LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Vista Innovation High School

CDS Code: 36-75051-0136432

School Year: 2021-22
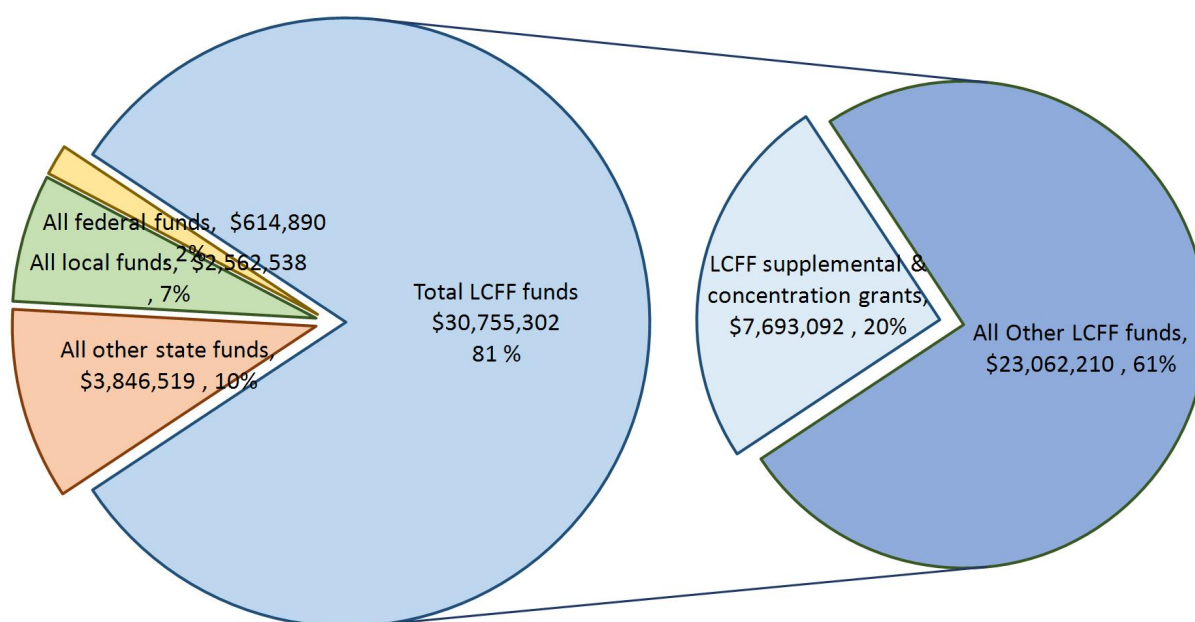
LEA contact information:

Ken Larson

Principal

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(760) 203-4846

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $614,890 , 2%

All local funds, $2,562,538 , 7%

All other state funds, $3,846,519 , 10%

Total LCFF funds $30,755,302 81 %

LCFF supplemental & concentration grants, $7,693,092 , 20%

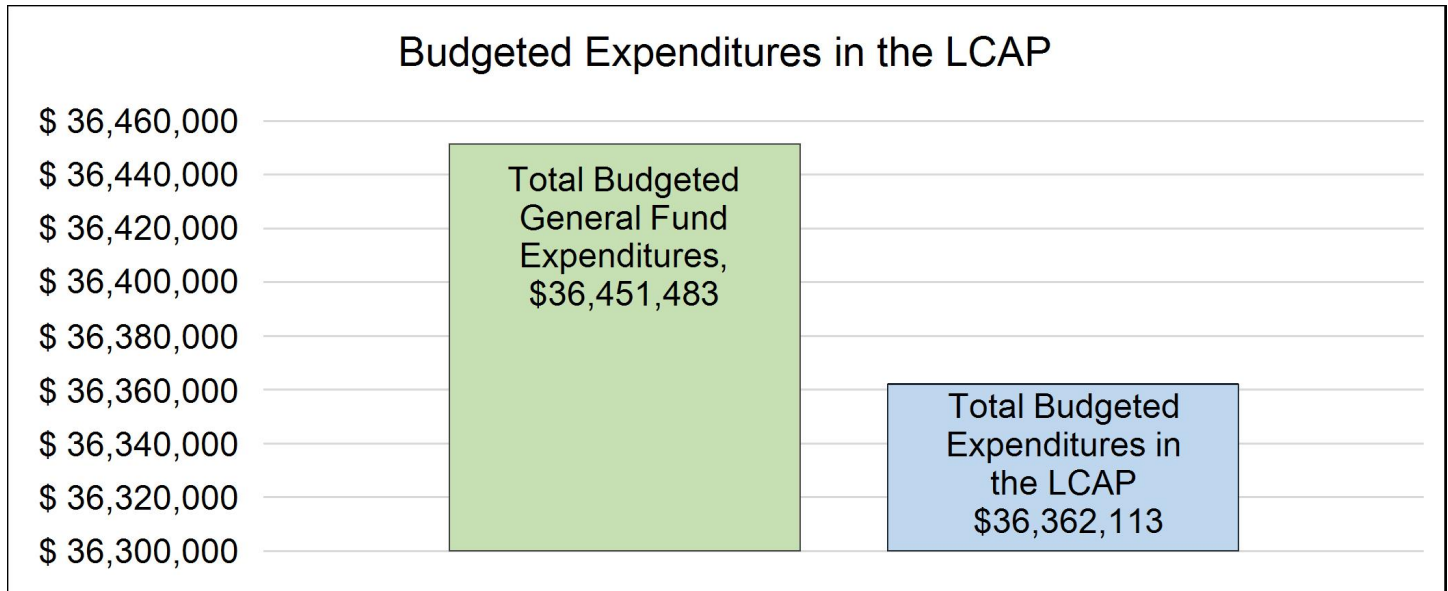All Other LCFF funds, $23,062,210 , 61%

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

The total revenue projected for Alta Vista Innovation High School is $37,779,249, of which $30,755,302 is Local Control Funding Formula (LCFF), $3,846,519 is other state funds, $2,562,538 is local funds, and

$614,890 is federal funds. Of the $30,755,302 in LCFF Funds, $7,693,092 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $36,451,483	
	Total Budgeted Expenditures in the LCAP $36,362,113

Y-axis values: $36,460,000; $36,440,000; $36,420,000; $36,400,000; $36,380,000; $36,360,000; $36,340,000; $36,320,000; $36,300,000

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

Alta Vista Innovation High School plans to spend $36,451,483 for the 2021-22 school year. Of that amount, $36,362,113 is tied to actions/services in the LCAP and $89,370 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our independent study program implements a personalized learning experience for all students, including English learners, low income, Foster Youth, and Special Education students that is carefully designed to address their unique academic and socio-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware and software. Not included in the LCAP are the following:
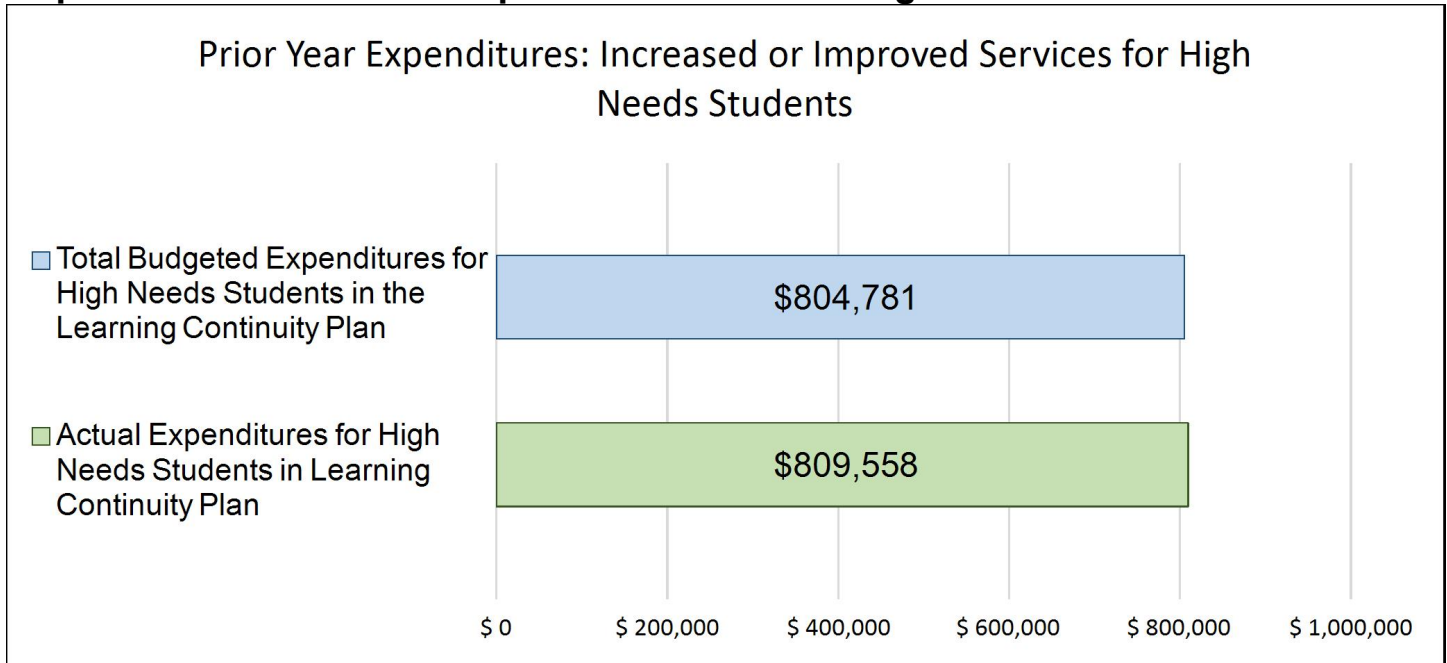* audit fees
* legal expenses

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

In 2021-22, Alta Vista Innovation High School is projecting it will receive $7,693,092 based on the enrollment of foster youth, English learner, and low-income students. Alta Vista Innovation High School must describe how it intends to increase or improve services for high needs students in the LCAP. Alta Vista Innovation High School plans to spend $7,693,092 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $804,781

Actual Expenditures for High Needs Students in Learning Continuity Plan — $809,558

(Axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000)

