPAC Level 4 (Well Developed) 17.2% Decreased 5.4%	
EL Reclassification Rate Source: Dataquest	51.5%	38.6%* *Comparison to Prior Year Counts The 2020–21 Reclassified Fluent English Proficient	13.4%	8.3%	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(RFEP) student enrollment counts may be lower due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during “distance-learning” resulting from the COVID-19 pandemic.			
College/Career Readiness (% Prepared) Source: Dashboard	18.8% Increase of 3.5% African American - 16.7% Asian - 26.7% Hispanic - 16.7% White - 13.6% Two or more races - 27.3% Socioeconomic Disadvantaged - 15.3% Students with disabilities - 0%	N/A No data for 2021	N/A No data for 2022	2023 21.8% Increased 3% English Learners 24.0% Student with Disabilities 4.0% Homeless 9.1% Socioeconomically Disadvantaged 19.5% African American 14.3% Hispanic 28.2% White 14.0%	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Completed a-g Requirements</p> <p>Source: Dashboard</p>	n/a	<p>2021 18.0%</p> <p>English Learners N/A Student with Disabilities 16.7% Socioeconomically Disadvantaged 18.4% African American 16.7% Hispanic 14.3% White 19.1%</p>	<p>2022 20.0% Increased 2%</p> <p>English Learners 18.8% Student with Disabilities 10.5% Socioeconomically Disadvantaged 18.5% African American 8.0% Hispanic 15.2% White 31.9%</p>	<p>2023 20.5% Maintained</p> <p>English Learners 20.0% Student with Disabilities 15.4% Socioeconomically Disadvantaged 16.8% Homeless 9.1% African American 14.0% Hispanic 20.8% White 20.7%</p>	25%
<p>% Students at/above grade level on Star360 Reading Math</p> <p>Source: Internal Data</p>	<p>Reading Grades 1 & 2 47.6% English Learners 14.3% Student with Disabilities 20.0% Socioeconomic Disadvantaged 40.5% Hispanic 44.1% African American 47.8% White 50.0%</p> <p>Math Grade 2 72.0% English Learners 33.3% Student with Disabilities 50.0% Hispanic 52.2%</p>	<p>Reading Grades 1 & 2 67.2%</p> <p>English Learners 10% Student with Disabilities 58.3% Socioeconomic Disadvantaged 59% African American 59.1% Hispanic 63.4% White 72.7%</p> <p>Math Grade 2 56.2%</p>	<p>Reading Grades 1 & 2 64.2% Decreased 3%</p> <p>English Learners 33.3% Student with Disabilities 45.0% Socioeconomically Disadvantaged 56.3% African American 54.3% Hispanic 59.1% White 62.0%</p> <p>Math Grade 2 65.0% Increased 8.8%</p>	<p>Reading Grades 1 & 2 51.0% Decreased 13.2%</p> <p>English Learners 18.2% Student with Disabilities 37.2% Socioeconomically Disadvantaged 46.4% African American 41.9% Hispanic 53.9% White 55.8%</p> <p>Math Grade 2 54.8% Decreased 10.2%</p>	Increase 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American 60.0% Socioeconomic Disadvantaged 61.4% White 79.2%	Hispanic 44.2 % Student with Disabilities 46.2% Socioeconomic Disadvantaged 49.4% African American 52.4% White 61.5 % English Learners 80%	English Learners 61.5% Student with Disabilities 56.5% Socioeconomically Disadvantaged 60.4% African American 60.7% Hispanic 58.1% White 60.8%	English Learners 40.0% Student with Disabilities 46.2% Socioeconomically Disadvantaged 45.6% African American 43.8% Hispanic 53.9% White 59.0%	
California Science Test (CAST) Met or Exceeded Grades 5, 8, high school Source: Dataquest	26.9% 2021 English Learners 2.4% Student with Disabilities 9.2% African American 12.8% Hispanic 21.9% Socioeconomic Disadvantaged 22.5% White 33.7%	New metric in 2021	30.2% 2022 Increased 3.3% English Learners 4.9% Student with Disabilities 12.0% Socioeconomically Disadvantaged 23.4% African American 20.3% Hispanic 25.8% White 31.4%	21.7% 2023 Decreased 8.5% English Learners 0.0% Student with Disabilities 11.4% Socioeconomically Disadvantaged 18.4% African American 7.9% Hispanic 18.8% White 32.5%	Increase 10%

Goal Analysis

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.

There has been a tremendous amount of work to ensure the implementation of these services to increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities (Goal 1). All actions were

implemented as planned for Goal 1, and the following outlines how the school has addressed the implementation of this goal through each action.

Professional Development (Action 1): The school has remained committed to becoming a Professional Learning Community (PLC) model school and providing all staff with opportunities for professional development in the PLC evidence-based best practices for improved student outcomes. The leadership team has continued coaching with an expert consultant in leading a PLC by creating high-performing teams at all staff levels and monitoring growth and progress through the intentional collection of evidence and artifacts. Ongoing professional development is provided for all staff members on topics under the umbrella of the school's Multi-Tiered System of Supports (MTSS), including tier 1 best practices, tier 2 supplemental intervention, tier 3 intensive intervention, data-based decision-making based on Response to Intervention (RtI) research, and progress monitoring through assessments of learning - all addressing the needs of the whole child: academic, behavioral, and social-emotional needs necessary for academic success. At the high school level specifically, Math teachers have continued their participation in coaching to implement the mathematical practice standards, and all high school staff continue to be trained on A-G requirements and how they apply to course development.

English Language Development (ELD) Specialists and ELD Administrators have participated in CA English Learner (EL) Roadmap professional development, focusing on translating state EL policy into practice through the lens of a classroom teacher and providing tools for educators to reflect on classroom practices. They have also attended training from the ELD curriculum provider, focused on the design and implementation of ELD standards-based, powerful learning opportunities for ELs.

The COMPASS staff have engaged in continuous learning opportunities to ensure that interactions with students and families are inclusive and culturally responsive, using evidence-based practices to better meet the needs of students, both long-term and short-term.

Special Education (SPED) staff have focused their professional development on strengthening connections between staff and families, cross-department collaboration between general education and SPED staff regarding shared students and Guaranteed and Viable Curriculum (GVC) standards for all, maintaining compliance with state and federal law to meet the needs of students in special education, and using data to design, deliver, and assess the instruction to meet the needs of diverse learners.

Assessments (Action 2): The school is committed to two critical assessment processes within its Multi-Tiered System of Supports (MTSS): Universal Screening and Progress Monitoring. The Star 360 assessments allow the school to effectively and efficiently screen and monitor the progress of students in kindergarten through twelfth grade. As a Universal Screener, Star 360 is the tool used to identify students who may be at risk for poor outcomes and need additional academic interventions/supports immediately and intensively. In addition, Star 360 is a valid and reliable progress monitoring tool to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports currently in place.

Academic Administrators (Action 3): The school's Academic Administrators have played critical roles in aligning our school priorities to all decisions and actions made across departments. The role of the Academic Administrators has focused on ensuring all students have ongoing enduring connections with a familiar staff member, securing class coverage is in place to continue tier 1 instruction despite any staffing circumstances, assessing the effectiveness of tier 1 and tier 2 instruction through the classroom visits process for all teachers,

building an effective and sustainable tier 3 intervention program, integrating social-emotional learning into tier 1 instruction, and monitoring the program's overall success through the use of data to adjust actions and supports as needed.

English Learner Support (Action 4): The English Language Development (ELD) Department continues to complete a thorough review of enrollment documentation, summative assessment data, and previous records to determine language proficiency strengths and areas of need on an ongoing basis. The ELD Department uses the information gathered during this review process to determine appropriate student placement, program services, and essential ELD standards for instruction at each language proficiency level and tier of language instruction. The ELD Department has implemented a California ELD standards-based Designated ELD curriculum, Launch and Link to Literacy (published by DataWorks Educational Research). Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners receive extra language instruction and support, in addition to their regularly scheduled, required designated ELD sessions. Any English learner students in grades 3-12 who score at the Novice Level / Level 1 on the Initial or Summative English Language Proficiency Assessment for California and have lived in the United States for less than 12 months receives additional Newcomer support.

Instructional Coaches (Action 6): The Instructional Coaches at the school have continued to provide individualized coaching, conferencing, resources, and professional development to all teachers. This work has contributed to the school's decrease in chronic absenteeism for students and an increase in the teacher retention rate.

Summer School (Action 7): Two programs have been offered to elementary students during the summer to extend their academic and social-emotional learning: Camp CAVA is open to all current students in grades K-4 who are identified as Tier 2 or Tier 3 in reading or Math based on our middle-of-the-year assessments, and Jumpstart! is open to new students in grades TK-5 for early access to the introductory sessions and learning courses. The middle school's Summer Bridge Program is targeted to rising 6th, 7th, and 8th grade students to prepare students for the next grade level by addressing necessary foundational skills and frontloading upcoming Math and ELA standards instruction. High school students have continued to have summer opportunities to learn during the summer through Credit recovery courses for credit deficiency, as well as standard courses in science, history, health, fine arts, math, English, and CTE pathways to allow for the acceleration of students' path to high school graduation or the repetition of courses to recover A-G requirements.

Career and Technical Education (Action 8): The school's Career and Technical Education (CTE) program has expanded and continued to develop, focusing on the importance of career readiness education and the amazing opportunities it can provide for youth in high-demand, high-growth job fields. CTE at the high school level now offers students opportunities in six different industry sectors with a variety of CTE pathways to choose from. Careers and CTE course options have been expanded to Middle School. 6th, 7th, and 8th grade students now have an elective option to enroll in a career exploration course. For those 7th and 8th graders who have already completed the careers exploration course, they now have the opportunity to enroll in high school IT, Business, and Arts, Media, and Entertainment courses for high school credit. High school students can meet with career coaches to get information and support on creating résumés, networking, interviewing, college preparation, internships, and more. In collaboration with the CAVA School Counselors and Work-Based Learning Specialist, the career coaches support live, interactive workshops to better prepare students for their futures; these free virtual sessions are a resource for students that support career and college readiness. Over 70 events have been hosted for students in SY23-24, to include multiple College Fairs, a Skilled Trades Fair, a Military Career Fair, and numerous industry guest speakers from a variety of careers. The school's CTE students can enroll in career clubs, also called career technical service organizations (CTSOs). CTSOs allow students with

similar career interests to connect, practice professional skills, work on service projects, take field trips, and compete against other local, state, and national schools.

Instructional Support (Action 9): The K12 elementary curriculum focuses on developing fundamental skills and teaching the key knowledge building blocks that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. Students work asynchronously in the Online School, taking courses in the core subjects of English Language Arts, Mathematics, Science, History, and Art. In addition to the online school, students attend required synchronous instruction sessions.

The schoolwide team has collaboratively determined the Guaranteed and Viable Curriculum (GVC), or essential/priority Common Core State Standards, that all students will master before leaving their current grade level. Professional Learning Teams (PLTs) are created to include General Education, Special Education, and English Language Development teachers/specialists who collectively create a Learning Progression for each GVC standard. The PLTs then collaborate on effective Tier 1 best practices for instruction of the GVC standards. Synchronous instructional blocks in the master schedule are dedicated to the explicit instruction of the GVC standards. The PLTs administer common formative and summative assessments to evaluate the effectiveness of the Tier 1 instruction and practices and determine which students need Tier 2 intervention and extension on each essential/priority standards.

Instructional Leads across the grade levels have been critical in the continued training and support of teacher teams, facilitation of data-driven collaboration and decision-making, ensuring that tier 1 content area instruction utilized evidence-based best practices for improved student outcomes, and the development and coordination of appropriate tier 2 and tier 3 interventions and supports to meet students' diverse learning needs.

The tier 3 programs utilized for closing the learning gaps in Reading and Math have yielded student growth for students engaging in the tier 3 intervention curriculum. These tier 3 interventions include Lalilo (Reading for grades K-2), Mindplay (Reading for grades 3-5), Freckle (Math for grades K-8 and Reading for Middle School).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The student groups of English learners are 67.5 points below standard on the CAASPP ELA and the state average is 67.7 points below standard. The state average of the student group of socioeconomically disadvantaged is 42.6 points below standard and the school average is 45.1 points below standard on ELA. The student groups of English learners are 92.6 points below standard on the CAASPP math and the state average is 93.4 points below standard. The student group of socioeconomically disadvantaged maintained on the CAASPP math.

The growth is attributed to several actions identified in the LCAP, including the use of a universal screener to identify learning gaps (Action 2), the continued support of the Academic Administrators (Action 3) to oversee the instructional program, and support continued implementation of Professional Learning Communities (PLCs) (action 1), Instructional Coaches (Action 6) and Instructional Support teams and programs to improve the overall quality of instruction and student access to instructional tools (Action 9).

Over 95% of students in Kindergarten-12th grade completed the STAR 360 universal screening (Action 2) in math and reading at the beginning and middle of the year, to identify individual student areas of strength and growth. Ongoing schoolwide implementation and training of a Professional Learning Community (Action 1) model allowed teachers to focus on essential standards in math specifically and then provide targeted interventions (Action 9) and enrichment to students in specific areas of need.

After completion of the universal screener, students who demonstrate a need for additional instructional support are assigned to instructional leads and intervention programs (Action 4). In Elementary, students are supported in our math and ELA intensive support programs. This year, we were able to add an additional AI Reading program called Amira to our toolkit of programs to support students with reading fluency. We continued to analyze our data by student by standard as part of the PLC process (action 1) to allow us to provide remediation and enrichment based upon Common Summative Assessment data, created by our curriculum specialists (Action 4) as well as our universal screeners.

In Middle School students are supported by our math and ELA intensive support programs. This year, we continued our work in the Tier 3 Renaissance Freckle in math and ELA (Action 4). Our teacher Professional Learning Teams meet weekly to analyze student data by standard and skill to group students by specific needs to provide intensive intervention instruction by the learning targets in both ELA and Math.

In High School, students identified as needing intervention were enrolled in Math Lab I or II and/or English Lab Elective. Of students who passed Math Lab I in Semester A, 93% of those students also passed their Algebra course. Of students who passed Math Lab II in Semester A, 99% of those students also passed their Algebra course. Of students who passed English Lab in Semester A, 56% of those students also passed English 9. Star 360 data on proficiency levels showed significant movement from lower to higher proficiency levels in both Math Lab & II. Movement from BB to B and P across ELA was also present from BOY to MOY, although not as significant.

