

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Point Academy

CDS Code: 37 68049 0132506

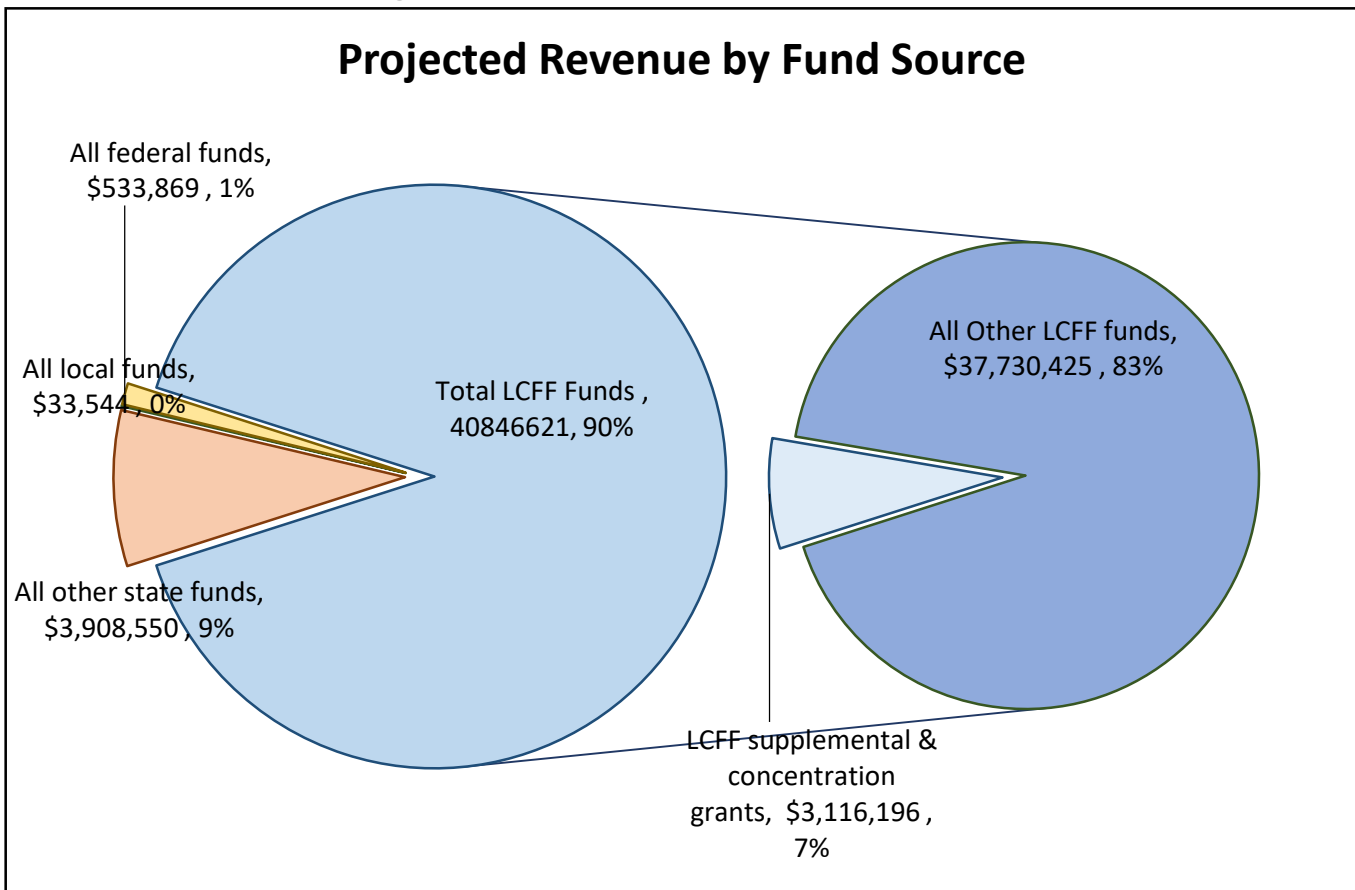
School Year: 2021 – 22

LEA contact information: Jennifer Lorge Senior Director [jennifer.lorge@cabrillopointacademy.org](mailto:jennifer.lorge@cabrillopointacademy.org) (619)749-