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

In 2020-21, Alta Vista Innovation High School's Learning Continuity Plan budgeted $804,781 for planned actions to increase or improve services for high needs students. Alta Vista Innovation High School actually spent $809,558 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Alta Vista Innovation High School	Ken Larson Principal	klarson@innovationhigh.org (760) 203-4846

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

Goal 1

Increase student retention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Retention rate * Attendance rate * Dropout rate * Suspension rate * Expulsion rate * Facilities Inspection Results **19-20** School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 8) Attendance rate will be 85% or higher (Priority 5) Dropout rate will decrease (Priority 5) Suspension rate will be low (Priority 6) Expulsion rate will be low (Priority 6)	2019-2020 Data Mostly LP 1-7 Goal Met: Retention was 81.9%. Goal Not Met: Attendance was 67.08% Goal Met: Drop-out (Non-Completer) increased to 8.7% Goal Met: Suspension Rate was 0.17% Goal Met: Expulsion Rate was 0% Goal Met: Facilities were in Good Condition

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Retention: 80.3% Target is 80% Attendance: 78.99% Drop-out: 9.7% Suspension Rate: 0% Expulsion Rate: 0% Facilities: Good Condition	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Increase instructional access through addition staff services, tutors, etc. Student Retention Services personnel will provide intervention. Increase academic and social/emotional support services through additional counseling staff. Establish an integrated intervention/incentive system Provide transportation assistance	Classified, SRS, Tutors and others $624,938.00 Certificated Counseling $115,371.00 Materials, Supplies $8,685.00 Transportation $11,432.00	Classified, SRS, Tutors and others $601,992.00 Certificated Counseling $129,253.00 Materials, Supplies $3,798.00 Transportation $87,967.00
Provide an intervention and support program for English Learners and Redesignated FEP: Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.	Professional Development $114,323.00 Materials, Hardware and Software $8,685.00 Certificated salaries and benefits $512,991.00	Professional Development $6,988.00 Materials, Hardware and Software $11,823.00 Certificated salaries and benefits $574,715.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase materials, hardware and software for EL intervention program Small group teachers and labs for EL, ELA and mathematics		
Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program. Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models. Educational materials are required to maintain an effective program. Safe and secure facilities are required to maintain an effective educational program.	Certificated Salaries and Benefits $1,582,319.00 Classified and Benefits $568,398.00 Curriculum Development 19,682.00 Professional Development $255,874.00 Materials, Hardware, Software $249,529.00 Facilities $666,441.00	Certificated Salaries and Benefits $1,433,893.00 Classified and Benefits $833,807.00 Curriculum Development $15,209.00 Professional Development $1,032,058.00 Materials, Hardware, Software $175,987.00 Facilities $448,855.00

Goal Analysis

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

During the 2019-2020 school year, the school increased focus on student retention and students' social-emotional health. The global pandemic of 2020 was an incredible event that changed the model of how we educated our students. The school participated in

trainings from the Trauma-Resilient Educational Communities (TREC) team on trauma-informed best practices. Staff participated in numerous trainings that supported students' social-emotional health, and we utilized our counseling team to support students who were struggling to make progress or were disengaging from school due to the switch to distance learning. Trainings were conducted on Google Classroom, Edmentum, and other learning systems so teachers would be better equipped to support students in a distance learning model. Intervention supports were increased for our ELL students, foster youth, homeless youth, and unduplicated youth through increased communication by school counselors and student retention support staff. They worked collaboratively to identify students demonstrating need and then they reviewed the success of those efforts. Throughout the pandemic, we were able to increase our student retention to 81.7%.

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

The 2019-2020 school year presented new challenges to how we were able to increase student retention. Data shows that 81.7% of students were retained but attendance rates decreased to 67.08%. Our non-completer rate increased to 8.7%. One success was that 0% of our students were expelled and 0.17% of students were suspended throughout the duration of the school year. Our facilities continue to be maintained in good condition. In March 2020, the school sites were closed due to the pandemic and our school transitioned to a distance learning model. While there were some decreases seen in student attendance, our increase in retention reflects the hard work that our staff did to stay in touch with students and we saw a reengagement of 607 students. The trainings in trauma informed strategies, curriculum supports, and retention of our highly qualified teaching staff were crucial to that success. Our success was increase in retention but our challenge was a decrease in attendance and a slight increase in non-completion rates for students.

Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                             Priority 4: Pupil Achievement (Pupil Outcomes)
                             Priority 5: Pupil Engagement (Engagement)
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Credit completion rate * HQT percentage * English learner reclassification rate * Graduation rate **19-20** Increase number of credits completed (Priority 8) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4) Graduation rate increases (Priority 5)	2019-2020 Data LP1-7 Goal Met: Credit completion rate: 2.46 Goal Met: HQT percentage: 100% Goal Not Met: English learner reclassification rate: 6.0% Goal Not Met: Graduation rate: 71.14%

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Credit completion rate: 2.96 HQT percentage: 100% English learner reclassification rate: 9.5% Graduation rate: 79.50%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Read 180 teachers or literacy teachers Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Read 180 program and materials Provide transportation assistance.	Certificated salaries and benefits $1,297,207.00 Classified wages and benefits $257,549.00 Materials, Hardware, Software - including Read 180 $19,376.00 Transportation $22,346.00	Certificated salaries and benefits $1,453,289.00 Classified wages and benefits $248,092.00 Materials, Hardware, Software - including Read 180 $26,377.00 Transportation $171,947.00
Provide an intervention and support program for English Learners and Redesignated FEP:	Certificated salaries and benefits $255,062.00	Certificated salaries and benefits $285,751.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Classified wages and benefits $69,199.00 Professional Development $1,144,551.00 Materials, Hardware, Software $1,643.00	Classified wages and benefits $66,658.00 Professional Development $69,956.00 Materials, Hardware, Software $2,237.00
Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program. Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models. Educational materials required to maintain an effective program. Safe and secure facilities are required to maintain an effective educational program.	Certificated Salaries and benefits $3,853,027.00 Classified wages and benefits $598,137.00 Curriculum Development $94,194.00 Professional Development $346,471.00 Facilities $1,623,776.00 Materials, Hardware, Software - including assessments $439,382.00	Certificated Salaries and benefits $3,491,602.00 Classified wages and benefits $877,432.00 Curriculum Development $72,786.00 Professional Development $1,397,477.00 Facilities $1,093,630.00 Materials, Hardware, Software - including assessments $309,887.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Local Benchmarks and assessments for ELA, mathematics, science, and social science. NWEA		

Goal Analysis

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

The pandemic of 2020 fundamentally changed how we provided instruction to students. With the shuttering of school sites in March 2020, we needed to ensure that students were able to complete their work in new ways. This new model necessitated a quick shift to distance learning. Many of the changes in our instructional model were not budged in our prior 2019-2020 LCAP. For example, the school needed to fund technology purchases of ChromeBooks and WiFi wireless hotspots for students that lacked a computer or network access. Students needed training on the new technology, which increased the needs from the tutoring and instructional staff. The extra hours that our hourly staff were required to work represent an increase in funding expenditures which were not part of the initial budget. There was a decrease in credit completion to 2.46 credits and a decrease of 3.6% in the ELL reclassification rate. We continued to maintain our HQT model at 100%.

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

AVI's rapid shift to a distance learning model increased the stress on students and staff. There were decreases in credit completion but AVI still met our goal with 2.46 credits. AVI continued to offer instruction by Highly Qualified Teachers. The EL reclassification rate fell from 9.6% to 6.0%. Graduation rates were 71.14% which represented a 8.36% decrease from the goal of 79.50%. AVI worked to mitigate learning loss by providing students with additional resources. Many students lacked the technology to complete credits through distance learning so AVI provided a computer and/or a WiFi Internet hotspot. Teachers and support staff were trained on Google Classroom and other learning management systems. The curriculum was modified so that students could submit their credits electronically instead of in-person with their teacher. One of our greatest successes was that our students were able to continue working toward graduation while the school was closed for in-person instruction. We did see declines in attendance, EL reclassification, and credit completion but our academic program continued to move forward. As the year progressed, credit completion slowly increased as both teachers and staff became accustomed to distance learning.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                         Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Online course completion * Online course enrollment * Online course availability **19-20** Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7) **Baseline** 2018-19 Baseline LP1-7: Online course completion rate will increase: 58% Online course enrollment will increase: 289 Online course available: 100%	2019-2020 Data LP1-7 Goal Met: Online course completion rate will increase: 65% Goal Not Met: Online course enrollment will increase: 240 Goal Met: Online course available: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for Online program Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Online program and materials, including computers and mobile devices Provide transportation assistance	Certificated and Benefits $326,803.00 Classified and Benefits $60,367.00 Materials - incentives $16,220.00 Materials, Hardware, Software $21,352.00 Transportation $5,869.00	Certificated and Benefits $366,124.00 Classified and Benefits $58,150.00 Materials - incentives $7,093.00 Materials, Hardware, Software $29,067.00 Transportation $45,160.00
Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Classified and Benefits $16,220.00 Professional Development $268,271.00 Materials, Hardware, Software $5,869.00	Classified and Benefits $15,624.00 Professional Development $16,397.00 Materials, Hardware, Software $7,990.00
Provide an effective educational program:	Certificated and Benefits $1,041,740.00	Certificated and Benefits $944,022.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program. Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models. Safe and secure facilities are required to maintain an effective educational program. Educational materials are required to maintain an effective program.	Classified and Benefits $303,720.00 Curriculum Development $16,871.00 Facilities $429,009.00 Materials, Hardware, Software $16,116.00 Professional Development $728,501.00	Classified and Benefits $445,540.00 Curriculum Development $13,037.00 Facilities $288,942.00 Materials, Hardware, Software $11,366.00 Professional Development $2,938,380.00

Goal Analysis

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

At the start of the school year, neither the school nor the students foresaw the changes that would take place in the latter part of the school year. With the school closure, many students were quickly unable to complete work due to lack of technology or Internet access in their homes. Budget expenditures for the purchase of technology were not part of the 2019-2020 LCAP. The school utilized its resources to quickly order ChromeBook computers and WiFi Internet hotspots for student use, and these items were distributed to students who had a need for them. Staff received training on how to use Google Classroom and our learning management systems. Students received training from teachers and tutors on how to submit their work electronically. We increased professional development in response to the needs of the staff and students.