The actions below highlight areas in which Instructional Coaches have provided teachers the opportunity to reflect on this 23-24 SY. Instructional coaches partner with teachers to help them decide what they would like their students to be able to do in their virtual classrooms and this reflection allows for teachers to make adjustments to instruction that will affect student achievement and proficiency. In addition to meeting with each teacher a minimum of 1x each quarter, Instructional coaches have provided whole group professional development for TK-12th grade teachers. They have also provided small group workshops for TK-2, 3-5, middle school, and high school. Topics included setting expectations, rigor, differentiated instruction, student engagement (strategies, resources, technologies as related to CSTP 1.4), and various instructional strategies. In a mid-year survey, 91% of teachers indicated they are satisfied with their partnership with their coach. Teachers indicated 7 partnership principles are present 99.9% of the time. 94.9% of teachers know their PEERS goals, and 93.6% of teachers are actively working on their PEERS goals.

A variety of summer programs were implemented to promote learning year-round. In elementary, new students had an opportunity to participate in a jump start program allowing them to complete the universal screener (Action 4) early as well as become acclimated with our program and curriculum. Returning students who demonstrated an academic need at the end of the year had an opportunity to participate in summer programs focused on math, reading, and intervention support (Actions 4,6).

ELA

Kinder Letter Names : 44.1% increased proficiency.

Kinder Letter Sounds: 33.9% increased proficiency.

1st Grade: 45.2% increased proficiency on STAR Early Literacy

2nd Grade: 43.4% increased proficiency on STAR

74.1% of students submitted reading logs for 100+ min

Math:

Kinder Number Recognition: 52.9% increased proficiency

Kinder Quantity Comparison: 64.7% increased proficiency

1st/2nd: 49.4% increased proficiency on STAR

Jumpstart K-2

68% completed Online Learning course

84% of students were still enrolled with us after Q1

ELA Summer Reading Assessment

3rd: 59% of students who completed both assessments showed an increase.

4th: 65% of students who completed both assessments showed an increase.

Math

3rd: 57% of students who completed both assessments showed an increase.

4th: 48.3% of students who completed both assessments showed an increase.

Jumpstart 3-5

84.8% completed the OLL Course

78% of students still enrolled after Semester 1

100% of students/families will show an increase on how comfortable they feel using the OLS

96% of students/families will show an increase on how comfortable they feel using Newrow

50% of students/families will indicate that they did connect with a fellow classmate during the Jumpstart program

96% of students/families indicated that they agree that the Jumpstart program gave them a strong start to the school year.

Summer Middle School Data

In middle school, students participated in a summer bridge program focused on instruction in the next grade level. Rising 6th, 7th, and 8th graders were eligible to attend this summer bridge program taught by 6th, 7th, and 8th grade teachers. The purpose was to provide a look into the next grade level content standards and provide foundational skills instruction and practice.

Students who attended demonstrated growth or maintained based on the universal beginning-of-year to middle-of-year assessment 17.6% in reading and 24.5% in math.

In high school, credit recovery courses were completed through the summer as well as standard courses (Action 7). These summer course offerings resulted in 9 students graduating in the summer. These students may have otherwise needed to return for the fall term, graduate outside their cohort year, or fail to earn their diploma.

We continue to add to and adjust our career technical education (CTE) pathway and course offerings based on the jobs that are in high demand or experiencing high growth. Refining our communication about the benefits of Stride Career Prep. We continue to focus on recruiting and hiring highly qualified CTE teachers within these industry sectors (Action 8). Pathways and Project-Based Learning course offerings have allowed us to continuously expand enrollment and attract and retain top CTE instruction talent by industry sector. The inclusion of a hands-on Project-Based Learning curriculum addresses multiple learning modalities, higher depth of knowledge levels, deepening and enriching the learning experience, as well as enhanced scaffolding for both SPED and EL populations. Middle School students who previously completed the careers course in 6th and 7th grade had the opportunity to participate in high school IT & Business courses and earn high school credits.

For all English Learners, the school has implemented a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. The school has used feedback provided by all educational partners and EL achievement data to determine staff professional development annually. The school has offered professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. As a result of these efforts, 17.2% of English learners scored a Level 4/Well-Developed on the 2022-2023 Summative ELPAC, slightly above the 16.5% statewide average. The % of English Learner who made progress toward English Proficiency measured by ELPAC increased from the previous year. In addition, ELs in grades K-8 had a considerably lower chronic absenteeism rate, 9.8% than ELs across the state at 21.9%, and ELs in grades 9-12 had a significantly lower chronic absenteeism rate, 23.3% than ELs across the state at 26.2%.

The school's ELD Department has identified and monitored the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, the school has provided LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with Tier 2 and Tier 3 language intervention with the Off2Class program. As a result of this effort, 47% of LTELs and 69% of AR-LTELs demonstrated growth in language proficiency levels, as measured by local benchmark assessments of the ELD standards (Action 4). The school's ELD Department has identified Newcomer students and provided additional support through a tier 3 language intervention program, Rosetta Stone, in addition to the required Designated and Integrated ELD. As a result of this effort, 69% of Newcomer students scored a level 2 or above, as measured by local benchmark assessments of the ELD standards (Action 4).

The school has increased the effective language assistance provided to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish, the school's highest primary language other than English, as determined by language census data (Action 4).

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.

Based upon our analysis of our proficiency data, we will continue our focus and implementation of the PLC process to ensure high levels of learning for ALL students. Each grade span will continue to use our adopted universal assessments, but we will also be utilizing common summative and formative assessments to further support student learning by analyzing mastery by student by standard. We will be furthering our implementation of an MTSS model through the creation of grade span MTSS teams to analyze data to determine what students need Tier 2 and Tier 3 intervention as well as identify barriers to learning. Our SEL/Counseling team as well as grade level leaders will be an integral part of these teams to allow collaboration on individualized supports for students based upon needs.

Summer programs will continue for all grades, focusing on math and reading intervention, high-priority standards, and credit recovery forcing on state course requirements, and the CTE program. Further, the Elementary program will continue to provide a jump-start program for students to become acclimated with online learning platforms as well as make connections with students and teachers.

Intervention support will continue in each grade level. In Tk-2, we will have a reading instructional focus on the Science of Reading. Middle School will continue the Professional Learning Teams and include intensive instruction within the teams, based on the MTSS format. The 3rd-5th and Middle School Department will focus professional development around high-performing teams which focuses on the ongoing cycle of inquiry or student data based on standards and skills. For Middle School 8th grade, a campus will be created that will have teachers credentialed with single subject/supplemental credentials. Instruction will be delivered by highly qualified and trained teachers in math, ELA, science, and history.

At the HS, we will continue to add additional after-hours support with A-G courses for our MKV students, students with disabilities, and English learners. We will be reexamining and strengthening the feedback given to students, through professional development and working with collaborative teacher teams in an ongoing cycle of examination and revision.

The Compass team will provide additional transcription functionality to allow the captioning of live Zoom meetings in multiple languages simultaneously. Review demographic data and determine subgroups who may benefit from additional translation support in primary languages other than Spanish.

Based on the current ELD data and goal progress, the ELD Department will implement the following changes. In addition to the required Designated and Integrated ELD, the department will provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with tier 2 content area

intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. The ELD Department will offer all teachers responsible for Integrated ELD professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons. The ELD department will expand the effective language assistance provided to Limited English Proficient (LEP) students and families with the role of an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide safe and effective learning environments that foster positive school culture and connection driven by input of parents, teachers, staff, and students that is inclusive and representative of the school's population

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement Source: Dashboard Local Indicator	Met	Met	Met	Met	Met
Suspension Rate Source: SARC	0%	0%	0%	0%	0%
Expulsion Rate Source: SARC	0%	0%	0%	0%	0%
Local Climate Survey Source: Dashboard Local Indicator	Met	Met	Met	Met	Met

Goal Analysis

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.

Student and family engagement is supported through various communication platforms, including ParentSquare, weekly schoolwide and department newsletters, email, texting, phone calls, daily live class connect sessions, and the Learning Coach (LC) Community, a social platform for parents/learning coaches. The school has an active presence on social media, including Facebook and Instagram. The LC Community has an active Spanish-speaking group, and posts are translated into Spanish. These offer students and families essential information and opportunities to build relationships and advocate for their children.

The update of the schoolwide and Compass websites improved the delivery of information to parents and students, facilitating a better understanding of school policies and procedures and helping more families meet attendance requirements and stay on track with daily schooling. Both websites and ParentSquare have Spanish translation toggle to ensure access to information for English Learners (EL). The Compass website includes an Arabic translation toggle on the site. In addition, the Compass team offers resources and support to Spanish-speaking families to foster engagement and connection, beginning at the time of enrollment.

The school has added bilingual engagement staff for Limited English Proficient (LEP) families to provide support throughout the calendar year, including translation and interpretation support. Additionally, schoolwide forms and documents have been translated into Spanish. In addition, the school contracts with an over-the-phone interpreting service, Certified Languages International (CLI), which provides interpreters in over 200 languages, allowing teachers and other staff to communicate with LEP parents during real-time phone calls or video conferences in their preferred language. For LEP families who speak a language other than English or Spanish to access school information, resources are included with school communication for seamless translation on demand. All parents and guardians of students may request free language translation services in their preferred language at any time, and staff members can request document translation for LEP families' preferred languages at any time.

The Localist Platform improved the family experience in accessing event information and streamlined the registration process for easier access to school outings, parent meetings, and other school events, and requires a log-in process to provide an additional level of security to access event location and information. The expansion of the Talking Points platform, which provides a streamlined texting experience for families, enabled 100% of newly enrolled families to access support from and to communicate with an Onboarding Coach via text in the language of the family's choice. Over 50% of families being served by Compass have used this platform to communicate in the 23-24 SY. (2.3)

The Compass Social Support Coordinators and Counseling Specialists provided targeted support to students and families facing social-emotional challenges by connecting them to community resources, the Care Solace platform, and coaching and support to help students develop emotional management and coping techniques. The actions provided by the Compass Team have fostered a positive school climate, which also resulted in a low suspension and expulsion rate.

A second Community Coordinator position was added. Community Coordinators facilitated and developed local school initiatives, including clubs, in-person and virtual outings, in-person celebration events, school picture days, and activities to recognize and support student achievement, and hosted bi-monthly parent/learning coach support sessions, which led to connection and engagement for students and families. The school provided service-oriented projects, outings, and connection opportunities for students and families, including the addition of in-person events throughout the school year. (2.3)

The lead Onboarding Specialist position was created to provide leadership and ensure individualized and ongoing onboarding support. Incoming families benefited from targeted resources that outlined program expectations and communication platforms, identified resources and support request processes, and supported the effective use of the online school platform. The recent development of the Onboarding Handbook is a resource that is being widely used throughout the school to provide easy access to commonly needed information and resource links. The Handbook is also fully translated and available in Spanish. The onboarding coaches worked with students to identify and develop the skills needed to be engaged in school, meet grade-level expectations, and provide targeted support to build relationships.

Other opportunities provided students and parents with additional ways to connect with and engage in their school community, including the facilitation of the LC Community, LC Coffee Chats, and Family-Teacher Organization (FTO), which strengthens student support by facilitating collaboration between home and school through regular meetings and shared goals and the support of schoolwide events including Red Ribbon Week, Family Fun Nights, National School Choice Week, Operation Gratitude, Teacher/Staff Appreciation. (Action 2.3)

The school saw an increase in EL parent participation and family engagement as indicated by the ELD needs assessment survey and record attendance at both the EL Parent Meeting and ELAC meetings. The increase is due to several actions made by the English Language Development (ELD) and Compass departments including (1) ELD Back to School presentation offered in English and Spanish for all grade levels; (2) Annual EL parent meeting and ELAC meeting start times adjusted to accommodate families better, provided interpretation into Spanish and PowerPoint Closed Captioning offered in Arabic; (3) EL Advisory Committee meetings increased to quarterly and start time adjusted to accommodate families, provided interpretation into Spanish and PowerPoint Closed Captioning offered in Arabic; (4) Conducted needs assessment surveys in English and Spanish showing positive ; (5) Implemented required sessions for all parents requesting ELD instructional services opt-outs. (2.2)

Needs assessment surveys were incorporated to collect feedback from families throughout the school year and identify students who may need additional support. A schoolwide referral survey allows teachers and staff to refer students and families for social-emotional learning, engagement, and community support with the Compass Team.

In partnership with the Compass Team, the Social Emotional Learning (SEL), Prevention and Intervention Team supported the implementation of training and prioritized resource development to provide teachers and staff with the necessary tools and techniques to support students' social and emotional learning. The training was focused on implementing the Collaborative for Academic Social and Emotional Learning's (CASEL) 3 Signature Practices, an updated Suicide Prevention training with an asynchronous and live component. The addition of a staff facing SEL website also supported the academic integration of CAVA's SEL Benchmarks and Learning Targets, which are aligned with the CASEL's 5 SEL Competencies, and support instructional strategies. The SEL, Prevention and Intervention Team also provided direct support to students in need of targeted intervention to support behavioral health, as identified by the Compass Survey or administrator referral. An SEL screener, the Social Skills Improvement System Survey (SSIS) was administered to students in grades 6 - 11, to inform the planning, implementation, and evaluation of SEL resources and support. The survey results identified a need for additional support and instruction specific to Self-Awareness and Self-Management. (2.5)

Actions included in the goal positively impacted the Parent Engagement and Local Climate Survey measures.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Parent Engagement Dashboard demonstrated the effectiveness of English learner services and student and family engagement (2.2 & 2.3). Additionally, the suspension and expulsion rates are 0%.

The Dashboard local indicator Local Climate Survey demonstrated the effectiveness of the Social Emotional Learning, Prevention, and Intervention action (2.5). A confidential survey of school climate and safety, student wellness, and youth resiliency was given to students in grades 2, 5, 7, 9, and 11 and their parents. Respondents indicated the school has a favorable climate that promotes learning. Positive trends include students feeling that adults at the school genuinely care about them, support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, make it clear that bullying is not tolerated. Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities.

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.

The school will continue to implement the goals and actions outlined. Each department staff member is committed to building relationships with students and families to ensure students engage, connect, and grow.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

Goal Analysis

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.

In all instances, the planned actions were executed as intended.