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

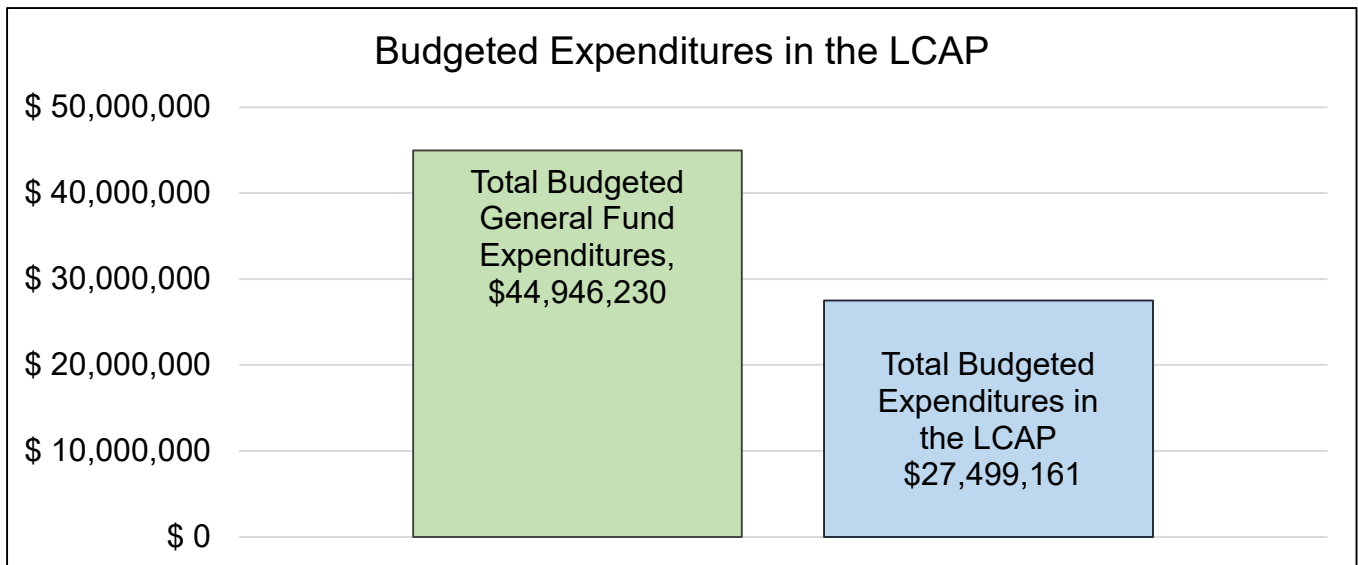


This chart shows the total general purpose revenue Cabrillo Point Academy expects to receive in the coming year from all sources.

The total revenue projected for Cabrillo Point Academy is \$45,322,584.00, of which \$40,846,621.00 is Local Control Funding Formula (LCFF), \$3,908,550.00 is other state funds, \$33,544.00 is local funds, and \$533,869.00 is federal funds. Of the \$40,846,621.00 in LCFF Funds, \$3,116,196.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Cabrillo Point Academy plans to spend \$44,946,229.82 for the 2021 – 22 school year. Of that amount, \$27,499,161.00 is tied to actions/services in the LCAP and \$17,447,068.82 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