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

The 2019-2020 school year presented significant obstacles to students and staff. One of the challenges was student resistance to completing work remotely. Teachers and tutors spent additional time to support students in completing work remotely. We offered 100% of our courses as an online option. With 240 students taking an online course, we did not meet our goal of 289 students. Tutors worked additional hours which were not initially budgeted in the 2019-2020 LCAP. Part of the decrease was in part due to the time required to purchase and receive new technology. Laptops arrived quickly but WiFi Internet hotspots were in short supply due to the high student demand. Now that sufficient technology is on-site, we anticipate an increase in overall credit completion and online course enrollment. We continue to offer multiple avenues for students to complete work and all coursework is available and able to be completed online with teacher and tutor support.

Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Core and ELD courses completed * CTE and CRS enrollment * Individual Learning Plans **19-20** Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7) Individual Learning Plans (Priority 8)	2019-2020 Data LP1-7 Goal Met: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: Pro skills 986 and CTE 244 Goal Met: Individual Learning Plans have CTE: 90% Goal Met: Implementing state academic standards: 3.36

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: 1598 Individual Learning Plans have CTE: 95% Implementing state academic standards: 3.36	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for CTE program Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system CTE program and materials Provide transportation assistance	Certificated and Benefits $593,403.00 Classified and Benefits $109,141.00 Materials - incentives $29,449.00 Materials, Hardware, Software $38,773.00 Transportation $36,186.00	Certificated and Benefits $664,802.00 Classified and Benefits $105,133.00 Materials - incentives $12,878.00 Materials, Hardware, Software $52,782.00 Transportation $278,442.00
Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support	Classified and Benefits $29,449.00 Professional Development $162,375.00	Classified and Benefits $28,368.00 Professional Development $9,925.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Materials, Hardware, Software $5,869.00	Materials, Hardware, Software $7,990.00
Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program. Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models. Safe and secure facilities are required to maintain an effective educational program for CTE program Educational materials are required to maintain an effective program. Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials.	Certificated and Benefits $1,581,576.00 Classified and Benefits $201,443.00 Curriculum Development $9,841.00 Professional Development $165,130.00 Facilities $3,139,300.00 Materials, Hardware, Software $241,481.00	Certificated and Benefits $1,433,220.00 Classified and Benefits $295,505.00 Curriculum Development $7,604.00 Professional Development $666,045.00 Facilities $2,114,351.00 Materials, Hardware, Software $170,311.00

Goal Analysis

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

AVI support staff include Highly Qualified teachers, tutors, and counselors. Teachers create Individual Learning Plans upon consultation with the counselors. Students are encouraged to participate in numerous counselor-led workshops on FAFSA preparation, careers workshops, and individual post-secondary preparation counseling. Students are encouraged to participate in CTE courses and to complete a CTE pathway prior to graduation. The CTE courses meet California State Standards and are aligned with both community needs and offerings by local community colleges. All students are required to complete a Professional Skills course that has embedded career exploration, resume building, and interview skills.

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

Implementation of the CTE programs was difficult due to the pandemic. Many CTE courses require hands-on learning and the school closures affected that. Counselors and local administration worked to offer alternative methods of CTE and College and Career Readiness course completion, such as online offerings through community colleges. Our goal of increasing the number of students enrolling in CTE courses was met: 986 students completed the Professional Skills course and 244 students completed a CTE course. Additionally, we met our goal of having CTE or College Readiness a part of 90% of students learning plans.

Goal 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Stakeholder participation data * Client Survey Results * Evidence of Communication **19-20** Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)	2019-2020 Data LP1-7 Goal Met: Stakeholder involvement will increase: There were 2,121Conferences/Orientations Goal Met: Survey data will reveal high results: 97% Feel Safe, 97% Feel Connected Goal Met: School communication will support engagement: ELAC/PAC participants

Expected	Actual
Baseline 2018-19 Baseline LP1-7: Stakeholder involvement will increase: 2775 Participated in Conferences/Orientation Survey data will reveal high results: 98% Feel Safe, 90% Feel Connected School communication will support engagement: ELAC/PAC 40 participants	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish partnerships and engage in outreach to community through community liaison and staff outreach. Development of a calendar of events. Communicate scheduled events. Open House and Award nights. Collect stakeholder input as measured by an annual survey. Develop baseline completion data. Communications of program	Classified wages and benefits $104,377.00 Materials $40,199.00 Contracted Services - Communications $31,215.00	Classified wages and benefits $153,115.00 Materials $28,351.00 Contracted Services - Communications $133,826.00
Communication outreach and translation services in primary language by staff. Transportation for those in need.	Classified wages and benefits $97,056.00 Transportation $11,284.00	Classified wages and benefits $93,492.00 Transportation $86,827.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

AVI holds quarterly PAC/ELAC meetings with stakeholders from the student and parent communities. Invitations to these meetings are shared publicly and stakeholders are encouraged to provide feedback during the meeting. We also conduct an annual survey to gather the feedback from staff, students, and students' families. The feedback from these surveys is used to determine areas of need, growth, and school climate. ELAC meetings have translation services provided as many of the participating families are not primary English speakers. The school has allocated budget resources to translation services for additional meetings, such as parent/family conferences, IEP meetings, PAC/ELAC meetings, etc. The school employs a community liaison who works with the counseling team to identify and share community resources to support our foster youth, homeless youth, undocumented migrants or DREAM Act students, and poverty youth. If an organization provides services to our students through a partnership, a MOU is developed prior to those services being rendered.

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

The 2019-2020 school year presented many new and unforeseen challenges due to the pandemic. The quick shift from in-person instruction to distance learning necessitated a change in how support was provided to students. One surprising net effect was an increase in participation at school meetings (PAC/ELAC). This may be due to the convenience factor of participating remotely. During those meetings, feedback was collected from stakeholders on the school priorities being shared. In-person award and graduation diploma presentation ceremonies were replaced with virtual options. PAC/ELAC meetings continued to be held quarterly. Our unduplicated students met virtually with counselors and support staff. ELL students met virtually with teachers and tutors to receive EL support. Communication to stakeholders was provided regularly through our L4L Connect app, email, and text and phone calls. Local site administration, counselors, teachers, and tutors were able to communicate via numerous communication methods that best suited the student or family. One of the greatest challenges at the start of distance learning was technology access and communication pathways, but the school utilized resources to provide technology and technology access through school-provided devices. As families demonstrated need, their concerns were addressed individually and collectively as necessary.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement.	$224,000.00	$308,866.00	No
School Supplies and Materials to ensure that all students including foster youth, English learners, or low-income students would have sufficient resources to complete their coursework.	$60,000.00	$144,451.00	Yes

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

AVIHS utilizes a personalized learning program to meet the unique needs of its students via a flexible learning model by design. Following an independent study model, teachers work with students one-on-one to help them understand their strengths, weaknesses, preferences, and unique needs as learners which helps students develop the necessary skills to support their own learning and ultimately be the driver of their own success. As AVIHS teachers and support staff assess students who have experienced learning loss during the shutdown due to inaccessibility to technology/internet access and/or an inability to thrive in a distant learning environment, they will seek to schedule one-on-one direct instruction on site whenever possible. Our school sites have supplemented instruction and credit recovery through a partnership with Chaffey College to provide a dual-enrollment pipeline that is supported by our CTE and counseling teams. This on-site instruction includes student access to their teachers face-to-face, small group instruction (SGI) classes delivered virtually, scheduled intervention instruction with teachers, paraprofessionals and other support staff, and ongoing access to both on-site and virtual tutors and tech tutors. All sites will follow social distancing requirements and other safety guidelines as provided by local and state authorities, Occupational Safety and Health Administration (OSHA), and California Department of Public Health (CDPH).

The AVIHS academic program is accustomed to working with students who have already experienced learning loss prior to school closures in March. Many of the students enroll with AVIHS credit deficient and academically below grade level thus requiring personalized academic plans based on their unique needs. Student academic needs are assessed using Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in the areas of reading and mathematics. NWEA assessments provide teachers with critical information on student instructional readiness in regard to their reading comprehension and math skills. AVIHS utilizes these scores for academic planning and appropriate placement in courses, interventions and other curricular options. Additionally, NWEA is used at selected intervals throughout a student's enrollment to assess and reassess academic growth.

In addition to NWEA, teachers also utilize assigned coursework and course assessments to measure student success and/or to mitigate student academic gaps and learning loss. For students who are struggling or need additional support with assigned coursework, AVIHS teachers enroll them into highly engaging small group instruction (SGI) classes as well as arrange for additional one-on-one intervention time. Students are also referred to site tutors, virtual tutors and paraprofessional who utilize flexible scheduling based on student need to provide additional one-on-one instruction when needed.

Analysis of In-Person Instructional Offerings

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

AVIHS provided in-person instruction at its school sites through the middle of March 2020, until the California Department of Education closed schools due to the COVID-19 pandemic. As the pandemic continued to affect our ability to provide in-person instruction, the administration, teachers, and teaching support staff shifted instruction to a distance learning model. Upon clarification of the governor, school sites were able to remain open for the dropping off and picking up of academic records. Being open, even on a limited basis, necessitated the purchase of personal protective equipment (PPE) and cleaning supplies to mitigate the transmission of the COVID-19 virus by students and staff. Purchases of PPE included bottles of hand sanitizer, boxes of masks, visors or face shields, liquid disinfectants and sprays, disinfectant wipes, gloves, and other consumables. Our sites also conducted a Needs Assessment on the cleaning and disinfectant schedules for HVAC filter changes and system maintenance, increased frequencies of deep cleaning in high traffic areas such as teacher workstations, bathrooms, and other common areas. Other additional purchases for the safety of students and staff included plexiglass barriers at all workstations and pandemic-specific signage such as posters and floor signs.

A challenge that we encountered at most sites was disengagement of youth. This was due to a range of increased family pressures such stress, illness, work, technology availability, or the need to provide increased amounts of child care while siblings were out of school and parents were at work. Our staff realized quickly that students needed additional support and flexibility in instruction. Students were not able to meet individually with their teacher at the school site, and many now were unable to meet at their regularly scheduled times. Additional supplies were ordered so that students could pick up their work. The supplies ordered included paper and envelopes for keeping work organized, pens, and other materials for students to complete their work remotely.