98.6% of staff are fully credentialed and all teachers are appropriately assigned.

All staff received both an increase to the unit member’s salary schedule and a one-time off-schedule payment (Action 2).

With the support of our Intervention and Special Programs Director, we’ve successfully implemented a Multi-Tiered System of Support (MTSS) Team, in all departments. The MTSS framework focuses on the whole child and includes both tiered support and remediation plans for students in grades TK-12. Each department has its own universal screener to identify students who may be at risk and need immediate, intensive support, along with a multi-level prevention and intervention system. Additionally, the MTSS Team uses data-based decision making, using data analysis and problem solving to make decisions about instruction, intervention, implementation and disability identification. Our MTSS Teams focus on progress monitoring to assess performance, quantify improvement or responsiveness to intention and instruction, and evaluate the effectiveness of the instruction, interventions and supports.

Teachers have been evaluating course alignment with standards and developing content in collaboration with collaborative teams during weekly collaborative team time, non-instructional days, as well as during weekly team collaboration meetings throughout the year. Teachers created common formative assessments to evaluate student mastery of standards. This ensured that 100% of students had access to rigorous and standards-based instructional materials and key standards were addressed, primarily in Math and ELA in TK-8 and in all courses at the High School level.

In order to adequately address gaps in students' learning, teachers and staff spend time analyzing student performance data. We've used our two comprehensive assessment systems (DnA and Edulastic/PEAR) that allow us to create assessments and provide data reports to continually analyze student data and monitor student progress and growth for all students but especially for unduplicated pupils.

Curriculum Specialists (Action 4) ensured student access to standards-based curriculum along with support of continued implementation of assessments to identify students' academic needs. Curriculum specialists provided instructional resources to help align high priority standards with daily live instruction, which was supported through further implementation of the PLC process across all departments.

New teachers at CAVA receive a variety of support. Each grade band has a set number of lead teachers that serve as trainers. New hires receive five days of orientation and training before entering the classroom to work with students. Support teachers are assigned to new hires for the duration of the school year. For the "New Hire Support" (2nd year of implementation), teachers, assigned to each first year hire, meet at least weekly and assist with tasks, planning, and general questions and answers. In addition, newly hired teachers are given 5 days of training, at the start of the school year, prior to the first day that returning staff resumes work.

The high school team has developed many layers to support student scheduling to support 21st century skills. Incoming 9th and 10th graders are scheduled by the Stride placement team based on review of transcripts and family course preferences. Incoming 11th, 12th, and any returning students are placed by in-house CAVA counselors. All of them have full PPS credentials. A-G courses are ensured for grade plans indicating four-year college destinations. Career Tech pathways toward career- business, hospitality, ECE, marketing/ sales, information technology, arts/ media, and public services are also offered. There is a designated scheduling program coordinator that uses a platform to allow conflict-free scheduling for additional services e.g. ELD, Special Education services, counseling support sessions, and homeroom teacher for academic support. An HR Credentialing specialist reviews and monitors teacher credentials to ensure highly qualified teaching staff in areas of expertise. Curriculum Specialists (any content course placement) and Principals (homeroom teacher) use this information to ensure proper credentials for EL support.

CAVA's Compass program provides ongoing outreach and support to homeless students and foster youth to support access to school technology, programs, and resources. The Housing Questionnaire is easily accessible to families via multiple entry points, including the Back to School Packet, an online survey, and paper forms. The increased accessibility of the Housing Questionnaire has led to improvements in the identification of homeless and foster students, helping contribute to a 25% increase in the number of homeless/foster students served in the 23-24 SY, compared to the previous year. Once identified, students receive frequent outreach from a dedicated MKV/Foster Coordinator, and are provided with opportunities to request additional resources from the school including hotspots, replacement computers, school supplies, backpacks, and personal hygiene kits. Students are also provided with targeted information about community resources, mental health support through CareSolace, FAFSA and college application support, and prioritized access to engagement support from the school Engagement Coaches and Social Support Coordinators.

Additionally, students who qualify for free and reduced lunch based on California's income threshold are eligible for an internet reimbursement of \$40 each month. Eligible families are given a survey at the end of each semester to request the reimbursement check. The check is given to each household upon request, where students were active in our school during each month. Allowing this reimbursement allows students to have the appropriate internet service to be able to access school successfully.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have been effective in providing all students with curriculum and the necessary technology to be successful in our program. We have been effective in ensuring all of our curriculum is aligned with the educational standards and the content being taught in each course corresponds to the learning objectives outlined in each grade level. 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards-aligned instructional materials for all core classes. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. We have been effective in appropriately assigning all staff and we are fully staffed across all grade levels in all departments.

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.

The school will continue to implement the goals and actions outlined ensuring all students have the necessary resources and instruction and access to high levels of learning for all students. We will continue to work on updating our current practices, reviewing research-based practices, and creating a systematic process for identifying priority standards and determining the guaranteed and viable curriculum at each grade level, and determining which standards are essential (meet the criteria of endurance, leverage and readiness) and therefore should be a part of our guaranteed and viable curriculum.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Decrease the chronic absenteeism rate to less than 10% in all subgroups by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate Source: Dashboard	28.7% 2019 Hispanic 20.5% Asian 25% White 28% Students with Disabilities 33.3% English Learners 34.9% Socioeconomic Disadvantaged 35.2% African American 39.9%	9.3% Decreased 19.4% 2021 English Learners 6.4% Student with Disabilities 13.1% Socioeconomically Disadvantaged 12.1% African American 18.8% Hispanic 10.5% White 7.3% Asian 1.7% Two or More Races 2.2% Filipino 1.1%	7.8% Decreased 1.5% 2022 English Learners 9.0% Student with Disabilities 12.2% Socioeconomically Disadvantaged 9.9% African American 10.9% Hispanic 9.2% White 6.7% Asian 4.9% Two or More Races 4.9% Filipino 0.8%	8.9% Increased 1.1% 2023 English Learners 9.8% Student with Disabilities 11.2% Socioeconomically Disadvantaged 8.7% Homeless 13.8% African American 13.1% Hispanic 9.5% White 6.5% Asian 5.1% Two or More Races 6.8% Filipino 6.4%	10% in all student groups
School Attendance Rate Source: Internal Data (OLS)	93.2% 2020	95.8% Increased 2.6% 2021	89.8% Decreased 6% 2022	96.9% Increased 7.1%	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Drop Out Rate	N/A	16% 2021	15.2% Decreased 0.8% 2022	24.7% Increase 9.5%	15%
Source: SARC					

Goal Analysis

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.

There were no substantive differences in the planned actions and/or implementation of these actions. The school utilizes strategic efforts to ensure students are engaged and attend school year day, including logging into the online school daily, attending required class connect sessions, and completing assigned work daily. The school continues to sustain and enhance student engagement through a multifaceted approach that includes ongoing coaching, support, and resource provision by the Compass and Attendance Advocate teams.

The Compass Engagement team assists new students/families and students struggling with daily engagement, low attendance, or low progress by providing student and parent coaching, training, and consistent attendance outreach. By shifting to a data-driven identification process and standardizing support session content, the Compass team achieved a 79% increase in students served through Compass Engagement support levels 1 and 2. Updates to the Compass The Compass Social Support Coordinators offer information, resources, and support to students and families struggling to meet enrollment requirements due to a lack of engagement with school or in a crisis due to a lack of resources or social-emotional issues. The Compass team also provided targeted support to ensure the engagement of underrepresented families, including MKV and foster youth. It offers bilingual engagement support and has increased the number of bilingual engagement coaches over the past three years. The continued use of technological tools facilitated communication between Compass staff, students, and parents to encourage student and family outreach and daily engagement. (4.1)

In addition to the Compass team providing training, resources, and support to families that create understanding and support student engagement and attendance in a virtual school, the Attendance Advocate team actively monitors and tracks engagement and attendance. The Attendance Advocate team plays a pivotal role in actively monitoring and tracking engagement and student attendance data using the student information system. They diligently follow up on attendance discrepancies, generating reports to guide targeted interventions for students needing additional support. This includes daily outreach via phone, text, and email to families experiencing engagement challenges, along with providing guidance and support to teachers and staff. They host weekly office hours in both English and Spanish to support all parents in successfully getting their students to school. School Pathways serves as the central hub for attendance reporting, enabling efficient identification of students requiring additional attention. Moreover, ELD Specialists actively reach out to parents and learning coaches

in their primary language regarding attendance matters, utilizing translation services and bilingual staff to ensure effective communication. (4.2)

Teachers play a crucial role in monitoring student activity and assignment submission daily. They adhere to established protocols for supporting students who may fall behind, including providing necessary resources, implementing success plans, and initiating academic probation plans as needed. Student attendance data is tracked on weekly scoreboards, focusing on students with Individualized Education Plans (IEPs). Special education teachers collaborate with instructional teams to address attendance concerns, ensuring students receive the necessary support to participate in related service sessions.

Graduation Coaches expanded transcript audits for high school. They moved toward a predictive A-G tracking system to identify and guide students close to meeting requirements, correct course placement, and adjust the 4-year graduation plan. The Graduation Coaches have proved to be a valuable resource to our HS Counseling team and critical to improving student success in meeting graduation requirements by the target cohort year, to ensure on-time graduation.

Through these concerted efforts, the school will continue to build upon our successes and cultivate a culture of engagement and support within our school community in the coming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The chronic absenteeism rate is below the state average. The school's attendance rate shows an increase from last year and a trend in the high 90%.

The school saw an increase in the percentage of students who exited onboarding support successfully within 2 weeks of enrollment, meeting all designated criteria. This is attributed to the actions outlined in goal/action 4.1, which includes the Compass staff providing training, resources, and support to families to create understanding and support student engagement. 96% of students who started the first day of school, 82% of Quarter 1 late-start students, and 84% of Quarter 2 late-start students were exited within 2 weeks of enrollment.

The school saw a decrease in the percentage of students with missing attendance and the percentage of No Contact letters being sent to students who completed support with a Compass Engagement Coach. This is attributed to the actions outlined in goal/action 4.1, which includes the Compass staff providing weekly coaching and support to students identified by data as having low engagement or referred by teachers/staff or parents and needing additional support.

Level 1 Support (Small group; Learning targets include School Skills Checklist and SEL Benchmarks with a focus on self-awareness and self-management)

2% reduction in missing attendance

6% reduction in No Contact Letter #1

Level 2 Support (1-1 support; Learning targets include School Skills Checklist and SEL Benchmarks with a focus on self-awareness and self-management)

11% reduction in missing attendance

17% reduction in No Contact Letter #1

Action 2, Attendance Intervention is demonstrating effectiveness through the Chronic Absenteeism Rate of all students being 8.9% when the state average is 24.3%.

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.

The school will continue to implement the goals and actions outlined. Each staff member across all departments reviews student engagement and attendance rates weekly. Due to increased enrollment, an additional Attendance Advocate position will be added, and the Compass team will increase the targeted follow-up and onboarding support offered to families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Increase the graduation rate for pupils across sub-groups, including unduplicated pupils and those with disabilities, by 6% in each significant subgroup and overall by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Source: Dashboard	81.4% Increase of 10.6% 2020 African American - 79.2% Socioeconomic Disadvantaged - 78.8% Hispanic - 75.0% Students with Disabilities - 58.8% Two or more races - 90.9% Asian - 86.7% White - 81.8%	78.2% Decreased 3.2% 2021 Students with Disabilities 68.4% White 75.8% Socioeconomic Disadvantaged 77.3% Asian 78.9% Hispanic 85.7% African American 100.0%	81% Increased 2.8% 2022 English Learners 84.2% Student with Disabilities 82.6% Socioeconomically Disadvantaged 78.9% African American 83.9% Hispanic 80.5% White 83.9%	72.3% Decreased 8.7% 2023 English Learners 64.0% Student with Disabilities 53.8% Homeless 63.6% Socioeconomically Disadvantaged 72.3% African American 65.1% Hispanic 76.4% White 69.0%	Increase 6%
High School Course Pass Rate Source: Internal Data (OLS)	86.5% Increase of 4.2%	82.7% Decrease of 4.2%	82.4% Decreased 0.3%	80.2% Decreased 2.2%	88%
Credit Sufficiency	68.5% 2021	N/A New metric for 21-22	2022 76.1%	2023 77.8%	75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who are credit sufficient Source: Internal Data (SIS)	Students with Disabilities - 49.5% African American - 58.9% English Learner - 59.7% Socioeconomic Disadvantaged - 64.5% White - 81.8%		Increase 18.7% English Learners 37.5% Student with Disabilities 64.1% Socioeconomically Disadvantaged 57.1% African American 81.3% Hispanic 72.5% White 76.4%	Increased 3.25 English Learners 75.3% Student with Disabilities 65.5% Socioeconomically Disadvantaged 75.2% African American 73.8% Hispanic 77.9% White 77.5%	
A-G Completion Rate	2020 19.7% English Learners N/A Student with Disabilities 0.0% Socioeconomically Disadvantaged 19.5% African American 10.5% Hispanic 22.2% White 13.9%	2021 18.0% Decreased 1.7% English Learners N/A Student with Disabilities 16.7% Socioeconomically Disadvantaged 18.4% African American 16.7% Hispanic 14.3% White 19.1%	2022 20.0% Increased 2% English Learners 18.8% Student with Disabilities 10.5% Socioeconomically Disadvantaged 18.5% African American 8.0% Hispanic 15.2% White 31.9%	2023 20.5% Maintained English Learners 20.0% Student with Disabilities 15.4% Socioeconomically Disadvantaged 16.8% Homeless 9.1% African American 14.0% Hispanic 20.8% White 20.7%	30%

Goal Analysis

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.

Each semester, the Guidance Counselor or Freshman Support Specialist meets with students individually or in small groups to review student progress, course options, and update the student's course selection as needed. During these meetings, the grad plan is reviewed and students confirm course placement. Any requested or necessary changes to course placement are completed by the GC or FSS and the grad plan is updated. Grad plans must be reviewed each semester at a minimum to ensure students remain on a path to graduation. All members of the Counseling team are responsible for ensuring assigned students are on track to graduate by continually monitoring pass rates and credit deficiency, proactively reviewing and updating 4-Year Graduation Plans, ensuring needed documentation is collected, and communicating with families about concerns. Failing students and students with credit deficiency are prioritized. (Action 3)

Our counseling program is in the second year of the process of implementing an ASCA model. The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The caseloads were reduced to a rate of approximately 350:1 for Freshman Support Specialists and 250:1 for Guidance Counselors. (Action 3)

Graduation Coaches track student progress toward career college indicators and support efforts to locate students who withdrew from the school without an identified enrollment in another school. This follow-up positively impacted the credit sufficiency rate, ensuring accurate data was reported to the state. (Action 1) Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S. (Action 2)

The graduation coaches complete extensive transcript audits to track A-G requirements to allow our students to attend a 4-year college or university after high school. The transcript audit process also assists our Counseling team in identifying credit deficiency and errors in course placement which improves our graduation rate and decreases the high school dropout rate. An additional component to the Graduation Coach team job function is transcript and credit recovery. The team identifies missing transcripts in CUM files and contacts schools to recover missing credits for completed courses as well as audits of our own grade reporting periods to identify missing items for terms. The graduation coaches have partnered with our College and Career Resource Specialist to participate in the ELC program ensures that academically talented and deserving California resident students from all over the state have automatic acceptance guaranteed at a UC. Another partnership with the College and Career Resource Specialist is to complete CalGrants GPA uploads as well as the new state requirement to track completion of the FAFSA/ CADAA. The graduation coaches also monitor our potential graduates closely in partnership with the Counseling team to provide outreach and support to have an impact on our graduation rate. (Action 1)

The high school continues our partnership with the Sacramento County Office of Education to provide professional development and instructional coaching to all math teachers. Live professional development sessions focus on the Standards for Mathematical Practice, standards alignment, priority standards, and engaging instruction. Math coaches from this team are paired with CAVA math teachers for continued instructional coaching to build capacity in integrating the Standards for Mathematical Practice into all instructional opportunities. (Action 4)

Two years ago, we implemented a Lab program designed to supplement ENG108 English 9 and MTH107 Developmental Algebra. Freshman students who demonstrate gaps in learning in English or Math are enrolled in Math Lab and/or English Lab I. These courses have been structured to support students in the prerequisite skills necessary to master grade level content in the math and English core courses. This course addresses two identified barriers to freshman success. Lab freshmen are enrolled in a more limited breadth of courses, with at most one elective. Students who are proficient in one subject will have an elective instead of the Lab course in that subject. By participating in supplemental courses, Lab teachers are able to teach the prerequisite skills necessary for mastery, as well as provide additional teacher support on specific assignments in the core courses. (Action 5) Last year we increased our Lab offerings to include support for the second year of 2-year Algebra for our 10th grade students. We have seen great success in all of our Lab programs.

To support A-G completion, the College and Career Resource Specialist works with the Assistant Director of High School and Principals to prepare all students to graduate college and career ready. The position works collaboratively with administrators, teachers, and support teams across grades 9-12 to educate students, families, and staff on postsecondary options; facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education; and assists with ensuring program funding and compliance. The Dual Enrollment and AP Specialist works with the Assistant Director of High School and principal to implement a high quality and diverse college level opportunities. The position works collaboratively with administrators, teachers, and support teams to coordinate AP testing and professional development for AP teachers; facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education; and assists with ensuring program funding and compliance. (Action 6)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our overall graduation rate declined 8.7% from the 2021-2022 school year. There was an artificial boost in grad rate from 2021-2022 due to AB 104 (Pandemic) grads who opted into state minimum course requirements (reduced credit model) to earn a diploma. The high school course pass rate decreased slightly to 80.2%. The student group of socioeconomically disadvantaged course pass rate was 78.8%, only 1.4% below all students. The AG completion rate maintained at 20.5%. English learners have a rate almost the same as all students, 20.0%.

The following data demonstrated the effectiveness of the Lab courses (Action 5). Students who were actively engaged in Math Lab 1 had a pass rate of 93% and those in Math Lab II had a pass rate of 99%, compared to the overall math pass rate of 71%. Students who were actively engaged in the Literacy Lab had a pass rate of 56% compared to those enrolled but not actively engaged who only had a 22% pass rate. This data is from semester 1 during 23-24.

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.

For the last 2 years we have provided after hours credit recovery courses. When students fail courses, it sets them farther off on their path to graduation. Having to make-up for failed courses, while maintaining current courses can be difficult. This after-hours option allows students to focus on their core and their credit recovery courses and make-up those missed HS units towards graduation. In addition to these credit recovery courses, we also began offering after hours A-G courses for those students wishing to regain A-G credits, to stay on the path to 4-year college readiness.

We also implemented 1:1 after hours support for MKV students and students with disabilities. We use course grades and progress, as well as Star360 scores to identify students needing this extra layer of support. We support these students with their core courses, as well as with study skills and organization to help them be successful in school.

We are continuing our PLC journey at the CAVA high school and focusing specifically on the 4 essential questions: What do students need to know? How will we know if they learned it? What will we do when they do not? And what will we do when they do? Last year we offered professional development and support to help all our high school teachers identify the guaranteed and viable curriculum in their course that every student will master. This year, we continued that topic and began to focus on how we will know if students learned those GVC standards. We adopted Edulastic (now PEAR Assessment) as a tool for creating and giving common formative assessments. We set aside time during our work week weekly for all small teacher teams (CTTs) to collaborate on their work surrounding the 4 essential questions. We created a high school Guiding Coalition to oversee and provide feedback on the work of these teacher teams.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Virtual Academy at San Joaquin	Krista Mount Director of Categorical Programs	kmount@caliva.org 805-581-0202

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Virtual Academy at San Joaquin is a charter school that provides a full-time online independent study program for TK–12 students. The WASC-accredited school offers the innovative use of technology, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles. Serving students from the following counties, Alameda, Amador, Calaveras, Contra Costa, San Joaquin, and Stanislaus. Students are offered an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

Student Demographics (Fall 2023)

12.6% English Learners

0.14% Foster Youth

1.7% Homeless Youth

0.0% Migrant Education

12.3% Students with Disabilities

66.3% Socioeconomically Disadvantaged

69.6% Unduplicated Students

Unduplicated students means that each pupil is counted only once even if the pupil meets more than one of these criteria for

Socioeconomically Disadvantaged, English Learners, and Foster Youth student groups.

Total Enrollment 2918

Mission Statement California Virtual Academy at San Joaquin is dedicated to achieving academic growth while cultivating social and emotional competence for all students.

Collective Commitments

- Facilitate meaningful connections & partnerships between students, parents, and all school staff to achieve academic goals and foster social and emotional growth
- Engage in professional learning through collaborative practices
- Empower our students to become critical thinkers and take responsibility for their learning
- Develop and implement innovative teaching practices and strategies for learning
- Honor and celebrate the diversity in our schools

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The overall ELA CASSPP results declined 13.1 points to 27.8 points below standard. The student group of Filipinos increased 15.2 points to 46.2 points above standard. The student groups of socioeconomically disadvantaged (45.1 below standard) and English learners (67.5 below standard) are below all students. Students with Disabilities (94.6 below) are also below and indicated Red on the Dashboard. The CAASPP data also shows the overall result declined 7.1 points to 67.2 points below standard. The student groups of socioeconomically disadvantaged (84.2 below standard) and English learners (95.6 below standard) are below all students. Students with Disabilities (130.3 below) maintained and is indicated Red on the Dashboard. The student group of Filipinos increased 4.2 points to 3.2 points above standard. English learners (EL) increased in English language proficiency by 8.6%, however, EL decreased in both ELA and math. EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students.

The College & Career Indicator, 21.8%, is below the state average of 43.9%. The percentage of students completing a CTE pathway, 5.5%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 4%, which is lower than all students. The graduation rate (72.3%) decreased and is still below the state average of 86.4%. The graduation rate of the student group of socioeconomically disadvantaged (72.3%) was below all students (72.3%).

The chronic absenteeism data shows the student group of socioeconomically disadvantaged (13.9%) and English learners (9.8%) are higher than all students, 8.9%. The Suspension Rate remains at 0%. The goals in this plan were developed to increase student achievement, paying specific attention to closing the achievement gap.

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard.

Student with Disabilities: CAASPP ELA & Math
Socioeconomic Disadvantaged: Graduation Rate
African America: Graduation Rate

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	<p>Parent meetings were held in September, November, March and May. Meetings are held via Zoom and recorded so if a parent can't attend live, they can watch the recording. There is an English and a Spanish session. There is time during each session to allow parents to ask questions and provide feedback. Surveys are provided to those who attended or watched the recorded session. This allows for parents to provide input in writing. The parents in grades 2, 5, 7, 9, and 11 are asked to complete a climate survey yearly. A survey regarding the LCAP is sent to all parents yearly. A community survey was shared with educational partners during semester one. It will be sent in June for semester two to collect feedback on activities, events, and connections provided to students and families. Monthly Coffee Chats are held for parents in English and Spanish to provide opportunities for formal and informal input. Monthly Family Teacher Organization (FTO) meetings are held to strengthen student support by increasing partnership between home and school. A community social platform is used for families to connect, and the CAVA website ensures families understand their rights, have opportunities to build relationships, and are encouraged to advocate for their students and all students. Parent Connections provides formal and informal feedback opportunities, including parent training and workshops, open houses, meet and greets, and orientations. The Bear Tracks weekly community newsletter is sent to staff and families and highlights events and activities. In-person events offered to students and families create opportunities for educational partners in geographical areas to</p>

Educational Partner(s)	Process for Engagement
	<p>connect and share feedback with the school. Teachers regularly conference with families on student progress and expectations, collecting feedback on the student experience and identifying needs and additional supports needed. Student Pulse Checks are provided to students one week before enrollment, 2-weeks after the school start date, and then six times throughout the school year to collect specific feedback and provide immediate follow-up support. Parents of students with disabilities receive a yearly survey where they are asked to reflect on the year and make recommendations for change. Parents are generally satisfied with Special Education Services at the school. They noted that staff: listen, are respectful, and responsive. Many highlighted the flexibility of our program as a motivating factor for continued enrollment. Being an independent study program, parents are an integral part of their child's education. The person supporting their child each day with their course work is referred to as a Learning Coach. Teachers, administration, and all school personnel work with parents/learning coaches daily to ensure students are learning. Supporting students is a two-way conversation.</p>
Students	<p>The school offers student government for middle and high school students. A community survey is sent to parents and students each semester to collect feedback on activities, events, and connections provided to students and families. In-person events are offered to students and families to create opportunities for educational partners in similar geographical areas to connect and share feedback with the school. Student Pulse Checks are provided to students one week before enrollment, two weeks after the school start date, and five times throughout the school year to collect specific feedback and provide immediate follow-up support. Another significant opportunity for students to provide input is through the climate survey. The climate survey gauges how safe and connected students feel in the virtual school environment. Students and parents in grades 2, 5, 7, 9, and 11 were asked to participate in the survey during the spring of the 23-24 SY school year.</p>

Educational Partner(s)	Process for Engagement
Teachers and other staff	Guiding coalition teams collaborate to share instructional practices and increase academic outcomes for our students. Accountability meetings (WIGs) held schoolwide to identify barriers and meet schoolwide goals (proficiency, chronic absenteeism graduation rates). PLC structure, including meetings, ensures staff is engaged in professional dialogue around achievement and support. Teacher Pulse checks are provided each semester to staff and teachers during the school year.
Principals and Administrators	The leadership team, including administrators, principals, and teacher leaders, participate in a root cause analysis to identify potential causes of current outcomes at the end of each quarter. Department-led focus groups meet regularly to collect feedback and identify areas of need.
English Learner Advisory Committee	An EL parent meeting is held in September. ELAC meetings are held in October, January, March, and May. Meetings are held in both English and Spanish.
MKV/Foster Coordinator/Administration	The school provides ongoing outreach and collaboration with homeless and foster youth to support access to school technology, programs, and resources. The Housing Questionnaire is requested yearly and is easily accessible to families via multiple entry points, including the Back to School Packet, an online survey, and paper forms. The improved accessibility of the Housing Questionnaire has led to improvements in the identification of homeless and foster students, helping increase the number of homeless/foster students served. Once identified, students receive frequent outreach from a dedicated MKV/Foster Coordinator and are given opportunities to request additional resources from the school, including hotspots, computers, school supplies, backpacks, and personal hygiene kits. Students are also provided with targeted and localized information about community resources, mental health support through Care Solace, FAFSA, college application support, and prioritized access to engagement support from the school Engagement Coaches and Social Support Coordinators.
Career and College Prep Advisory Board	The Career and College Prep Advisory Board meets 2-3 times a year. The Advisory Board assists the Prep Program by providing market-based expertise and guidance in the development, implementation, and evaluation of its various Industry Sectors and career pathways.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The 3rd-5th and Middle School Department will focus professional development around high-performing teams which focuses on the ongoing cycle of inquiry or student data based on standards and skills. Additional PD will be offered to all teachers responsible for Integrated ELD to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons. (Goal 1, Action 1)

The school will be furthering the implementation of an MTSS model through the creation of grade span MTSS teams to analyze data to determine what students need Tier 2 and Tier 3 intervention and identify barriers to learning. The SEL/Counseling team and grade level leaders will be an integral part of these teams to allow collaboration on individualized support for students based upon needs. (Goal 1, Action 4)

The ELD department will begin providing LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students who are not demonstrating success in content area classes within the four-year monitoring period with tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. (Goal 1, Action 3)

The Career and College Prep Advisory Board provided input and feedback to the school administration to determine which health sciences pathways to close. (Goal 1, Action 5)

Parents stated they would like additional training to support their efforts to improve their capacity as a learning coach, including time management tools, technology training, and increasing their knowledge of other available resources and support. In response, the amount of FTE for the Community Coordinator was increased. Parents requested support in developing at-home strategies for motivating their child, emotional support for children & appropriate balance of discipline. In response, the amount of FTE for the SEL, Counseling Specialists was increased. (Goal 2, Action 2)

Parents and students would like teachers to allow for more in-school opportunities for students to interact with their teachers and classmates, work collaboratively, and increase time for social interactions. The administration is working with teachers to increase the amount of time provided for student collaboration during class time. In addition, more after-school activities are being offered, including a broad range of after-hours student clubs. The Community Engagement team has likewise increased the number and scope of the activities provided to parents, including programs for Spanish-speaking parents. (Goal 2, Action 2)

The amount of FTE for the Onboarding Specialist was increased to provide leadership and ensure individualized and ongoing onboarding support throughout the first year of enrollment. Incoming families benefited from targeted resources that outlined program expectations and communication platforms, identified resources and support request processes, and supported the effective use of the online school platform. (Goal 2, Action 2)

The number of unhoused and foster youth numbers increase, additional MKV & Foster Youth Coordinator FTE are being added. (Goal 3, Action 5)



Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement and proficiency for all students, including unduplicated pupils and those with disabilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal was developed because the state ELA (13.6 points below standard) and math (49.1 points below standard) achievement results are above the school's results. The CAASPP data shows the student groups of socioeconomically disadvantaged (45.1 below standard) and English learners (67.5 below standard) are below all students (27.8 below standard) in ELA. Student with Disabilities (94.6 below) is indicated Red on the Dashboard. The CAASPP data also shows the student groups of socioeconomically disadvantaged (84.2 below standard) and English learners (95.6 below standard) are below all students (67.2 below standard) in math. Student with Disabilities (130.3 below) is indicated Red on the Dashboard. English learners (EL) increased in English language proficiency by 8.6%, however, EL decreased in both ELA and math. EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. The percentage of students completing a CTE pathway, 5.5%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 4%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 21.8%, which is below the state average of 43.9%. Through the implementation of the actions in this goal, the school anticipates achievement increasing in the areas identified in the Measuring and Reporting Results section for the identified student groups below and all students.