Students shifted their regular in-person appointments to a virtual model where their appointments with their teacher or support staff member was held via a technology medium (i.e. telephone or text, or video such as Zoom or Google Hangouts). Many students lacked the technology to do this effectively so the school purchased and provided technology. Technology for the students to use included a Google Chromebook and if they lacked high-speed Internet, the student was assigned a high-speed WiFi Internet hotspot that was paid for by the school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To ensure that our students have equal access we purchased computers and will continue to purchase and hot spots for to be able to connect to Google Classroom and communicate with their teachers. We will continue to make these purchases to ensure connectivity. This increased the capacity for students to access the curriculum online. We are purchasing 1,300 hot spots for students.	$236,652.00	$341,902.00	Yes
Students needed additional academic support so the tutoring program will be increased and improved to be able through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online.	$2,000.00	$4,353.00	Yes
Student outreach will be improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	$2,000.00	$2,000.00	Yes
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	$50,000.00	$0.00	Yes
Professional development and support for all staff will improve their capacity to effective serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms.	$16,000.00	$273.00	Yes

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

Distance learning was a monumental shift in many aspects of our academic program. Our students are accustomed to working one-on-one with a Highly Qualified Teacher, tutor, counselor, or other support personnel. The closure of the schools in March 2020 necessitated that the school identify pathways for learning in our existing program and then support those pathways of learning using supplies that were on-hand, or support those pathways through the purchase of additional materials.

The first phase of our planned expenditures was increased access to technology. Our school did not have a comprehensive laptop program for student use, due in part to the fact that most students preferred to complete paper packets of work. Thus, the school made a significant purchase of Google ChromeBooks and WiFi hotsports. These computers were signed out to students who needed access to the curriculum.

The second phase of the program was professional development. Teachers, tutors, and support personnel adjusted their hours to accommodate shifting needs in students' lives. Professional development was conducted on existing school platforms that were not previously utilized comprehensively by all students. Examples of professional developments hosted for staff were Google Apps for Education (i.e. Google Sheets, Google Classroom, Google Docs, Google Meet, etc.).

The third phase of the program was a shift in how students were supported and encouraged to turn in work. Teachers and tutors staggered their schedules so that students who were unable to complete work during the day would have access to instruction. Paper packets were digitized so that they could be completed in an electronic form. A program called Kami was embedded in Google that allowed students to write in text boxes on their packets, and even work collaboratively with a teacher, tutor, or paraprofessional. Students were supported in multiple avenues of packet submission so that they could continue to make academic progress.

Unduplicated youth were able to utilize the staggered instructional schedules. They were able to work on the weekends with virtual tutors. Students with IEPs were able to continue learning with one-on-one virtual instruction from teachers, paraprofessionals, and support providers. English Learner students were able to work with their teacher and EL support provider to continue working on credits.

AVIHS believes that students were supported during this difficult time, and the AVIHS instructional teams worked tirelessly to ensure that all students received the resources necessary to be academically successful. Many teachers recorded instructional lessons which were then shared with students. Tutors also had access to the videos so that they could elaborate and support the students. The purpose of the videos was to provide asynchronous and synchronous instruction. Counselors also utilized trauma-informed best practices to seek out and identify struggling students, and target social-emotional intervention. Some students continued to remain disengaged from their academics even through multiple interventions, due to family pressures and social-emotional struggles (hope, poverty, family priorities, etc.). Our counselors and Student Retention Support staff worked together to identify those students and seek solutions for the concerns, often linking the students and their families with local community resources for support.

Analysis of the Distance Learning Program

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

AVIHS's assessment of student learning during distance learning utilized a number of facets of intervention. One of the earliest struggles that students had was accessing the curriculum when they lacked the appropriate technology. We quickly purchased and signed out over a thousand laptops and WiFi Internet hotspots to students that needed the items. We connected students with local resources to receive discounted or free high-speed Internet from the local Internet provider. One of our great successes was the quick and orderly roll-out of technology for students that needed a laptop or Internet access.

The shift in our instructional program from in-person to distance learning was accomplished in a matter of weeks. While students initially experienced Learning Loss, we believe that many students were able to have those learning deficits addressed by our efforts. With the support of our instructional support teams, staff were trained on how to create Google Classrooms, send packets electronically to students, grade work electronically, and even collaborate on work together like they had in person with the student.

Initial deficits in credit completion slowly increased back to nearly pre-pandemic levels. Students that enrolled at the school were also able to quickly receive the appropriate technology items, receive training, and continue completing work toward graduation. Students were able to meet with their teachers both formally and informally using Google Meet, email, and text message. Students with IEPs were able to work with their Special Education teacher or paraprofessional, and services were attempted to be completed virtually wherever possible.

AVIHS experienced many successes during the transition. Our strength was the technology roll-out, flexible virtual support, and digitized credit submission. Additionally, our staff maintained a positive attitude as they were supported through multiple professional development opportunities.

AVIHS also experienced many challenges. Some students became disengaged due to social-emotional stress (such as hope, poverty, feelings of despondency, transition in housing, longer work hours to help their families, etc.) with the pandemic and within their homes. Credit completion tapered for many students initially, and while credit completion has increased steadily, it is still lower than pre-pandemic levels. Our student retention specialists worked very hard to mitigated many of these challenges, and address the issues with appropriate support from site staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics	$138,000.00	$136,380.00	Yes
Diagnostic Testing for students through NWEA	$27,375.00	$18,000.00	Yes

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

AVIHS utilizes multiple avenues to support students in their academics. During the COVID-19 pandemic, school closures impacted the ability of our staff to meet with students one-on-one at the school sites. The shift to distance learning necessitated a revision of our instructional practices, in that our instructional support staff now provided instruction remotely via virtual support sessions. We also utilized virtual tutoring support Monday through Friday from 9:30am to 6:00pm. Tutoring was conducted via email, text, phone, and virtually in Google Classroom sessions. We believe our interventions in tutoring support helped limit pupil learning loss.

AVIHS monitors academic growth of students through regular benchmark assessment via NWEA diagnostics. The NWEA diagnostic is a multi-part assessment tool that provides data for teachers and the instructional team on academic proficiency and academic exposure to content. Based on the scores provided by the NWEA assessment, teachers are able to appropriately place students in the courses that best meet their students' academic need. Regularly-administered tests provide growth data which is then used for supplemental instruction. During the first half of the school year, AVIHS assessed approximately 967 students in Math and 1015 in Reading. Out of that group, 154 of the students taking Math and 177 taking English were EL Learners. Students grew an average of 6.0 RIT score points in Math and 5.0 RIT score points in English, with ELA learners growing 5.0 points in Math and 3.0 points in ELA. This data was shared with the instructional teams who determined how best to support the academic growth of students across the curriculum that was offered.

Analysis of Pupil Learning Loss

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

The closure of the school sites in March 2020 changed how our school sites assessed student learning. California Department of Education suspended standardized CAASPP testing which changed one of the avenues we utilized for analyzing student growth that

occurred pre-pandemic. AVIHS then utilized the NWEA series of benchmark assessments as a supplementary tool for tracking student growth, and to better support the teaching staff in the proper course of instruction for students based on their academic ability.

Other measures were utilized to measure student growth. Academic learning event packets contain a series of objectives and checkpoints for students to demonstrate their grasp of Content Standards. For example, students may complete a quick write or a performance task that measures their comprehension while also allowing the teacher to assess their functional ability in writing and composition.

The decrease in credit completion demonstrates that learning loss was present at our school sites. As a result, we shifted our instructional supports to better accommodate the needs of students who were unable to meet with their teacher at their regular appointment time. We utilized virtual tutoring hours, extended tutoring hours (even on the weekends) and also expanded our use of social-emotional strategies to intervene with students that struggled to complete their work. We also improved access to technology through the provision of laptops and WiFi Internet hot spots so that students could work on their homework digitally. We believe that the extension of tutor hours, flexible teacher appointment times, and social-emotional supports were critical to our school continuing a modest improvement in NWEA scores over the 2019-2020 school year. We anticipate these NWEA scores to increase further next year as the school returns to in-person instruction.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

AVIHS participates in the Trauma-Resilient Educational Communities (TREC) program, which is a trauma-informed community that shares best practices of working with students. Teachers, counselors, paraprofessionals, tutors, classified staff, and administrators receive specific training to support their intervention in students that are demonstrating the symptoms of anxiety, aggression, sleep deprivation, depression, and even self-harm. Due to the school closures, our regular in-person professional developments in this model were shifted into a virtual model. This was accomplished with a focus on the need to also recognize new ways that students would demonstrate student stress, and also how to appropriately address situations.

Due to the COVID-19 closures, popular programs such as Yoga and meditation groups were shifted to a virtual model. Yoga and meditation instruction was held via live stream so that students could participate in their homes. The Synthesis of Literacy, Art and Media (SLAM) program was shifted to a virtual model where students would participate remotely using their computer and a web camera.

We continue to strive for a 250-300 student-to-counselor ratio (250-300:1) which is typically better than our surrounding school districts. Our counselors also receive specific training to help them intervene when students are struggling emotionally, or experiencing a mental health crisis. Throughout the duration of the school year, our counselors completed 3,871 contact log entries relating to social-emotional support, academic support, and other needs such as community resources or wellness.

Our school psychologists also participate in mental health support. Some students with IEPs receive a mental health service as part of the school district's provision of FAPE. These supportive services were held virtually during the course of the pandemic closure. Ongoing progress and monitoring of these students was still completed like they were pre-pandemic.

An increase in student disengagement was found as some students dealt with increased pressures in the home lives. Disengaged students were supported through collaboration between the school counselor and the Student Retention Support staff, and when necessary, a home visit was conducted. Some students continued to remain disengaged even after multiple attempts to reach them, which necessitated the support of the local administrator to gain support of the students' family in getting the student back on track academically.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

AVIHS utilizes a multi-tiered approach when conducting student intervention. The 2019-2020 school year presented new challenges to how we were able to increase student retention. Data shows that 81.7% of students were retained but attendance rates decreased to

67.08%. Our Student Retention Support staff were given additional time when necessary to support students that were disengaged from learning. Teachers and support staff were also encouraged to add flexibility to their work schedules so that students would have more availability for instruction.