ELA CAASPP
 All students 27.8 below standard
 Indicated Red on the Dashboard
 Student with Disabilities 91.6 below
 Not Red on the Dashboard but below all students.
 English Learners 67.5 below
 Socioeconomically Disadvantaged 45.1 below

Math CAASPP
 All students 67.2 below standard
 Student with Disabilities 130.3 below
 Not Red on the Dashboard but below all students.

English Learners 92.6 below
 Socioeconomically Disadvantaged 84.2 below

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 27.8 below standard English Learners 67.5 below Student with Disabilities* 91.6 below Socioeconomically Disadvantaged 45.1 below African American 57.5 below Hispanic 31.6 below White 25.4 below Asian 0.8 below Two or Races 25.1 below Filipino 46.2 above *Red Dashboard Indicator			At standard	
1.2	Math CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 67.2 below standard English Learners 92.6 below 67.2 below standard Student with Disabilities* 130.3 below			40 below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 84.2 below African American 94 below Hispanic 77.6 below White 58.9 below Asian 29.5 below Two or Races 70.8 below Filipino 3.2 above *Red Dashboard Indicator				
1.3	CA Science Test Source: Dataquest	2023 21.7% English Learners 0.0% Student with Disabilities 11.4% Socioeconomically Disadvantaged 18.4% African American 7.9% Hispanic 18.8% White 32.5%			50%	
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 21.8% Socioeconomically Disadvantaged 19.5% African American 14.3% Hispanic 28.2% White 14.0%			40%	
1.5	CCI Details a-g Completion	2023 a-g Completion 20.5%			a-g Completion 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	CTE Pathway Completion 5.5% CTE SED Only 4.0% Both CTE & a-g Completion 2.3% Passage of AP Exam 0.0% Early Assessment Program (EAP) 25.9%			CTE Pathway Completion 25%	
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard	2023 43.4%			50%	
1.7	English Learner Reclassification Rate Reclassified from English Learner to Fluent English Proficient Source: Dataquest	2023 8.3%			25%	
1.8	Grades K-1 Early Literacy Grade 2 Reading Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K ESGI Early Literacy 54.7% 1st Early Literacy 51.0% 2nd Reading 45.1%			70%	
1.9	Math grades K-2 Star360	2023			70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Proficient & Advanced (at/above grade level) Source: Internal	K-2 64.3%				
1.10	Reading Growth The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 48.0% English Learners 43.6% Student with Disabilities 49.8% Socioeconomically Disadvantaged 47.0% African American 46.0% Hispanic 47.1% White 48.8%			60%	
1.11	Math Growth The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 50.9% English Learners 41.7% Student with Disabilities 50.2% Socioeconomically Disadvantaged 49.8% African American 44.4% Hispanic 54.8% White 52.5%			60%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.	\$114,377.01	Yes
1.2	Instructional Coaching	Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	\$517,980.81	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Language Support	<p>The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, provide all students with access to tutoring on-demand in English and in five primary languages from Tutor.com.</p> <p>Identify and monitor the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with the Off2Class program, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. Support Newcomer students with tier 3 language intervention using the Rosetta Stone program, in addition to the required Designated and Integrated ELD. Identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success.</p> <p>Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than</p>	\$337,127.24	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians.</p> <p>Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.</p>		
1.4	Instructional Support	<p>The school's Multi-Tiered System of Supports (MTSS) is a continuous improvement framework that aims to combine and clarify problem-solving processes, and align resources and initiatives, into a comprehensive model that addresses the needs of all students. The school's MTSS framework focuses on the whole child, supporting not only academic growth, but also behavior, social-emotional needs, and attendance/engagement.</p> <p>Each department within the school has its own MTSS framework that includes the following critical components:</p> <ul style="list-style-type: none"> • Data-Based Decision Making: Data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (according to state law). 	\$210,541.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Progress Monitoring: Valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports. • Universal Screener: A tool to identify students who may be at risk for poor outcomes and need additional academic, social-emotional, or behavioral supports immediately and intensively. • Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards. The schoolwide team has collaboratively determined the Guaranteed and Viable Curriculum (GVC), or essential/priority Common Core State Standards, that all students will master before leaving their current grade level. Professional Learning Teams (PLTs) are created to include General Education, Special Education, and English Language Development teachers/specialists who collectively create a Learning Progression for each GVC standard. The PLTs then collaborate on effective Tier 1 best practices for instruction of the GVC standards, including how to address the needs of English Learners and students with disabilities. Synchronous instructional blocks in the master schedule are dedicated to the explicit instruction of the GVC standards. The PLTs administer common formative and summative assessments to evaluate the effectiveness of the Tier 1 instruction and practices, and determine which students are in need of intervention and extension on each of the essential/priority standards. The collective efforts of these staff members from all departments in tier 1 are critical in ensuring that the first-time best instruction is specifically addressing the needs of all students - students from all racial/ethnic groups, homeless and foster youth students, English learners, and students with disabilities. • Tier 2: Supplemental Interventions - In addition to Tier 1, targeted students receive additional instruction and support in mastering grade-level essential targets and immediate prerequisite skills. Based on common formative and summative assessment data, PLTs identify students in need of intervention and extension on the GVC standards. The PLT members create groups to receive Tier 2 instruction/support by student, by standard, and by 		

Action #	Title	Description	Total Funds	Contributing
		<p>skill/need. PLT members share students for targeted reteaching and/or extension of GVC standards during Shared Instruction blocks which are protected blocks of time in the master schedule. The Shared Instruction sessions are led by General Education, Special Education, and English Language Development teachers/specialists to ensure that the academic needs of all students - including all racial/ethnic groups, homeless and foster youth students, English learners, and students with disabilities, are adequately addressed with this additional instruction and support.</p> <ul style="list-style-type: none"> • Tier 3: Intensive Interventions - In addition to Tiers 1 and 2, targeted students receive intensive support to master foundational and universal skills. Each grade span department has an established MTSS Team - a team of educators from within the department that focuses intensely on the individual needs of a department's most at-risk students by: <ol style="list-style-type: none"> 1. Identifying individual students with significant needs or whose needs are not sufficiently met by Tier 2 supports 2. Diagnosing the cause of the individual student's struggles 3. Determining the most appropriate intervention(s) 4. Monitoring the student's progress 5. Revising intervention(s) as necessary 6. Referring students for a Student Study Team (SST) Meeting when adequate progress is not being made in Tier 3 <p>Each department's MTSS Team meets on a frequent, cyclical basis and is composed of a comprehensive group of educators and administrators that can provide the necessary perspectives and expertise on the multitude of needs that at-risk students experience. All tier 3 interventions have clear entry and exit criteria, progress monitoring plans, and expected outcomes.</p> <p>Instructional leads are assigned a grade-span and work closely with teachers to oversee and monitor the response to instruction for students identified as needing supplemental support in math and/or English Language Arts. Instructional Leads review student referrals, approve participation, and provide training for supplemental instructional programs; progress monitor students participating in supplemental programs to ensure interventions are implemented with fidelity; work in partnership with teachers and parents to develop prescriptive plans; and provide additional</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>instructional support, scaffolding, and resources for students participating in supplemental programs. Further the lead collects, analyzes, and monitors formative and interim student assessment data.</p> <p>Special education leaders and teachers utilize an evidence-based strategy to focus on improving students' proficiency/mastery of state standards in ELA and math. The strategies used guide the team to (1) identify goals, (2) keep a visual display of progress towards goals, (3) commit to complete actions that aim to influence the goal, and (4) analyze effectiveness of actions toward achieving the goals. The special education team works in partnership with general education staff and programs to ensure data regarding students in special education is considered when creating and managing programs that aim to improve student achievement. The related services team places a high priority on assigning services and supports to students with disabilities quickly to ensure they have full access to the same curriculum and learning opportunities as their general education peers. The special education team reviews IEPs for accuracy and communicates with the instructional team if a student is not accessing the services the team determined they need.</p> <p>Feedback provided from all educational partners and comprehensive student achievement data is used to determine staff professional development annually. The school offers professional development for all teachers and specialists in the school's MTSS framework, tier 1 best practices for academic, behavioral, and social-emotional learning, tier 2 supplemental intervention resources and strategies, tier 3 intensive intervention programs, and making content area instruction and assessment more accessible for English Learners and Students with Disabilities.</p>		
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science	\$359,117.94	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.</p>		
1.6		<p>The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status.</p> <p>Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the opportunity to meet other students and begin to feel a part of the school community.</p>	\$73,328.88	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide safe and effective learning environments that foster positive school culture and connection driven by the input of parents, teachers, staff, and students that is inclusive and representative of the school's population.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. Suspension and expulsion rates are both at 0%. As an independent study virtual school, parents play an integral role in their child's education, the school intentionally involves parents, providing them with information and resources to support student learning. The home language of all English learners and those EL reclassified is 10.8% Spanish and 22.4% of families speak a language other than English. This is a need to provide translation and interpreter so all families can access the resources and curriculum. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 79% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>Parent Input in Decision Making</p> <p>Summary of the trends and feedback from various parent surveys.</p> <p>Source: Dashboard Local Indicator, Parent and Family Engagement</p>	<p>2023</p> <p>Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview</p>			Increase parental involvement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>curriculum is important to them. It is appreciated by them that the curriculum is versatile and comprehensive and that their students have access to a variety of courses of study. In their surveys, parents indicate that they are pleased with the variety of opportunities that the school offers to high school students as well as socialization activities for students of all ages. They appreciate that the school rewards students who excel and succeed.</p>				
2.2	<p>Efforts to seek participation of parents of unduplicated pupils</p> <p>Source: Dashboard Local Indicator, Parent and Family Engagement</p>	<p>2023 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish. Many communications also have the option to</p>			<p>Increase participation of parents of unduplicated pupils</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and online school activities.</p>				
2.3	<p>Efforts to seek participation for pupils with exceptional needs</p> <p>Source: Dashboard Local Indicator, Parent and Family Engagement</p>	<p>All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education</p>			<p>Increase participation of parents who have a child with exceptional needs</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Information System (SEIS).				
2.4	Suspension Rate Source: Dataquest	2023 0%			0%	
2.5	Expulsion Rate Source: Dataquest	2023 0%			0%	
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0% Teachers care about student success at school 100.0% School promotes academic success 99.1% School fosters and appreciation of differences and diversity 100% Overall, respondents indicated the school has a favorable climate that promotes learning. The majority of students do feel they are academically challenged.			Increase parent and student participation in the climate survey. Grades 2 & 5 - Increase school connectedness by increasing student opportunities to share ideas in class. MS/HS - Increase peer connectedness by creating opportunities for students to interact, collaborate, and help each other.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	\$11,436.97	Yes
2.2	Engagement	To enhance student academic achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy. Staff takes the initiative to reach diverse families through regular and reciprocal school-to-home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Regular, positive, respectful, and productive communication is used to establish a trusting relationship with families. Educational partner meetings and surveys provide an opportunity for families to provide feedback. For the home-school partnerships to result in improved student outcomes, the school models strategies to support learning at home. Being an independent student program, families play a vital role in their child's	\$113,917.76	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>education. To set them up for success, new families are provided information, resources, and support, to ensure they understand how to utilize the online school and meet enrollment requirements.</p> <p>To provide a healthy and positive school culture and climate the school has integrated enrichment and extracurricular activities for students into our program. In addition, these activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Research shows a positive correlation between participation in extracurricular activities and academic performance (HonorsSociety.org, 2023). Students who participate in these activities often show improved grades, higher educational aspirations, increased college enrollment, and reduced absenteeism. Extracurricular activities also contribute significantly to personal development, fostering essential life skills and enhancing students' overall well-being.</p>		
2.3	Social Emotional Learning, Prevention, and Intervention	<p>The SEL, Prevention & Intervention Department is dedicated to building and fostering supportive relationships within our school community - with staff, families, and students. Strong relationships with teachers and school staff can dramatically enhance students' motivation levels and promote learning. According to Harvard's Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities, and families strengthen these factors, they optimize resilience across multiple contexts.</p> <p>The SEL, Prevention & Intervention Department will support student resilience by:</p> <ul style="list-style-type: none"> fostering supportive adult-child relationships scaffolding learning so students build a sense of self-efficacy and control strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction providing specialized support and targeted resources to students and families dealing with trauma Identifying and implementing protocols to ensure school and student safety. 	\$154,425.79	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all pupils access to standards-aligned courses in a well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards-aligned instructional materials for all core classes. There is a need to increase the number of students completing all a-g course. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (45.1 below standard) and English learners (67.5 below standard) are below all students (27.8 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (84.2 below standard) and English learners (95.6 below standard) are below all students (67.2 below standard) in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96% Teachers Without Credentials and Misassignment 0.0% Credentialed Teachers Assigned Out-of-Field 2.2%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Intern 0.4% Unknown/Incomplete 1.4%				
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.			100%	
3.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual			N/A	
3.4	Implementation of State Standards Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.			Full Implementation and Sustainability (5)	
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	2023 ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials			ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard	are initially implemented (3). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented (4).			materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).	
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.			Maintain Offerings	
3.7	Programs and services developed and provided to unduplicated pupils.	Fall 2023 Unduplicated pupils have the same access to all programs and			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal SIS	services as their peers. Being a virtual school allows for all students to have the same access.				
3.8	Programs and services developed and provided to individuals with exceptional needs	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.			Maintain	
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%			10%	
3.10	Teacher Retention Rates % of new hires that completed the year % or rehires that completed the year Source: Internal	Baseline Data will be Collected in 2024			N/A	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	\$316,568.89	Yes
3.2	High Quality Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	\$297,832.16	Yes
3.3	Equity, Access & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of	\$402,820.18	Yes