Throughout the pandemic, our Helping Our Parenting-Teens Excel (HOPE) program continued to provide support for our parenting students. The program was able to continue providing diapers, formula, bottles, toiletries, and community resources to parenting teens. When available, other items such as shoes and baby clothes were made available. The program shifted from in-person school-based pickup to a home-based drop-off model wherein the items would be left on the students' doorstep. Community resources were identified by counselors and our community liaisons, and then those resources were shared with the students. Prior to the pandemic, multiple events were held at sites by HOPE facilitators, and some school sites received additional funding for HOPE classrooms or child-safe play areas while their parents completed schoolwork. Unfortunately, due to the pandemic, those areas were temporarily closed for in-person use.

Our school sites continued to offer grab-and-go meals for students. We worked with community partners to assemble food boxes that were offered to families. The food boxes were picked up at the school site in accordance with local and state guidelines for social distancing. We believe that continuing these opportunities for support during the pandemic supported our organizational goal of being responsive and caring to all families regardless of need.

We made additional shifts in our program to support students. School sites offered flexible pickup and drop-off times for paper school packets, as some students were not able to easily transition to distance learning. Our Student Retention Support staff and teachers dropped off technology and WiFi Internet hotspots to student homes. School administrators and teachers participated in caravans to drop off diplomas, graduation caps and gowns, and yard signs. Students took pictures with their families and we participated in social-distanced grad ceremonies at their homes and virtually. Coffee with the Principal was moved to a virtual format. Topics included issues in the community and also included stakeholder concerns about what was going on in the community. Counseling teams held virtual forums with topics ranging from social/emotional and physical wellness to FAFSA writing, resume-writing, and college applications, and other topics.

Analysis of School Nutrition

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

AVIHS has always provided snacks and takeaway food from the school sites. During the pandemic, we realized that many of our students' families have struggled to gain access to regular food opportunities. We leveraged strong ties within our community and used those partnerships to provide additional food opportunities. Many of our school sites had monthly food drives where boxes of perishable and non-perishable food were handed out to families. We provided "grab and go" meals for students and their families. Our counseling teams worked with their local school administrators to circulate a community survey. Based on the results of that survey,

additional food was provided. The contents of the food boxes were based on community need, and the counseling team tracked who was receiving food and then they made follow-up contact calls to survey future needs.

Throughout the school closure, our counseling teams found that some students were disengaged from learning. Students that dropped off work at the school sites were often given a cold meal, typically sandwiches and fruit, salads, etc. At that time, students were encouraged to take additional food home. Non-perishable snacks were ordered from multiple vendors and the snacks were made easily available. The availability of food improved credit completion and school participation. In addition to providing access to food, school counselors held workshops centered on emotional and physical wellness, resume-writing, FAFSA application, and other topics of need.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Retention Support personnel to help with reengagement	$72,000.00	$72,000.00	Yes
Mental Health and Social and Emotional Well-Being	Additional Professional Development such as Frist Aid Mental Health and Trauma Informed Practices in a COVID setting.	$5,000.00	$140.00	Yes
School Nutrition	Nutrition when school reopens or as needed	$155,754.00	$14,296.00	Yes
Mental Health and Social and Emotional Well-Being	HOPE Program and supplies for students who are parenting	$40,000.00	$75,763.00	Yes

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

We budgeted for school nutrition, but did not incure the full amount of expenditures, as the school campuses remained closed. Funds were utilized for tutoring and sustaining positions such as student retention support personnel. We are aligning our efforts across the school to increase student participation and progress towards graduation. Our Student Retention Support staff were given additional time when necessary to support students that were disengaged from learning. Teachers and support staff were also encouraged to add flexibility to their work schedules so that students would have more availability for instruction.

We had several professional development opportunities to further the staff's knowledge in trauma-informed best practices. The training ensures that all staff build relationships that are compassionate, mindful, done so with equity and inclusion, and are set with a growth mindset. The trainings have provided the staff with different ways to approach students and families. We have offered virtual opportunities for students to participate in mindfulness activities, such as live-streamed yoga and meditation sessions hosted by our TREC team.

Throughout distance learning, students were provided with several opportunities for obtaining food. Students could come on-campus to pick up food or go to one of the community locations provided on the student resource page. Food bags were put together at different times throughout the year for families to pick up and some were delivered to students' homes. Through our local community partnerships we also offered grab-and-go meals and food boxes for families to receive at the school sites.

Throughout the pandemic, our Helping Our Parenting-Teens Excel (HOPE) program continued to provide support for our parenting students. The program shifted from in-person school-based pickup to a home-based drop-off model wherein the items would be left on the students' doorstep. Those supplies included food, diapers, places to receive healthcare, and general assistance for caring for their child. The school had online support groups and the community liaison worked with community organizations to gather any necessary supplies the school or students needed to care for their child.

Our school sites continued to offer grab-and-go meals for students. We worked with community partners to assemble food boxes that were offered to families. The food boxes were picked up at the school site in accordance with local and state guidelines for social distancing. We believe that continuing these opportunities for support during the pandemic supported our organizational goal of being responsive and caring to all families regardless of need.

Overall Analysis

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

AVIHS utilizes a multi-tiered approach when conducting student intervention. The 2019-2020 school year presented new challenges to how we were able to increase student retention. Data shows that 81.7% of students were retained but attendance rates decreased to 67.08%. Our Student Retention Support staff were given additional time when necessary to support students that were disengaged from learning. Teachers and support staff were also encouraged to add flexibility to their work schedules so that students would have more availability for instruction.

Throughout the pandemic, our Helping Our Parenting-Teens Excel (HOPE) program continued to provide support for our parenting students. The program was able to continue providing diapers, formula, bottles and community resources to parenting teens. The program shifted from in-person school-based pickup to a home-based drop off model wherein the items would be left on the students' doorstep. Community resources were identified by counselors and our community liaisons, and then those resources were shared with the students.

Our school sites continued to offer grab-and-go meals for students. We worked with community partners to assemble food boxes that were offered to families. The food boxes were picked up at the school site in accordance with local and state guidelines for social distancing. We believe that continuing these opportunities for support during the pandemic supported our organizational goal of being responsive and caring to all families regardless of need. AVIHS provided in-person instruction at its school sites through the middle of March 2020, until the California Department of Education closed schools due to the COVID-19 pandemic. As the pandemic continued to affect our ability to provide in-person instruction, the administration, teachers, and teaching support staff shifted instruction to a distance learning model. Upon clarification of the governor, school sites were able to remain open for the dropping off and picking up of academic records. This limited on-site model continued until schools reopened for limited in-person instruction on April 1, 2021.

Throughout the duration of the pandemic, our counseling teams worked diligently to support students who were demonstrating stress. Our counselors, teachers, and support staff utilized trauma-informed strategies for support and intervention with students that were demonstrating stress or needing emotional support. Our community liaisons worked with counselors to identify local resources to assist students and their families in connecting with food, housing, and social-emotional supports at the community level. While students initially experienced Learning Loss, we believe that many students were able to have those learning deficits addressed by our efforts. With the support of our instructional support teams, staff were trained on how to create Google Classrooms, send packets electronically to students, grade work electronically, and even collaborate on work together like they had in person with the student.

Our Learning Continuity Plan helped guide our decision-making during the school year. Our roll-out of technology (ChromeBooks and WiFi Internet hotspots) for students to access their schoolwork was successful, with over one thousand laptops being assigned to students who needed them. Initially, students struggled to complete their work electronically. Many of them needed virtual training on how to download, complete, and submit their work electronically. This necessitated one-on-one virtual support sessions via Google Hangouts and Google Meets. Often, students needed to be walked through step-by-step how to complete their work. Thus, credit completion was impacted due in part to the need for training and support, and also in stress that students exhibited. Some students did not initially perform well in the distance learning environment.

Future goals and actions of the 2021-24 LCAP will include a focus on student access to technology. We believe that some of the technology shifts worked extremely well for some students, and there will be a remaining group of students that will prefer a hybrid learning model. We will continue to purchase technology for students and utilize a multi-faceted instructional approach. Our goal is increased credit completion averages from the 2020-21 school year into the 2021-22 school year and beyond.

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

AVIHS's assessment of student learning during distance learning utilized a number of facets of intervention. One of the earliest struggles that students had was accessing the curriculum when they lacked the appropriate technology. We quickly purchased and signed out over a thousand laptops and WiFi Internet hotspots to students that needed the items. We connected students with local resources to receive discounted or free high-speed Internet from the local Internet provider. One of our great successes was the quick and orderly roll-out of technology for students that needed a laptop or Internet access.

Initial deficits in credit completion slowly increased back to nearly pre-pandemic levels. Students that enrolled at the school were also able to quickly receive the appropriate technology items, receive training, and continue completing work toward graduation. Students were able to meet with their teachers both formally and informally using Google Meet, email, and text message. Students with IEPs were able to work with their Special Education teacher or paraprofessional, and services were attempted to be completed virtually wherever possible.

AVIHS experienced many successes during the transition. Our strength was the technology roll-out, flexible virtual support, and digitized credit submission. Additionally, our staff maintained a positive attitude as they were supported through multiple professional development opportunities.

AVIHS also experienced many challenges. Some students became disengaged due to social-emotional stress (such as new or increased levels of poverty, feelings of hopelessness or despondency, transition in housing or transition into less stable housing, longer work hours needed to help their families, etc.) with the pandemic and within their homes. Credit completion tapered for many students initially, and while credit completion has increased steadily, it is still lower than pre-pandemic levels. Our Student Retention Support specialists worked very hard to mitigated many of these challenges, and address the issues with appropriate support from site staff. The Student Retention Support staff collaborated with counselors and teachers to identify students that were disengaging from their education or needed additional support.

The academic and support needs of our Special Needs, low income, ELL, foster and homeless, and unduplicated populations were considered. Wherever possible, students met regularly with a member of the counseling, instructional, and support staff. Special Education and ELL credit completion dropped throughout the course of the pandemic, and while credit completion did improve over time, these students still lagged behind their peers. The improvement in Special Education and ELL population credit completion was due in part to the additional support provided by Special Education paraprofessionals and bilingual tutors. While English Learners performed better on their NWEA tests, they continued to score slightly below their non-English Learner peers by an average of 13 points (207 vs 220) in Mathematics and 15 points (205 vs 220) in Reading. English Learners would benefit from additional bilingual, tutor, Read180 and other support positions in 2021-24 LCAP.

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

The AVIHS Learning Continuity Plan was shared with stakeholders and, based on their feedback, we attempted to meet the needs of our students during the pandemic. Specific consideration was made for Special Needs, ELL, foster and homeless students, and low income students, specifically in regard to how instruction would be maintained during a distance learning environment. An example of how funds were spent is extending the availably our tutoring support hours for Special Education, English Learners, and homeless/foster youth students into the evenings and on weekends. We expanded our supports to help identify and target the recovery of disengaged students in our school.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus of our program was to improve the performance of our disengaged students. We identified early on which students were not completing their schoolwork and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized a 44.5% increase in students completing school work. In general, terms that is over 607 students were re-engaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors, counselors, and site administration.

LCAP Goal #1 is to increase student retention and was informed by data from the LCP. Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 66.46%. Our current attendance rate is 63.83%. This is a gap of 21.17% that we can close by additional tiered actions. New actions were written into the new LCAP to address attendance and retention.

LCAP Goal #2 is to increase academic progress and LCAP Goal #4 is to increase students' skills for college and career readiness. The development of both goals was informed by data from the LCP. Learning continued, via our distance learning model, implemented with strategic supports such as tutors, student retention services, and trauma-informed trained teachers. Student grades for English Language Arts were monitored and averaged 85.67%. English Language development grades averaged 86.20% for our English Language Learners. The average grades for math courses this first semester for all students was 88.35% with our English Language Learners performing at 84.72%. The foster youth students performed at 87.67%, and our low-income students averaged 86.36%. Our Special Education students were able to perform at 86.87% in mathematics. Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 3% in math. This is significant because the difficultly of learning math in a distance learning setting is tremendous. The reading scores grew by 2.3%. Our English Language learners realized growth in mathematic by 2.5% and in reading scores by 1.5%.

While the percentages are lower than we anticipated, we believe that the dedication of our teachers and tutors towards meeting the essential academic needs of our students will reflect increases next year as the school returns to regular instruction. They have high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances. The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 2.48 before the pandemic and campus closures, and our current credit completion rate, which is 1.76.   This is a gap of .72 decrease in credits for the all-students group, which equates to a 30.65% decline. For our English Language learners, the decrease is 33.6%. It is an 18.3%

decrease for our low income and a 43.6% decrease for our Special Education students. Foster youth saw a 15.3% increase, which brings their credit completion in line with other groups, at 2.03.   These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission.

The next area of concern is to provide targeted assistance to our English Language Learners. The reclassification rate was 6%, which is below the state average of 14%. We will need to have actions that address the specific requirements for re-designation like grades in ELD, NWEA scores, and performance on the ELPAC. With the success we have seen without in-person tutoring, we know that increasing in-person supports can help make a difference in the academic lives of our English Learners. An additional area of concern is to help students complete their core subject courses in ELA, ELD, and mathematics at a faster pace. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. We can be strategic in when they start their course work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 24.58% had finished by LP7. This percentage will likely double to 65%, by the end of the year. We are likely to add this to the actions within our LCAP. English Language Arts courses were 22.42% done and the remaining will finish by June.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

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

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	24,645,063.00	26,453,325.00
	24,645,063.00	26,453,325.00

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	24,645,063.00	26,453,325.00
	24,645,063.00	26,453,325.00

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

Total Expenditures by Object Type and Funding Source				
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	24,645,063.00	26,453,325.00
		24,645,063.00	26,453,325.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,738,668.00	5,356,345.00
Goal 2	10,021,920.00	9,567,121.00
Goal 3	3,256,928.00	5,186,892.00
Goal 4	6,343,416.00	5,847,356.00
Goal 5	284,131.00	495,611.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$284,000.00	$453,317.00
Distance Learning Program	$306,652.00	$348,528.00
Pupil Learning Loss	$165,375.00	$154,380.00
Additional Actions and Plan Requirements	$272,754.00	$162,199.00
All Expenditures in Learning Continuity and Attendance Plan	$1,028,781.00	$1,118,424.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$224,000.00	$308,866.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$224,000.00	$308,866.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$60,000.00	$144,451.00
Distance Learning Program	$306,652.00	$348,528.00
Pupil Learning Loss	$165,375.00	$154,380.00
Additional Actions and Plan Requirements	$272,754.00	$162,199.00
All Expenditures in Learning Continuity and Attendance Plan	$804,781.00	$809,558.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alta Vista Innovation High School	Ken Larson Principal	klarson@innovationhigh.org (760) 203-4846

Plan Summary [2021-22]

General Information

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

Alta Vista Innovation High School is a Dashboard Alternative Status School, with an independent study program. Our current enrollment is 2,701, and we serve 16.2% English Learners, 68.5% low income, 2.1% foster youth, and 18.7% Special Education students. We are a charter school that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for work or college readiness through our integrated personalized program of job readiness coursework and Workforce Innovation Opportunities Act partnerships. Through partnerships with WIOA, students who face unique economic challenges, including out-of-school attendance and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system, will have improved tools to identify and access training options and other employment services best suited to their needs. Business partners will be more closely connected to the system, with better resources available to find and train the skilled workers they need to grow their companies. Each aspect of the program will be shaped by the following question: is it helping ready-to-work-Americans move into ready-to-be-filled jobs?

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

Reflections: Successes

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

We used a three-year data set, from 2018-2021, starting with the Dashboard student group results and local data, in order to determine areas of success. We experienced success on our Dashboard indicators, prior to the pandemic, and in analyzing student group data, then and now, we realize that there are a few areas to highlight. In 2019, we had a graduation rate was green and was 79.5%. We had an 71.0% graduation rate last year, which is above the minimum. Our academic indicator for English Language Arts was yellow and mathematics was yellow. This is fine for a Dashboard Alternative Status School, with an independent study program. Our suspension rate was blue and remains low. Our retention rate and success rate continue to be high at 97.5%, which is important, because we are credit recovery program and keeping students in school is our primary mission.

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus of our program was to improve the performance of our disengaged students. We identified early on, which students were not completing their schoolwork, and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized a 44.5% increase in students completing school work. In general, terms that is over 607 students were re-engaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors, counselors, and site administration.

The development of both goals was informed by data from the LCP. Learning continued, via our distance learning model, implemented with strategic supports such as tutors, student retention services, and trauma-informed trained teachers. Student grades for English Language Arts were monitored and averaged 85.67%. English Language development grades averaged 86.20% for our English Language learners. The average grades for math courses this first semester for all students was 88.35% with our English Language learners performing at 84.72%. The foster youth students performed at 87.67%, and our low-income students averaged 86.36%. Our special education students were able to perform at 86.87% in mathematics. Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 3% in math. This is significant because the difficultly of learning math in a distance learning setting is tremendous. The reading scores grew by 2.3%. Our English Language learners realized growth in mathematic by 2.5% and in reading scores by 1.5%. While the percentages are lower than we anticipated, we believe that the dedication of our teachers and tutors towards meeting the essential academic needs of our students will reflect increases next year as the school returns to regular instruction. They have high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances.

Our school survey data shows that 88% of our students felt safe during the pandemic. This is very important to us, because student sense of safety impacts their learning and socio-emotional well-being. Although this is about a 10% decrease from previous years, we are glad that it

is not drastically lower. Teachers reported that 91% have a team member that they can count on, which demonstrates that they are connected to a meaningful buddy from work, during this crisis. We have worked to ensure that there is a team spirit that connects everyone.

Reflections: Identified Need

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

Dashboard results from 2019 and local metrics provided us a three-year data set, which we used to inform our student group analysis. In 2019, our distance from standard for ELA and Math was 71 and 181 points respectively, for our all student group. Even though the all group was in the yellow, the Students with Disabilities group was each over 90 points below standard in ELA. Hispanic and socioeconomically disadvantaged students were about 65 points below the standard in ELA. The English Learner Progress Indicator was 53.5%, which is medium growth. The College and Career Indicator was in the red at was 2.1%, and we strive for higher.

The NWEA data shows that we continue to see that our English learners, special education and foster youth students are scoring below the "All Group" in English Language Arts and mathematics. This was a significant gap and we made actions in the LCAP to address it and help close the distance in performance. We saw the same achievement gap during the pandemic, in key areas, such as ELA, mathematics, and credit completion, using the data we tracked for the Learning Continuity Plan. We used this analysis to develop LCAP goals and actions, based on areas of identified need.

The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 2.48 before the pandemic and campus closures, and our current credit completion rate, which is 1.76.   This is a gap of .72 decrease in credits for the all-students group, which equates to a 30.65% decline. For our English Language learners, the decrease is 33.6%. It is an 18.3% decrease for our low income and a 43.6% decrease for our Special Education students. Foster youth saw a 15.3% increase, which brings their credit completion in line with other groups, at 2.03.   These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission.

The next area of concern is to provide targeted assistance to our English Language Learners. The reclassification rate was 6%, which is below the state average of 14%. We will need to have actions that address the specific requirements for re-designation like grades in ELD, NWEA scores, and performance on the ELPAC. With the success we have seen without in-person tutoring, we know that increasing in-person supports can help make a difference in the academic lives of our English Learners. An additional area of concern is to help students complete their core subject courses in ELA, ELD, and mathematics at a faster pace. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. We can be strategic in when they start their course work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 24.58% had finished by LP7. This percentage will likely double to 65%, by the end of the year. We are likely to add this to the actions within our LCAP. English Language Arts courses were 22.42% done and the remaining will finish by June.

Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 66.46%. Our current attendance rate is 63.83%. This is a

gap of 21.17% that we can close by additional tiered actions. New actions were written into the new LCAP to address attendance and retention.

Our school survey data shows that only 49% of our students felt connected during the pandemic. Without face to face interaction, students will feel disconnected. It is very important to us to ensure that we are doing everything possible to provide students with time and attention to support them during this difficult time. Teachers reported that 51% are concerned about their physical well-being and 52% are concerned about their social-emotional well-being during the pandemic. Results from the parent survey show that 83% feel that it was easy to contact their student's teacher. We strive to engage families in multiple and meaningful ways and we hope that increasing the two way communication will keep families connect to their school.