Action #	Title	Description	Total Funds	Contributing
		improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of support within the MTSS model. They routinely assess the progress of English learner support implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.		
3.4	Curriculum Specialist	Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as, well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	\$190,568.12	Yes
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	\$34,931.08	No
3.6	Staff Training	All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional	\$58,517.76	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Decrease the chronic absenteeism rate by 2% overall and for each significant student group by the end of the year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to decrease chronic absenteeism for all students and all student groups. The chronic absenteeism data shows the student group of socioeconomically disadvantaged (13.9%) and English learners (9.8%) are higher than all students, 8.9%. Students' engagement in learning and schools is largely based on being seen and valued. Disengagement and absences occur when a student does not feel seen, heard, or appreciated.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Internal	2023 96.9% English Learners 96.4% Student with Disabilities 96.2% Socioeconomically Disadvantaged 96.9% African American 96.3% Hispanic 96.8% White 97.2%			98%	
4.2	Chronic Absenteeism Rate Source: Dashboard	2023 8.9% English Learners 9.8%			10% for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student with Disabilities 11.2% Socioeconomically Disadvantaged 8.7% African American 13.1% Hispanic 9.5% White 6.5% Asian 5.1% Two or More Races 6.8% Filipino 6.4%				
4.3	High School Dropout Rate Source: SARC	2023 24.7%			15%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compass	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	\$311,962.77	Yes
4.2	Attendance Intervention	For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the graduation rate by 5% in each significant student group and overall, by the end of the school year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focused goal was developed to improve the graduation rate. The graduation rate (72.3%) decreased and is still below the state average of 86.4%. The graduation rate of the student group of socioeconomically disadvantaged (72.3%) was below all students (72.3%). Educational partner feedback indicated that increasing the graduation rate should be a priority for the school.

Graduation Rate 72.3%
 Indicated Red on Dashboard
 Socioeconomically Disadvantaged 72.3%
 African American 65.1%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate Source: Dashboard	2023 72.3% Socioeconomically Disadvantaged* 72.3% African American* 65.1% Hispanic 76.4% White 69.0% *Red Dashboard Indicator			86%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	High School Course Pass Rate Source: Internal	2023 80.2% English Learners 70.2% Student with Disabilities 72.1% Socioeconomically Disadvantaged 78.8% African American 64.8% Hispanic 72.5% White 74.1%			85%	
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2023 77.8% English Learners 75.3% Student with Disabilities 65.5% Socioeconomically Disadvantaged 75.2% African American 73.8% Hispanic 77.9% White 77.5%			85%	
5.4	% of Students who Completed a-g Requirements Source: Dashboard	2023 20.5% English Learners 20.0% Student with Disabilities 15.4% Socioeconomically Disadvantaged 16.8% African American 14.0% Hispanic 20.8% White 20.7%			40%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transcript Evaluation Service	Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	\$610.82	Yes
5.2	Guidance Program	The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career	\$275,812.48	Yes

Action #	Title	Description	Total Funds	Contributing
		readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.		
5.3	Math/ELA Intervention	Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	\$132,733.62	Yes
5.4	A-G Completion	Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	\$63,071.12	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$4,398,669	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.632%	3.129%	\$994,874.55	16.761%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: The CAASPP data shows the student groups of socioeconomically disadvantaged (45.1 below standard) and English learners (67.5 below standard) are below all students (27.8 below standard) in ELA. Student with Disabilities (94.6 below) is indicated Red on the Dashboard. The CAASPP data also shows</p>	<p>We will improve proficiency through a focused effort on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data (improved proficiency in ELA/math).</p> <p>This action is being provided on an LEA-wide basis because professional development focusing on low-achieving students should also improve all student achievement by providing the most</p>	<p>Progress will be monitored through staff surveys (quantitative and qualitative).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the student groups of socioeconomically disadvantaged (84.2 below standard) and English learners (95.6 below standard) are below all students (67.2 below standard) in math. Student with Disabilities (130.3 below) is indicated Red on the Dashboard.</p> <p>Through the WASC process, leadership and teachers indicated the need to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency.</p> <p>Scope: LEA-wide</p>	<p>effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.</p>	
<p>1.2</p>	<p>Action: Instructional Coaching</p> <p>Need: The CAASPP data shows the student groups of socioeconomically disadvantaged (45.1 below standard) and English learners (67.5 below standard) are below all students (27.8 below standard) in ELA. Student with Disabilities (94.6 below) is indicated Red on the Dashboard. The CAASPP data also shows the student groups of socioeconomically disadvantaged (84.2 below standard) and English learners (95.6 below standard) are below all students (67.2 below standard) in math. Student with Disabilities (130.3 below) is indicated Red on the Dashboard.</p>	<p>Instructional coaches will be assigned to all teachers to support the PLC. Research-based coaching techniques will be used to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.</p> <p>This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.</p>	<p>Progress will be monitored through staff surveys (quantitative and qualitative).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational partner feedback, through the WASC process, indicated leadership and teachers want to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency.</p> <p>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Instructional Support</p> <p>Need: Additional student groups to be served: Students with Disabilities</p> <p>The CAASPP data shows the student groups of socioeconomically disadvantaged (45.1 below standard) and English learners (67.5 below standard) are below all students (27.8 below standard) in ELA. Student with Disabilities (94.6 below) is indicated Red on the Dashboard. The CAASPP data also shows the student groups of socioeconomically disadvantaged (84.2 below standard) and English learners (95.6 below standard) are below all students (67.2 below standard) in math. Student with Disabilities (130.3 below) is indicated Red on the Dashboard. 68% of students with disabilities are also socioeconomically disadvantaged.</p>	<p>The school will increase the percentage of students demonstrating proficiency in ELA and Math, as measured by the CAASPP, including increases in the percentage of English Learners, Students with Disabilities, and African American students scoring proficient. This will be accomplished through increased and targeted professional development for all teachers and specialists, and supplemental programs to target students' specific content area needs at tiers 2 and 3 in ELA and Math.</p> <p>This action is designed to address the identified needs of unduplicated students; however, it will be provided on an LEA wide basis because all students performing below grade level can benefit from these opportunities.</p>	<p>Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, African American, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium).</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Career & Technical Education (CTE)</p> <p>Need: The percentage of students completing a CTE pathway, 5.5%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 4%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 21.8%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority.</p>	<p>The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation.</p> <p>This action will create an opportunity to significantly increase the CTE Completion rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, the action is being provided on an LEA-wide basis to maximize its impact on increasing overall CTE Completion rates for all students.</p>	<p>Progress in increasing the CTE pathway completion rate of our socioeconomically disadvantaged students as well as all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Engagement</p> <p>Need: Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 70% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they have been given opportunities to participate in decision making regarding my student's education.</p> <p>Scope: LEA-wide</p>	<p>The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. (Henderson, Anne T, and Karen L. Mapp. 2002) This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.</p>	<p>We will monitor progress through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.</p>
<p>3.2</p>	<p>Action: High Quality Teachers</p> <p>Need: Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our</p>	<p>Hire and retain highly qualified fully credentialed teachers. We expect these actions to significantly improve achievement for unduplicated pupils as this action is designed to address their identified needs. However, this action will be provided on an LEA-wide basis because all students will benefit from</p>	<p>Hire and retain highly qualified fully credentialed teachers. Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired.</p> <p>Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year.</p> <p>Scope: LEA-wide</p>	<p>highly qualified teachers that has experience in our school setting.</p>	<p>percentage of new hires each year.</p>
<p>3.3</p>	<p>Action: Equity, Access & Accountability</p> <p>Need: There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards-aligned instructional materials for all core classes. Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium).</p>	<p>The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials.</p> <p>Unduplicated pupils have access to and are enrolled in a broad course of study, however, not all students pass their classes. In high school, the pass rate of all students is 75%, while it is only 57% for English learners and 72% for socioeconomically disadvantaged students. This action will create an opportunity to significantly increase not only access but engagement in a broad course of study for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.</p>	<p>Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study.</p> <p>We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.4</p>	<p>Action: Curriculum Specialist</p> <p>Need: Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (45.1 below standard) and English learners (67.5 below standard) are below all students (27.8 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (84.2 below standard) and English learners (95.6 below standard) are below all students (67.2 below standard) in math. Educational partners' feedback was collected, 90% of families said that aligning the core curriculum with the standards is a priority (high or medium).</p> <p>Scope: LEA-wide</p>	<p>Curriculum Specialists ensure that all instructional materials are aligned to standards and that all students have access to them. This action is designed to ensure the curriculum is aligned and presented in a way unduplicated pupils can access it; however, this action will be provided on a LEA wide basis because all students need to effectively access the curriculum to learn.</p>	<p>Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.6</p>	<p>Action: Staff Training</p> <p>Need: During 22-23, 27% of teachers were new to our school. During the first semester of this year, 20% of teachers were new to our school. Being a virtual independent study program our school has unique systems and teachers need additional training. Teachers at-will employees and can resign at any time during the year. Parents and students have voiced concern when they have to change teachers in the middle of the year. This happens when a teacher leaves the school during the school year. Teachers have stated they need additional support after their initial training.</p> <p>Scope: LEA-wide</p>	<p>Specific support will be provided to teachers who are new to our school, as well as, new teachers and administrators.</p> <p>This action is designed to ensure teachers are prepared to provide support to unduplicated pupils, however, it is being provided on a LEA basis because all student groups will benefit from high-quality teachers who are fully credentialed and appropriately assigned.</p>	<p>Progress will be monitored through teacher turnover rate and percentage of new hires each year as well as the percentage of fully credentialed and appropriately assigned teachers. The school will also investigate the possible of collecting data on why teacher resign. We will continue to seek feedback from educational partners.</p>
<p>4.1</p>	<p>Action: Compass</p> <p>Need: This goal was developed to decrease chronic absenteeism for all students and all student groups. The chronic absenteeism data shows the student group of socioeconomically disadvantaged (13.9%) and English learners (9.8%) are higher than all students, 8.9%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium).</p>	<p>Students who are having difficulty meeting enrollment requirements due to a lack of engagement with the school will receive support from the Compass team.</p> <p>This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged and attendance rate for English Learners; however, it will also benefit all students who are not participating in school.</p>	<p>Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.2</p>	<p>Action: Attendance Intervention</p> <p>Need: This goal was developed to decrease chronic absenteeism for all students and all student groups. The chronic absenteeism data shows the student group of socioeconomically disadvantaged (13.9%) and English learners (9.8%) are higher than all students, 8.9%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium).</p> <p>Scope: LEA-wide</p>	<p>Teachers will monitor and follow up with students not completing assignments and attending class. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged and English learner students; however, it will also benefit all students who are not participating in school.</p>	<p>Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.</p>
<p>5.2</p>	<p>Action: Guidance Program</p> <p>Need: Additional Student Group African American</p> <p>The graduation rate of the student group of socioeconomically disadvantaged (72.3%), English learners (64%), and African American (65.1%) were below all students (72.3%). The student groups of socioeconomically disadvantaged and African American are</p>	<p>The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing overall graduation rate for all students.</p>	<p>The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>indicated as Red on the Dashboard. The course pass rate for all students is 80%, the student group of English learners is 70%, and socioeconomically disadvantaged is 79%. The credit sufficiency for English learners (75%) and socioeconomically disadvantaged (75%) are below all students (78%).</p> <p>Educational partner feedback was collected, 91% of families said reducing the ratio between counselors and students is a priority (high or medium) and 97% said ensuing student graduation is a high priority.</p> <p>Scope: LEA-wide</p>		
5.3	<p>Action: Math/ELA Intervention</p> <p>Need: Additional Student Group African American</p> <p>High school students can not graduate without completing math and ELA courses. The graduation rate of the student group of socioeconomically disadvantaged (72.3%), English learners (64%), and African American (65.1%) were below all students (72.3%). The student groups of socioeconomically disadvantaged and African American are indicated as Red on the Dashboard. The course pass rate for all students is 80%, the student group of English learners is 70%, and socioeconomically disadvantaged is 79%. The</p>	<p>Offer ELA and Math remediation courses. This action will create an opportunity to significantly increase the graduation rate, and credit sufficiency for socioeconomically disadvantaged students and credit sufficiency for English learners because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing the graduation rate and credit sufficiency for all students.</p>	<p>The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>credit sufficiency for English learners (75%) and socioeconomically disadvantaged (75%) are below all students (78%). Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium).</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.3</p>	<p>Action: English Language Support</p> <p>Need: English learners (EL) increased in English language proficiency by 8.6%, however, EL decreased in both ELA and math. EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for</p>	<p>The school will increase the percentage of English learners who make progress toward English proficiency and who demonstrate proficiency on the ELPAC with a Level 4 through ELD standards-based curriculum, supplemental programs to target EL students' specific language needs at tiers 2 and 3, and ongoing professional development for staff. In addition, we will increase the percentage of EL students' demonstrating proficiency in Math and ELA on the CAASPP through elevated professional development for all Integrated ELD teachers, and supplemental programs to target EL students' specific content area needs at tiers 2 and 3.</p>	<p>Ongoing progress will be monitored through California state standards-aligned formative and summative assessments, as well as Educational Partner Feedback (including the Annual EL Needs Assessment Survey). In addition, the Summative ELPAC, ELA and Math CAASPP, and the annual EL Reclassification Rate will</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>improved Math and ELA support for EL students. Educational partner feedback was collected, 75% of families said support for English learners to attain proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>be used to measure overall progress.</p>
<p>2.1</p>	<p>Action: English Language Services</p> <p>Need: The home language of all English learners and those EL reclassified is 10.8% Spanish and 22.4% of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Interpreter and translation services will be provided directly to ELs and their parents.</p>	<p>We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.</p>
<p>3.1</p>	<p>Action: Student ISP</p> <p>Need: Students need the internet to maintain access to all standards-aligned instructional materials and class sessions.</p>	<p>An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access.</p>	<p>Progress will be monitored through educational partner feedback, internet subsidy requests, and the Dashboard local indicator of implementation of state academic standards.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Educational partner feedback was collected, 93% of families said providing an internet subsidy for socioeconomically disadvantaged families is a priority (high or medium). When a student doesn't complete work or attend an online class, teacher sometimes find that is because the student doesn't have internet access.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.1	<p>Action: Transcript Evaluation Service</p> <p>Need: Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. Parent and staff feedback has indicated this is needed.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Transcripts from non-U.S. schools are evaluated.	We will monitor progress through feedback from staff and families.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

None of the limited actions above are associated with a planned percentage of an improved service.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$32,268,342	\$4,398,669	13.632%	3.129%	16.761%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,802,198.99	\$207,326.68		\$968,157.48	\$3,977,683.15	\$3,313,406.10	\$664,277.05

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$23,982.93	\$90,394.08	\$10,383.25	\$53,081.92		\$50,911.84	\$114,377.01	
1	1.2	Instructional Coaching	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$517,980.81	\$0.00	\$517,980.81				\$517,980.81	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$323,788.22	\$13,339.02	\$337,127.24				\$337,127.24	
1	1.4	Instructional Support	English Foster Low Learners Youth Income Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$166,664.55	\$43,877.20	\$23,473.44	\$39,112.45		\$147,955.86	\$210,541.75	2.73%
1	1.5	Career & Technical Education (CTE)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	24-25	\$348,364.75	\$10,753.19	\$331,048.65			\$28,069.29	\$359,117.94	
1	1.6		All	No			All Schools	24-25	\$73,328.88	\$0.00		\$1,818.99		\$71,509.89	\$73,328.88	
2	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$0.00	\$11,436.97	\$11,436.97				\$11,436.97	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$62,176.34	\$51,741.42	\$56,354.11			\$57,563.65	\$113,917.76	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All		No				24-25	\$140,664.49	\$13,761.30		\$6,976.70		\$147,449.09	\$154,425.79	
3	3.1	Student ISP	Low Income		Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	24-25	\$0.00	\$316,568.89	\$316,568.89				\$316,568.89	
3	3.2	High Quality Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$297,221.34	\$610.82	\$297,832.16				\$297,832.16	3.93%
3	3.3	Equity, Access & Accountability	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$337,223.33	\$65,596.85	\$292,773.00	\$43,265.50		\$66,781.68	\$402,820.18	
3	3.4	Curriculum Specialist	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$190,568.12	\$0.00	\$190,568.12				\$190,568.12	
3	3.5	MKV/FY	MKV & FY		No				24-25	\$29,219.13	\$5,711.95				\$34,931.08	\$34,931.08	
3	3.6	Staff Training	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$51,466.41	\$7,051.35	\$51,466.41			\$7,051.35	\$58,517.76	
4	4.1	Compass	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$311,376.68	\$586.09	\$128,023.30			\$183,939.47	\$311,962.77	
4	4.2	Attendance Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25								2.63%
5	5.1	Transcript Evaluation Service	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$0.00	\$610.82	\$610.82				\$610.82	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
5	5.2	Guidance Program	English Learners Foster Youth Low Income African American	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	24-25	\$275,812.48	\$0.00	\$188,014.24			\$87,798.24	\$275,812.48	
5	5.3	Math/ELA Intervention	English Learners Foster Youth Low Income African American	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	24-25	\$132,733.62	\$0.00	\$48,537.58			\$84,196.04	\$132,733.62	
5	5.4	A-G Completion	All	No				24-25	\$30,834.02	\$32,237.10		\$63,071.12			\$63,071.12	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$32,268,342	\$4,398,669	13.632%	3.129%	16.761%	\$2,802,198.99	9.290%	17.974 %	Total:	\$2,802,198.99
								LEA-wide Total:	\$2,136,455.07
								Limited Total:	\$665,743.92
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,383.25	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$517,980.81	
1	1.3	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$337,127.24	
1	1.4	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$23,473.44	2.73%
1	1.5	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	\$331,048.65	
2	2.1	English Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$11,436.97	
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$56,354.11	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$316,568.89	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$297,832.16	3.93%
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$292,773.00	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,568.12	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,466.41	
4	4.1	Compass	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,023.30	
4	4.2	Attendance Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		2.63%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$610.82	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	\$188,014.24	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	\$48,537.58	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,449,022.99	\$3,278,965.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$175,769.00	156384
1	1.2	Assessments	Yes	\$41,061.00	41061
1	1.3	Academic Administrator	Yes	\$66,236.00	72457
1	1.4	English Learner Support	Yes	\$229,049.00	237940
1	1.6	Instructional Coaches	Yes	\$351,385.00	370904
1	1.7	Summer School	Yes	\$90,749.00	105213
1	1.8	Career & Technical Education (CTE)	Yes	\$315,315.00	266537
1	1.9	Instructional Support	Yes	\$262,529.00	255620
2	2.2	English Language Services	Yes	\$4,123.00	1925
2	2.3	Engagement	Yes	\$84,374.00	89674
2	2.5	Social Emotional Learning, Prevention, and Intervention	No	\$120,097.00	140007

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student ISP Reimbursement	Yes	\$287,398.00	321819
3	3.2	Teachers	Yes	\$319,629.00	169083
3	3.3	Accountability	Yes	\$118,063.00	130129
3	3.4	Curriculum Specialists	Yes	\$131,350.00	140007
3	3.5	McKinney Vento/Foster Youth Support	No	\$36,339.00	31226
3	3.6	New Teacher Training	Yes	\$82,695.00	57463
3	3.7	HS Scheduling	Yes	\$33,130.00	31255
4	4.1	Compass	Yes	\$253,880.00	275109
4	4.2	Attendance Interventions	Yes		
5	5.1	Graduation Coaches	Yes	\$134,881.00	142869
5	5.2	Transcript Evaluation Service	Yes	\$1,119.00	1494
5	5.3	Guidance Program	Yes	\$59,521.99	63130
5	5.5	Math/ELA Intervention	Yes	\$134,138.00	124046

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.6	A-G Completion	No	\$116,192.00	53613

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,453,847	\$2,469,784.99	\$2,336,809.31	\$132,975.68	10.400%	10.860%	0.460%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$140,387.00	\$133,442.42		
1	1.2	Assessments	Yes	\$41,061.00	\$41,060.88		
1	1.3	Academic Administrator	Yes	\$66,236.00	\$63,092.08		
1	1.4	English Learner Support	Yes	\$229,049.00	\$237,940.42		
1	1.6	Instructional Coaches	Yes	\$351,385.00	\$370,903.75		
1	1.7	Summer School	Yes	\$44,442.00	\$44,400.80		
1	1.8	Career & Technical Education (CTE)	Yes	\$249,537.00	\$241,220.36		
1	1.9	Instructional Support	Yes	\$79,529.00	\$76,039.19	1.76%	2.77%
2	2.2	English Language Services	Yes	\$4,123.00	\$1,924.68		
2	2.3	Engagement	Yes	\$44,565.00	\$44,677.96		
3	3.1	Student ISP Reimbursement	Yes	\$287,398.00	\$321,818.78		
3	3.2	Teachers	Yes	\$319,629.00	\$169,082.60	7.22%	5.42%
3	3.3	Accountability	Yes	\$93,708.00	\$96,827.79		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Curriculum Specialists	Yes	\$131,350.00	\$140,006.78		
3	3.6	New Teacher Training	Yes	\$82,695.00	\$50,493.98		
3	3.7	HS Scheduling	Yes	\$29,432.00	\$24,442.60		
4	4.1	Compass	Yes	\$101,903.00	\$109,712.12		
4	4.2	Attendance Interventions	Yes			1.42%	2.67%
5	5.1	Graduation Coaches	Yes	\$52,789.00	\$56,240.51		
5	5.2	Transcript Evaluation Service	Yes	\$1,119.00	\$1,493.51		
5	5.3	Guidance Program	Yes	\$59,521.99	\$63,130.25		
5	5.5	Math/ELA Intervention	Yes	\$59,926.00	\$48,857.85		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
31,793,922	6,453,847	1.04%	21.339%	\$2,336,809.31	10.860%	18.210%	\$994,874.55	3.129%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2023-2024

Date of Board Approval

LEA Name

California Virtual Academy at San Joaquin

CDS Code:

39-68627-0127191

Link to the LCAP:

(optional)

<https://fw.unitymg.com/rdr/DU:2247:1708?track=false>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. A comprehensive needs assessment was completed using the CA Dashboard, local assessment data, and stakeholder feedback. Federal funds are used to provide targeted support workshops and small group intervention classes for struggling students (tier 2 and 3) in grades K-12. These students are selected through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level goals based on CCSS, scoring below grade level expectation on baseline assessments, and parent conferencing. Federal funds are also used to provide academic assistance and support to students and learning coaches through the Family Academic Support Team. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement. We continually review our progress and performance throughout the year using multiple measures. These include numerical student data disaggregated in multiple ways, parent and community meetings and anecdotal data.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To promote alignment of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs, stakeholder groups are engaged to review LCAP goals, actions and services as part of the planning process for the use of categorical funds. The LCAP is used as the school plan for categorical funds and ESSAI requirements. The Family Academic Support Teams a LCFF funded action that federal funds supplement.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Students are identified as low-income using the National School Lunch Program criteria. LEA is a charter school.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
LEA is a charter school

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

ESSA Section 1112(b)(3): N/A

ESSA Section 1112(b)(7)

Since the school is an independent study program, parents are involved with every aspect of their child's education. All materials are mailed to the student's house, including a computer, so students and their parents can access the online curriculum. Teachers provide consistent messaging of the requirement for daily log-in and submission of assignments. Weekly announcements are made in all the students' courses as well as frequent updates to families as general newsletters and tailored updates. Parents can connect with other parents through a Facebook group, parent groups meet in the online classroom, and a parent network. There are parent and student orientations for newly enrolled students. If a student and parent are not engaged the student is referred to our Compass Team for additional support. There are school policies in place that require teacher availability, consistent scheduling, and timely responses and feedback to students and parents. School-wide initiatives such as Student Connection Calls at the beginning of the year and Parent Teacher Conferences to ensure individual attention for student academic success.

The school involves students and families in jointly developing the parent/family engagement policy through educational partner meetings, surveys sent to parents, students, and school meetings. The policy is emailed to parents of participating children as well as distributed during the annual Title I parent meeting, and it is posted on the school website.

The school assists parents of children in understanding such topics as, the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children by holding quarterly check-ins with teachers. Teachers provide parents and students with assessment results (local diagnostic assessment, interim assessment scores), updates on students' Instructional Level, a guide on how to check student progress and grades on the online learning platform, and quarter/semester progress reports.

The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick-and-mortar school, the parent is coaching their learning daily.

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through a Community Coordinator, which is paid for with Title funds. The Community Coordinator organizes all strategies and ensures all program plans are integrated. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents is a part of our school culture. Parents have access to the student's online learning platform and can see, in live time, what a student has completed. Materials and training are provided to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed. Most of the online content, websites with resources, and the parent notification system can be translated by a dropdown menu on the page. The school will provide opportunities for the informed participation of parents/family members (including parents/family members of migratory children), by providing information and school reports in a format and, to the extent practicable, in a language such parents understand. When requested, documents will be translated, and interpreters will be provided for meetings. The school will provide opportunities for the informed participation of parents/family members with disabilities by providing reasonable accommodations (sign-language interpreters...).

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

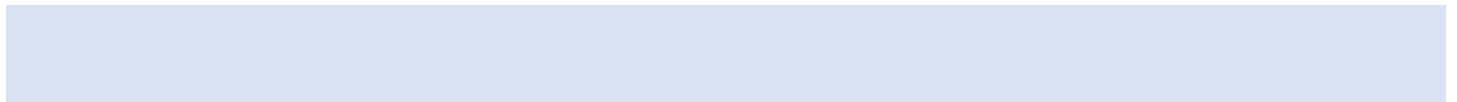
1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: The school operates a Schoolwide programs and follows the regulations as outlined in the Every Student Succeeds Act (ESSA).

The schoolwide Title I programs provide ELA & math interventions for struggling students. These students will be selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward course level goals based on CCSS, scoring below grade level on the universal screening tool, and parent conferencing.

The Compass Team is utilized to promote engagement in school and attendance awareness by providing social emotional learning classes; improving study skills and organization; onboarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.

The Community Coordinator improves the levels of parent and student engagement and ensures that this increased engagement leads to improved academic achievement. They facilitate and develop in-person and online opportunities for students and families to come together and work academically and socially regularly.

Support is provided to homeless and foster youth. The MKV/FY liaison collects data on homeless and foster students and reaches out to parents/guardians. Hotspots are provided when needed so students can access their online classes.

The elementary professional development (PD) are focused on targeted instruction and math. Middle School Professional Development lays the foundation for our school and program culture, along with encouraging collaboration and engagement from our staff and stakeholders. The professional development focuses on academic data review, setting student and program goals, and prioritizing common core major standards; within a small group and a personalized data dive and Instructional format review. HS professional development is focusing on student engagement and targeted instruction. Intervention professional development is focused on improving instructional strategies and understanding how to better incorporate deeper depth of knowledge instruction into targeted standards. Additional professional development on implementing intervention curriculum with fidelity is planned regularly throughout the year.

TAS: N/A

Neglected or delinquent: N/A Charter school doesn't provide services for a neglected or delinquent student in local institutions or community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless students are identified at enrollment and throughout the year as living situations change. The school will immediately enroll the student, even if the student lacks the records normally required for enrollment. Records will immediately be requested from the previous school. A Housing Questionnaire is completed for all students yearly. We assure that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. A MKV & Foster Youth Coordinator is assigned to each student who is homeless, the coordinator provides information on local community and mental health resources to help the family with their basic needs, and to assist the family in accessing internet service to ensure that the student can attend school regularly. The MKV & Foster Youth Coordinator continues to check in with the family throughout the school year, to provide needed school resources and encourage student success. If more intensive academic supports are deemed necessary, homeless students are referred to the Compass Team for additional SEL and attendance support.