LCAP Highlights

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

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

Goal #1: Increase Academic Progress

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

Goal #3: Increase Student Retention

Goal #4: Increase Stakeholder Engagement

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

Comprehensive Support and Improvement

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

Schools Identified

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

AVIHS is not identified as a CSI school.

Support for Identified Schools

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

AVIHS is not identified as a CSI school.

Monitoring and Evaluating Effectiveness

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

AVIHS is not identified as a CSI school.

Stakeholder Engagement

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

This school year, Alta Vista Innovation High School experienced significant challenges related directly to the COVID-19 pandemic. Our stakeholder groups included parents, teaching staff, support staff, administrators, students, school counselors, community partners, and others. The school met the challenge through a varied approach to eliciting feedback from stakeholder groups. The school recognized the unique challenges that the pandemic created, and that the pandemic was affecting families in different ways. This necessitated that the staff be flexible and also utilize multiple methods of communication to reach families.

The school administration collaborated with the teaching and support staff to get a sense of which communication methods were being successful. Many of our traditional contact methods shifted from in-person at the school sites to virtual offerings where multiple stakeholders could attend simultaneously. Throughout the school year we held several different types of meetings to engage our stakeholders: e.g. Parent-Teacher Conferences, social-emotional and wellness sessions, English Learner Advisory Council meetings, staff meetings and/or professional development opportunities, surveys, virtual workshops, etc. AVIHS also utilized more conventional modes of communication, such as phone calls, flyers, social media, emails, texts, and L4L Connect/Parent Square as families were already familiar with these methods.

At meetings with stakeholders throughout the course of the year. school administrators shared progress LCAP goals, discussed actions that were implemented to achieve the goals, and shared evidence that showed progress toward meeting positive outcome targets. More importantly, we distributed surveys to solicit feedback to determine needs and/or barriers to success. The administration team worked with the community liaisons to identify and develop opportunities for students and families. The Learning and Continuity Plan (LCP) was shared with stakeholders and school staff on August 13, 2020, and feedback was elicited from the group at that time. In March 2021, the Local Control Accountability Plan (LCAP) survey was sent out to families, students, and staff members.

School administrators worked with their school liaisons, Student Retention Support staff, counselors, teachers, teaching support staff, paraprofessionals, and community partners to offer trainings and workshops to students and their families throughout the course of the year. Listed below are a number of the events held, many of them having been offered in a virtual environment due to the pandemic closure of the school.

Meetings were held on the following dates:
8-13-2020 - ELAC and LCP (students, parents, teachers and staff, and school administrators)
9-9-2020 - Senior Success Workshop (students, parents)
9-23-2020 - Keys to Student Success Workshop (students)
10-7-2020 - Financial Aid (students, parents, counselors, and support staff)
10-21-2020 - Anxiety and Depression Mental Wellbeing Workshop (students, parents, staff)
10-29-2020 - Youth Empowerment Workshop (motivational speaker) (students, parents)
11-17-2020 - Are You Ready for the Workforce? workshop (students, parents)

1-28-2021 - ELAC (students, parents, teachers and staff, and school administrators)
2-16-2021 - Financial Aid (students, parents, counselors, and support staff)
2-24-2021 - Financial Aid (students, parents, counselors, and support staff)
3-9-2021 - ELAC (students, parents, teachers and staff, and school administrators)
3-31-2021 - Wellness workshop (students, parents)
4-20-2021 - Annual Stakeholder Engagement Meeting (students, parents, teachers and staff, and school administrators)
4-21-2021 - Financial Literacy workshop (students, counselors)
4-30-2021 - ELAC (students, parents, teachers and staff, and school administrators)
5-14-2021 - HOPE kickoff event (students, staff, counselors, and school administrators)

We held our public hearing on June 8, 2021, and our school board approved the Local Control and Accountability Plan.

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

A summary of the feedback provided by specific stakeholder groups.

The following aspects of the LCAP will be continued because of stakeholder support via verbal and written feedback:
- All goals and actions will be continued and monitored. Stakeholders were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students and actions intended to provide services to English Learners, foster youth, low-income students, and students with exceptional needs.
- There will be a continued focus on Goal #1: Increase Academic Performance. Staff and stakeholders shared ideas to help increase student involvement as the school returns to in-person instruction. Two Principals suggested field trip opportunities as they become available, tiered rewards such as incentive programs for completing credits (such as the Harry Potter credit challenge they had in prior years). A student suggested including 2020 grads into a re-engagement kick-off event. A parent shared her idea that students would enjoy receiving gift cards for food.
- Stakeholders liked the strong CTE focus at the school. A CTE teacher shared how credit completion has increased when students are also enrolled in a CTE class. This is because of the required minimum credits that can be completed each week to participate in CTE.
- A student suggested that the school provide a quiet area for students to be able to relax. A Principal shared that she offers dog therapy through Paws 2 Share, calm music, and quiet seating areas. The stakeholders liked that concept.

- The aunt of a student suggested that we don't assume students know how to use a computer. Provide a course that helps students understand different types of technology.
- A student shared that she didn't have enough technology at her house and the provision of a school computer was very helpful to completing credits while the school was closed.
- A student shared that she enjoyed completing the EMT program and has received her certificate. Janet Wilson shared upcoming certificate opportunities that are paired with our CTE program.
- A student shared that she really appreciated how much communication she received from her teacher and the school. She suggested that all students meet weekly for a check-in about how they are doing because that helped her.
- A parent shared that she uses L4L Connect and also follows our Instagram page. She said all students should follow the Instagram page when they register at the school.

We will continue to collaborate with stakeholders throughout the school year to explore and monitor the progress of implemented actions.

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

As a result of stakeholder input, Alta Vista Innovation High School will implement goals that align to our mission/vision and community needs. Specifically, Goal 2 (Students will gain skills for college or career-readiness) and Goal 3 (Increase Student Retention) directly correlate to the needs and concerns raised by stakeholders. Students, parents, and staff all communicated the importance of students gaining and demonstrating college and/or career skills as evidenced by engagement in college-level courses, participation in CTE coursework, the ability to navigate various technologies and platforms.

In addition, our students, parents, and staff all communicate the need to eliminate barriers to students' retention in our program. Specifically, they asked for increased resources to meet SEL needs, additional 1:1 extended academic supports, and transportation needs.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading – Lexile Growth	1075				Reading score increases each year
Mathematics RIT Growth	220				Mathematics score increases each year
Average Credit Completion - Priority #4	1.76				Average Credit Completion increases to 4.0
English Learner Reclassify - Priority #4	1.0%				English Learner reclassification rate increases each year
EL Annual Progress on ELPAC	Postponed				EL Annual Progress on ELPAC increases each year
DASS Cohort Rate 1 Year - Priority #5	TBD End of Year				DASS 1 Year Graduation Cohort Rate – increases each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Students will receive standards-aligned ELD curriculum	Our English Language learners will be served by an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed.	$229,785.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2	All interventions for reading, mathematics and other subjects to increase academic progress	State and local assessments in ELA and Math indicate that some of our lowest performing students are the unduplicated student groups. To address this need Interventions will be provided for our unduplicated students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs (such as Read180) will accelerate their academic abilities. These actions have been effective at increasing students' mathematics and reading assessments.	$285,750.00	Yes
3	Tutoring support for students needing to complete required credits	Some of our lowest graduation rates are among the unduplicated student groups. To address this need Tutoring support for our unduplicated students who are credit deficient will help increase the rate at which they finish their courses. Local tutors and virtual tutors are actively engaged in reaching out to our unduplicated students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student performance. These actions will increase graduation rates for our unduplicated student groups.	$661,940.00	Yes
4	Counseling students towards graduation	Some of our lowest graduation rates are among the unduplicated student groups. To address this need Counseling unduplicated students toward high expectations is essential for promoting their efforts towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We will continue providing counselors, who help address obstacles that unduplicated students might have. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our unduplicated student groups.	$508,000.00	Yes
5	Student activities that increase learning	The unduplicated students served by the school have additional obstacles that often interfere with attendance and lower their	$271,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
	efforts such as awards, celebrations, field trips, and enrichment	academic motivation as indicated by attendance rates and work completion rates. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited celebrations, field trips and enrichment experiences. We have witnessed how these actions inspire students to continue to be productive and strive to accelerate their learning. These actions will have a positive impact on attendance rates and work completion rates as well as graduation rates.		
6	Teachers and staff are qualified and appropriately assigned	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements. Students will have access to classified staff who support the school program.	$15,154,986.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English learners and foster youth students.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards-aligned materials	100%				Standards –aligned materials 100% access
Implementation of state academic standards and EL courses- Priority #2	3.72 out of 5.0				Implement state academic standards and EL access increase
State Assessments: ELA – 11th grade CAASPP meeting Math – 11th grade CAASPP meeting Science – CAASPP meeting	State Assessments: TBD TBD TBD				Statewide Assessments: * English Language Arts - score Orange or better * Mathematics – score Orange

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					* Science – score higher each year
Number of students enrolled in career ready courses.	Career Technical Education - 76 Professional Skills - 426				Number of students in career-ready courses – increase enrollment each year
Percentage of CTE course completers and pathway completers	69.74% TBD End of Year				Percentage CTE course and pathway completers – increase .5 each year
Access to a Broad Course of Study	100%				Access to broad range of courses – All students have access to courses
Complete A-G Courses - CSU	TBD End of Year				Complete A-G courses – CSU – increase 1% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career-readiness, Career Technology Education and college-readiness for EL, FY, and LI students	Some of our lowest college and career readiness rates are among the unduplicated student groups. To address this need, our unduplicated students need to be prepared to pursue a career, or attend a college. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. Support personnel, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed many of our students be successful in	$1,112,735.00	Yes

Action #	Title	Description	Total Funds	Contributing
		these programs. These actions will have a positive impact on our college and career readiness rates for our unduplicated student population.		
2	Professional development, conferences, and other learning opportunities for meeting the needs of our at promise youth	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, professional development for our teachers and staff is essential to the progress our unduplicated students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs. There has been a positive impact on our At-Promise students with additional staff training, such as trauma informed practices. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population.	$36,706.00	Yes
3	Technology, materials, and software for upgrading student programs	Ensuring that our unduplicated students receive and benefit from effective technology platforms and programs is an ongoing effort in helping them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. We have seen this action be effective with our students during the last year.	$538,943.00	Yes
4	Support for standards-based curriculum in all areas.	All unduplicated students will have enhanced access to standards aligned curriculum. Regional personnel will help develop a high quality, customized curriculum, provide coaching to support implementation with the unique needs of our student groups, and monitor the implementation. We monitor using the CDE rubric each year.	$2,615,618.00	Yes
5	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted	$9,154,150.00	No