The school provides the following with the reservation funds for homeless education.
MKV & Foster Youth Coordinator
Social Emotional Learning Prevention, and Intervention
Hotspot so students can complete their online assignments (independent study program)

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our Freshman Support Specialists work closely with the Middle School Administration to prepare the rising 8th graders to the high school. Starting early spring semester, the Freshman Support Specialists invite 8th graders to live sessions that explain various components of HS, which include: the day in the life of a HS student, graduation requirements, meeting college eligibility requirements, how to indicate course preferences for 9th grade, and other highlights of HS. Further, to offer additional support with answering parent and student questions about the HS experience and courses, the specialists offer open office hours. There is not a formal presentation at that time it is more of a “drop in” time to speak with the HS staff. Live sessions also include current HS students who share their experiences with the rising 8th graders. As the spring semester continues, the Freshman Support Specialists are in communication with the 8th grader teachers and students preparing courses and expectations for the start of the school year.

Our CTE program provides opportunities for students by offering them work-based learning experiences, college campus tours, job fair/career fair access, etc. All these things are done by partnering with the community (local and statewide) and then bringing awareness of these occurrences to students and their families. A dual credit enrollment program will give students the opportunity to take classes in college that correlate to the pathway they are on at the Stride Career Prep; this will provide them the opportunity to earn college credit while taking courses that satisfy their high school pathway requirements. Upon successful completion of the entire pathway, a student has the chance to take a national test and if they pass that test, earn a national credential, while earning college credit and/or working towards an Associate degree.

Any student interested in the CTE program will speak with a Career Readiness Advisor during the enrollment process. The trained and certified Career Readiness Advisors are equipped with essential skills and knowledge needed to work with students in career exploration, career decision making, job seeking, and job placement and will offer the Voyager Assessment to all students. Once a student has completed the assessment, the results are sent to the Career Readiness Advisor who will then follow up with the student/family to go over their assessment results. In addition to this assessment opportunity, other opportunities for career counseling will present themselves when the program implements other student supports such as the ASVAB Career Exploration Program, Work-based Learning Experiences (WBL), Tallo: Virtual Resume, and Nepris: Connecting Industry to Classrooms.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
No funds were used for purposes listed above.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The school's professional development planning for teacher begins with an analysis of data about student performance and needs, educators' capabilities and needs, and data about the effectiveness of current professional development. Our focus is on equity, and we use CA Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, attendance, and progression toward success in college and career. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. At least three times a year, data is analyzed and shared with stakeholders through online meetings. During these meeting data is presented, as well as past and current uses of funds, and their effectiveness. Stakeholders are encouraged to provide feedback and the concerns identified during consultation are addressed with concrete explanations and plans.

Principals attend a yearly summit to improve data analysis, culture, and instruction. Summit topics are based upon school needs as identified in dashboard data and stakeholder feedback. Professional Development is based on CPSEL standards. Through the process, multiple measures are used to evaluate the Principal's performance and professional learning track, including observation, coaching conversations, antidotal records, data, self-assessment, and coaching/supervisor feedback. Principals have the opportunity to set professional goals and chart an individualized path for growth. Opportunities to participate in conferences, college courses, and events through the county offices of education and the state are provided. These are supported through release time and tuition assistance, as available.

All school leaders begin the year with trainings that focus on data, culture, and instruction. Book studies, best practices in online instruction, and student engagement resources are the focus of PD throughout the school year. Through the evaluation process, leaders set professional goals and chart a path for growth. Opportunities to participate in conferences, college courses, and events through the county offices of education are provided.

All new staff complete intensive training with veteran staff and through an online training sequence. The evaluation process provides regular opportunities for goal setting and professional development plans. A Grow Leaders program connects candidates for advancement and new leaders with mentors who can support their professional growth and leadership capacity. Staff new to the profession participate in CDE approved induction programs. All staff have the opportunity to advance their education through a partnership with Southern New Hampshire University in various areas of online education.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The school's professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, and data about the effectiveness of current professional development.

Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. Principals and leads consult with Instructional Coaches monthly to identify common areas of needed professional development for teachers.

Our focus is on equity, and we use CA Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, attendance, and progression toward success in college and career. The following data is used in addition to CA Dashboard data, local benchmark assessments in math and reading, quarterly attendance rates, quarterly course pass rates,

Quarterly, data is analyzed and shared with stakeholders through online meetings. Stakeholders include, parents, students, teachers, principal, school staff, specialized instructional support personnel, and community members. During these meetings data is presented, as well as past and current uses of funds, and their effectiveness. Stakeholders are encouraged to provide feedback and the concerns identified during consultation are addressed with concrete explanations and plans. In addition, surveys are sent to students, parents, teachers, and other school staff to gather information and areas of need.

Title II activities are coordinated with the school's mission, data, and Title I professional development activities.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Over the last two years, the school's overall English Learner (EL) student population has increased by 41%, with the percentage of Long-Term English Learners exceeding the state average. While the school's EL student group has a lower chronic absenteeism rate than the statewide average and EL students are graduating from high school at a rate similar to their non-EL peers, there are three identified areas for EL improvement based on the school's language proficiency and basic skills proficiency data:

- (1) The school's EL percentage of progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC), is below the state average.
- (2) EL students are not demonstrating ELA proficiency at the same rate as their non-EL peers.
- (3) The percentage of ELs reclassified to fluent English proficient (RFEP) remains below the state average.

In response to these identified areas for EL improvement, the school is committed to providing high-quality professional development for staff members that improves and has a positive, lasting effect on the instruction and assessment of English learners and increases students' language proficiency or substantially increases the subject matter knowledge.

In the area of Designated English Language Development (ELD), the school is committed to providing all ELD Specialists with professional development to provide ELD standards-based instruction in a virtual, independent study program platform that includes differentiation by language proficiency levels and aligns with individual students' English Language Plan (ELP) annual goals. The Designated ELD professional development will consist of a series of sessions provided by an external consultant who specializes in this field and will be provided to all ELD Specialists who service active English Learners and reclassified and monitored students across grades TK-12. Each session will be two hours in length and will have clear learning targets, measurable outcomes, and an application task assigned. In between professional development sessions, ELD Specialists will be tasked with implementing the learned practice, strategy, or scaffold in the context of their Designated ELD classroom instruction. During this application period, ELD Specialists will be supported by their assigned ELD Lead. Evidence and artifacts of the practice, strategy, or scaffold will be brought back to the next professional development session to allow for reflection and continued growth before advancing to the next target.

In the area of Integrated ELD, the school is committed to providing all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms. The Integrated professional development will focus on cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons. Each session will be two hours in length and will have clear learning targets, measurable outcomes, and an application task assigned. In between professional development sessions, teachers attending will be tasked with implementing the learned practice, strategy, or scaffold in the context of Integrated ELD classroom instruction. Evidence and artifacts of the practice, strategy, or scaffold will be brought back to the next professional development session to allow for reflection and continued growth before advancing to the next target.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Over the last two years, the school has identified a proficiency gap between the percentage of English Learners demonstrating English Language Arts proficiency, in comparison to the overall student population. Most recently, 48% of TK-2 EL students demonstrated ELA proficiency, compared to 61% of the total student population reaching proficiency; 12% of 3-5 EL students demonstrated ELA proficiency, compared to 37% of the total student population reaching proficiency; 5% of Middle School EL students demonstrated ELA proficiency, compared to 26% of the total student population reaching proficiency; and 7% of High School EL students demonstrated ELA proficiency, compared to 29% of the total student population reaching proficiency. These results are from the Star360 assessment.

The school intends to use Title III funds to support the salary of an ELD Coach whose primary duty is to provide training in effective EL instruction in content area classrooms based on California's English Language Development (ELD) standards, facilitate conversations amongst educators using analysis of formative and summative EL achievement data to drive instructional decisions and provide real-time coaching in the effective implementation of EL instructional strategies and scaffolds in Integrated ELD instruction.

In addition, the school intends to use Title III funds to provide after-school programs that offer language instruction for English learners that are prerequisites to the ELA Guaranteed and Viable Curriculum standards identified by the general education program. These after-school interventions are above and beyond what is provided for by the school and do not hinder English learner (EL) participation in other optional after-school programs offered for which they qualify.

On the 2022-2023 Summative ELPAC, 17.2% of EL scored Well Developed (Level 4) and 71% did not demonstrate Speaking and Listening mastery. As a result, the school intends to use Title III funds to purchase the Positivity Project to allow for the provision of supplemental and targeted Speaking and Listening mini-lessons during Designated ELD tier 2 instruction. This supplemental instruction is to be delivered via Google Slides and differentiated by grade level, specifically targeting ELD Speaking and Listening standards with engaging content for English Learners of all ages in the tier 1 and tier 2 Designated ELD classroom settings.

In addition, the school intends to use Title III funds to strengthen and increase parent engagement in the English Language Development program through parent education of ELPAC progress monitoring through the Student Score Report (SSR) videos. The video SSRs will allow the school to reach a diverse range of families and result in a better level of understanding of the test score and point families to specific conclusions and even to personalized recommendations. Each video is specific to the student, providing educators, students, and families with easy-to-understand insights, and the more detailed explanation of the scores will help parents/guardians better understand and act on the results.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The English Language Development (ELD) Department continues to complete a thorough review of enrollment documentation, summative assessment data, and previous records to determine language proficiency strengths and areas of need on an ongoing basis. The ELD Department uses the information gathered during this review process to determine appropriate student placement, program services, and essential ELD standards for instruction at each language proficiency level and tier of language instruction. In addition, the school uses feedback provided by all educational partners and EL achievement data to determine staff professional development annually.

To specifically ensure the effectiveness of the professional development, programs, and activities for which Title III funds are used, to assist English learners with achieving English proficiency, the school will:

- (1) Ensure the Director of Intervention and Special Programs and the ELD Coordinator utilize the California Educator Reporting System (CERS) to view individual student results by LEA, grade, and assigned specialist, and create/view/export custom aggregate reports to drive the department's annual action plan;
- (2) Create ELD Benchmark Assessments to be given at the beginning, middle, and end of year that align with the California ELD Standards by grade level, and are correlated to the Summative ELPAC Blueprints;
- (3) Ensure ELD Leads hold data conferences and goal-setting sessions with all ELD Specialists at the beginning, middle, and end of year to analyze Summative ELPAC and ELD Benchmark Assessment data to determine incremental program and instructional effectiveness and create short-term action plans to improve student outcomes.
- (4) Guarantee cross-department collaboration between the ELD Department and the grade level departments in the analysis of basic skills proficiency data (ESGI, Star360 and CAASPP results) to ensure that English learners are gaining language proficiency through Designated ELD instruction and applying it in the context of content area learning through Integrated ELD instruction.

Based on the professional development, programs, and activities for which Title III funds are used, the school intends to see an increase in the percentage of English Learners progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC). In addition, the school intends to see a reduction in the gap between EL students reaching proficiency in English Language Arts, as compared to the student population as a whole.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We developed the application in consultation with parents, community members, students, teachers, and staff through meetings and surveys.

Student Support and Academic Enrichment (SSAE) program funds will support student access to a well-rounded education (Section 4107) through our CTE support staff.

SSAE program funds will support safe and healthy students (section 4108) through social and emotional learning (SEL) and engagement opportunities. The social support coordinators provide social and emotional learning support to students when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment. When the need arises, students are referred to Care Solace, which navigates the mental health care system to find available providers matched to specific needs. Student engagement is enhanced through after-school clubs. The objective is to increase student achievement by supporting a student's social and emotional well-being.

We will periodically evaluate the effectiveness of the program by measuring students' social and emotional well-being. We will monitor student achievement through local assessment data, course pass rates, and state assessments.

The LEA has elected to transfer its Title IV, Part A funds to Title I, Part A, and has met all requirements concerning equitable services for private school teachers.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The percentage of students completing a CTE pathway, 4.2%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 2.5%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 10.5%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority.

What activities will be included within the support for a well-rounded education?

The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. Title IV funds pay for CTE Career College Readiness Lead, CTE Guidance Support Specialist, and CTE Work Based Learning Specialist.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

To evaluate the effectiveness the CTE pathway completion rate of socioeconomically disadvantaged students and all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Attending high-quality afterschool programs and regular participation can lead to improved social and emotional competencies, including prosocial behavior, intrinsic motivation, better concentration efforts, and a higher sense of self-worth. From quarter 1 to quarter 2 (23-24) student registrations for school engagement events only increased 8.2%.

Social Emotional Learning can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. (American Institutes for Research, 2015) Students who participate in targeted SEL support take a pre and post survey to evaluate their self-awareness and self-management. The scores all indicated improvement; however, some grade span scores were low (3-5 & 9-12) to begin with. Middle and high school students only improved 15 or less.

SEL Pre-Survey Q1 and Post Survey at the end of Q2 (23-24)

Sentient Scores

TK-2:

* Self Awareness Q1 - 77%, Q2 - 89.8%

* Self Management Q1 - 84%, Q2 - 96.7%

3-5:

* Self Awareness Q1 - 23%, Q2 - 27.4%

* Self Management Q1 - 42%, Q2 - 42.9%

6-8:

* Self Awareness Q1 - 76%, Q2 - 76.3%

* Self Management Q1 - 75%, Q2 - 75.5%

9-12:

* Self Awareness Q1 - 62%, Q2 - 63%

* Self Management Q1 - 58%, Q2 - 58.9%

What activities will be included within the support for safety and health of students?

To provide a healthy and positive school culture and climate that in turn prompts safe and healthy students, the school has integrated enrichment and extracurricular afterschool activities for students into our program. These after-school activities should improve social and emotional competencies. Students can receive target SEL support after being referred by their teacher.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Progress will be monitored through the percentage of students registering for school engagement events, and feedback from educational partners. Effectiveness will be measured by the Self-Awareness and Self-Management sentiment scores.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The scheduling of required classes and supplemental support is a challenge in our virtual setting. The high school course pass rate decreased. The student groups that need to attend supplemental support have a course pass rate below all students.

All Students 74.0%
English Learners 57.4%
Student with Disabilities 66.4%
Socioeconomically Disadvantaged 71.9%
Hispanic 57.1%
White 65.9%

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

To ensure English Learners, Students with Disabilities, and low-achieving students have full access to instruction and intervention with credentialed teachers, the high school purchased an online scheduling system. Without this technology, students would miss online classes due to conflicts in their schedules.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Progress will be monitored through class attendance. Effective will be evaluated by the course pass rates. Educational feedback will be collected from teachers and students.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

January to April 2024.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022