Action #	Title	Description	Total Funds	Contributing
		texts and update supplemental materials regularly, so that they meet our students' academic needs.		
6	Safe and secure facilities for an effective learning environment	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	$4,359,885.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increase Student Retention: This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either rematriculate or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success Rate over 80% (graduation, retention, rematriculate)	97.5%				Success Rate – maintain 80% or higher
School Facilities - Priority #1	Good condition				School Facilities rating – in "Good Condition."
Retention Rate w/ return to district	90.6%				Retention rate – 80% or higher
Attendance Rate 85% - Priority #5	63.83%				Attendance rate – 85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Non-completer/Dropout Rate -	4.4%				Non-completer rate (dropout) – less than 10%
Suspension Rate - Priority #6	0%				Suspension rate – low rate - green
Expulsion Rate- Priority #6	0%				Expulsion rate – low rate - blue

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Retention Support personnel and incentive programs	The unduplicated student population has some of the lowest attendance rates. Ensuring that our unduplicated students are attending and remaining in school is foundational to our program. Our students are typically behind in credits and have been out of school for about a semester or more. We have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices because our data shows that we have been successful with the majority of our students each year. These actions will have a positive impact on the attendance rates of our unduplicated students.	$275,500.00	Yes
2	Social-emotional support services and materials.	Surveys indicate that during the pandemic the unduplicated student population sustained the most social and emotional trauma. To address this issue, trauma-informed practices have helped address many of the socio-emotional needs of our unduplicated students. Programs such as TREC, HOPE, counseling, support personal, social	$366,075.00	Yes

Action #	Title	Description	Total Funds	Contributing
		workers, professional development, special program such as yoga and Paws 2 Share, have a positive impact on our students. We will continue to provide and build on these actions and services. We have witnessed that our At-Promise students benefit from these foundational supports. End of year student surveys will indicate positive support for social and emotional needs among the unduplicated student population.		
3	Transportation for unduplicated students.	Our unduplicated students are frequently without access to transportation to school or other related programs. This obstacle is mitigated by providing a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our unduplicated students.	$117,306.00	Yes
4	Access to nutrition for unduplicated students.	Food services are not normally a part of an independent study program but meeting human basic needs helps students focus on academic achievement. Students in the unduplicated student groups have been greatly impacted by the pandemic and the associated economic recession that limits their access to quality nutrition. Nutrition is an essential function for school and we provide our unduplicated students access to food. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. This action has been effective in helping our students stay academically focused. These actions will increase attendance rates and retention rates for our unduplicated student population.	$163,979.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Conferences/ Orientation/ Events/ Activities	2618				Parent conferences, events, celebrations increase
PAC/ELAC Participation All Year - Priority #3	16				Parent Advisory/ELAC – have participation
Efforts to seek parent input (school survey) – Priority 3	83% Feel it's easy to contact teacher				Efforts to seek parent input – increase on survey
Students feel safe – Priority 6	88% Feel safe				Students feel safe – over 91% feel safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students feel connected – Priority 6	49% Feel connected				Students feel connected – over 88% feel connected
Teachers feel safe– Priority 6	51% Concerned				Teachers feel safe– over 92% feel safe
Teachers feel connected– Priority 6	91% Have a teammate				Teachers feel connected– over 92% feel connected

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community/Parent Liaison and meaningful school activities for increasing stakeholder engagement and access to the school community	The parents of unduplicated students are some of the least involved stakeholders. Parent and stakeholder engagement is an essential component to effective schooling for our unduplicated students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. These actions will increase involvement of the parents of unduplicated students in our surveys, parent meetings and parent organizations.	$237,797.00	Yes
2	Translation services and contracted services for school communication and	Many of our unduplicated students speak a language other than English at home. Our unduplicated students require effective communication and outreach about the educational programs and opportunities at the site. Translations in student's primary languages is critical for two-way communication efforts. Additionally, outreach	$221,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
	outreach to support access	and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. These actions will increase course completion rates and graduation rates for our unduplicated student population.		
3	Materials, transportation and personnel to support stakeholder events	The unduplicated student population has some of the lowest attendance rates. School activities and events are important to our unduplicated students and their families, so that they feel connected to the school's purpose and have increased engagement. Expenses for these include, but are not limited to communications, outreach, materials, and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed. These actions will have a positive impact on the attendance rates of our unduplicated students.	$50,317.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.36%	$7,693,092

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

Required Descriptions

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

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

Goal 1 Action 1: English Learners support staff, interventions, and materials.

Goal 1 Action 2: All academic interventions and program materials.

Goal 1 Action 3: Tutoring and supports for students.

Goal 1 Action 4: Counseling students towards graduation and materials.

Goal 1 Action 5: Student activities that increase learning efforts.

Goal 2 Action 1: Career and college-readiness for unduplicated students.

Goal 2 Action 2: Professional development addressing unduplicated students.

Goal 2 Action 3: Technology for upgrading student programs.

Goal 3 Action 1: Student Retention Support personnel and incentive programs.

Goal 3 Action 2: Social-emotional, trauma support services and materials.

Goal 3 Action 3: Transportation for unduplicated students.

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

Goal 4 Action 1: Community/Parent Liaison and meaningful school activities.

Goal 4 Action 2: Translation services and contracted services for outreach.

Goal 4 Action 3: Stakeholder events, personnel, and materials for engagement.

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

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

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

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$36,362,113.00				$36,362,113.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$19,835,034.00	$16,527,079.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners ELD Curriculum	Students will receive standards-aligned ELD curriculum	$229,785.00				$229,785.00
1	2	English Learners Foster Youth Low Income	All interventions for reading, mathematics and other subjects to increase academic progress	$285,750.00				$285,750.00
1	3	English Learners Foster Youth Low Income	Tutoring support for students needing to complete required credits	$661,940.00				$661,940.00
1	4	English Learners Foster Youth Low Income	Counseling students towards graduation	$508,000.00				$508,000.00
1	5	English Learners Foster Youth Low Income	Student activities that increase learning efforts such as awards, celebrations, field trips, and enrichment	$271,196.00				$271,196.00
1	6	All	Teachers and staff are qualified and appropriately assigned	$15,154,986.00				$15,154,986.00
2	1	English Learners Foster Youth Low Income	Career-readiness, Career Technology Education and college-readiness for EL, FY, and LI students	$1,112,735.00				$1,112,735.00
2	2	English Learners Foster Youth Low Income	Professional development, conferences, and other learning opportunities for meeting the needs of our at promise youth	$36,706.00				$36,706.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Technology, materials, and software for upgrading student programs	$538,943.00				$538,943.00
2	4	English Learners Foster Youth Low Income	Support for standards-based curriculum in all areas.	$2,615,618.00				$2,615,618.00
2	5	All	Educational materials for an effective program	$9,154,150.00				$9,154,150.00
2	6	All	Safe and secure facilities for an effective learning environment	$4,359,885.00				$4,359,885.00
3	1	English Learners Foster Youth Low Income	Student Retention Support personnel and incentive programs	$275,500.00				$275,500.00
3	2	English Learners Foster Youth Low Income	Social-emotional support services and materials.	$366,075.00				$366,075.00
3	3	English Learners Foster Youth Low Income	Transportation for unduplicated students.	$117,306.00				$117,306.00
3	4	English Learners Foster Youth Low Income	Access to nutrition for unduplicated students.	$163,979.00				$163,979.00
4	1	English Learners Foster Youth Low Income	Community/Parent Liaison and meaningful school activities for increasing stakeholder engagement and access to the school community	$237,797.00				$237,797.00
4	2	English Learners Foster Youth Low Income	Translation services and contracted services for school communication and outreach to support access	$221,445.00				$221,445.00
4	3	English Learners Foster Youth Low Income	Materials, transportation and personnel to support stakeholder events	$50,317.00				$50,317.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$7,693,092.00	$7,693,092.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$229,785.00	$229,785.00
Schoolwide Total:	$7,463,307.00	$7,463,307.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Students will receive standards-aligned ELD curriculum	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$229,785.00	$229,785.00
1	**2**	All interventions for reading, mathematics and other subjects to increase academic progress	Schoolwide	English Learners Foster Youth Low Income	All Schools	$285,750.00	$285,750.00
1	**3**	Tutoring support for students needing to complete required credits	Schoolwide	English Learners Foster Youth Low Income	All Schools	$661,940.00	$661,940.00
1	**4**	Counseling students towards graduation	Schoolwide	English Learners Foster Youth Low Income	All Schools	$508,000.00	$508,000.00
1	**5**	Student activities that increase learning efforts such as awards, celebrations, field trips, and enrichment	Schoolwide	English Learners Foster Youth Low Income	All Schools	$271,196.00	$271,196.00
2	**1**	Career-readiness, Career Technology Education and college-readiness for EL, FY, and LI students	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,112,735.00	$1,112,735.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Professional development, conferences, and other learning opportunities for meeting the needs of our at promise youth	Schoolwide	English Learners Foster Youth Low Income	All Schools	$36,706.00	$36,706.00
2	3	Technology, materials, and software for upgrading student programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	$538,943.00	$538,943.00
2	4	Support for standards-based curriculum in all areas.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,615,618.00	$2,615,618.00
3	1	Student Retention Support personnel and incentive programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	$275,500.00	$275,500.00
3	2	Social-emotional support services and materials.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$366,075.00	$366,075.00
3	3	Transportation for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$117,306.00	$117,306.00
3	4	Access to nutrition for unduplicated students.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$163,979.00	$163,979.00
4	1	Community/Parent Liaison and meaningful school activities for increasing stakeholder engagement and access to the school community	Schoolwide	English Learners Foster Youth Low Income	All Schools	$237,797.00	$237,797.00
4	2	Translation services and contracted	Schoolwide	English Learners Foster Youth	All Schools	$221,445.00	$221,445.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		services for school communication and outreach to support access		Low Income			
4	**3**	Materials, transportation and personnel to support stakeholder events	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,317.00	$50,317.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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