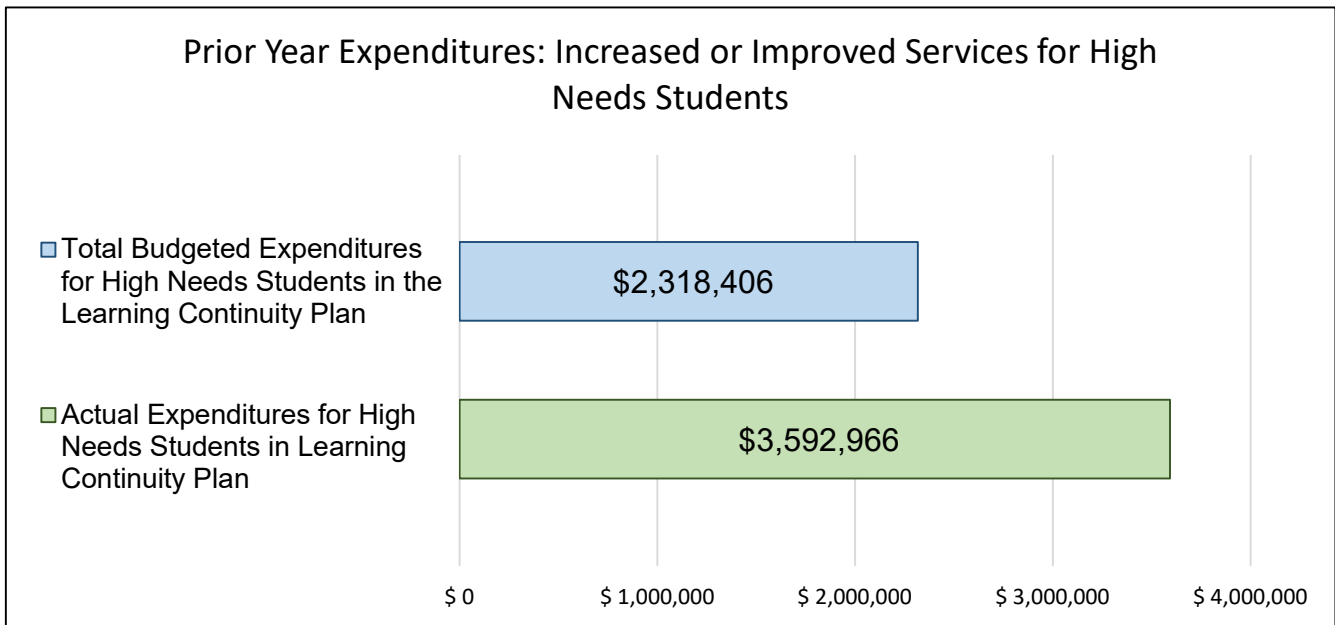
Staffing and related benefits, textbooks and general instructional materials, special education and instructional services, professional services, rent and facility costs and other general operational costs.

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

In 2021 – 22, Cabrillo Point Academy is projecting it will receive \$3,116,196.00 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Point Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Point Academy plans to spend \$3,116,196.00 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



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

In 2020 – 21, Cabrillo Point Academy's Learning Continuity Plan budgeted \$2,318,406.00 for planned actions to increase or improve services for high needs students. Cabrillo Point Academy actually spent \$3,592,966.16 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
Cabrillo Point Academy	Jennifer Lorge Senior Director	jennifer.lorge@cabrillopointacademy.org (619) 404-3190

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

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
 Priority 7: Course Access (Conditions of Learning)  
 Local Priorities: Basic Conditions

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percent of teachers appropriately credentialed and assigned.</p> <p><b>Baseline</b> 100%</p>	<p>100% of the teachers are appropriately assigned and fully credentialed.</p>
<p><b>Metric/Indicator</b> Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.</p> <p><b>Baseline</b> 100%</p>	<p>100% of our facilities are considered safe according to the Facilities Inventory (FIT) Report.</p>
<p><b>Metric/Indicator</b> Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.</p> <p><b>Baseline</b> 100%</p>	<p>100% of our students have access to standards-aligned instructional materials in core subject areas.</p>
<p><b>Metric/Indicator</b> Percent of students who have access to a computer.</p> <p><b>Baseline</b> 100%</p>	<p>100% of our students have access to a computer.</p>
<p><b>Metric/Indicator</b></p>	<p>100% of our students have a broad course of study including enrichment</p>

Expected	Actual
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.  <b>Baseline</b> 100%	opportunities through vendors and field trips.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure teachers are appropriate credentialed and assigned.	Certificated Teachers 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base \$8,208,000	Certificated Teachers 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base \$11,653,778
Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures General Fund – LCFF Base \$66,243	Professional Development 5800: Professional/Consulting Services And Operating Expenditures General Fund – LCFF Base \$4,050
Provide access to broad course of study such as VAPA courses and enrichment opportunities	Books and Supplies 4000-4999: Books And Supplies General Fund – LCFF Base \$3,107,466	Books and Supplies 4000-4999: Books And Supplies General Fund – LCFF Base \$3,528,286

### Goal Analysis

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

majority of the funds budgeted for actions/services listed above were implemented to support students, families, teachers and staff except for professional development. Staff met in monthly PLCs virtually due to the pandemic and there was decrease need to rent spaces for in-person meetings.

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

We implemented all actions/services as planned including ensuring all staff is appropriately assigned, ensured all students have access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas, access to a broad course of study (electives and enrichment courses) and access to a computer for virtual instruction.



## Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

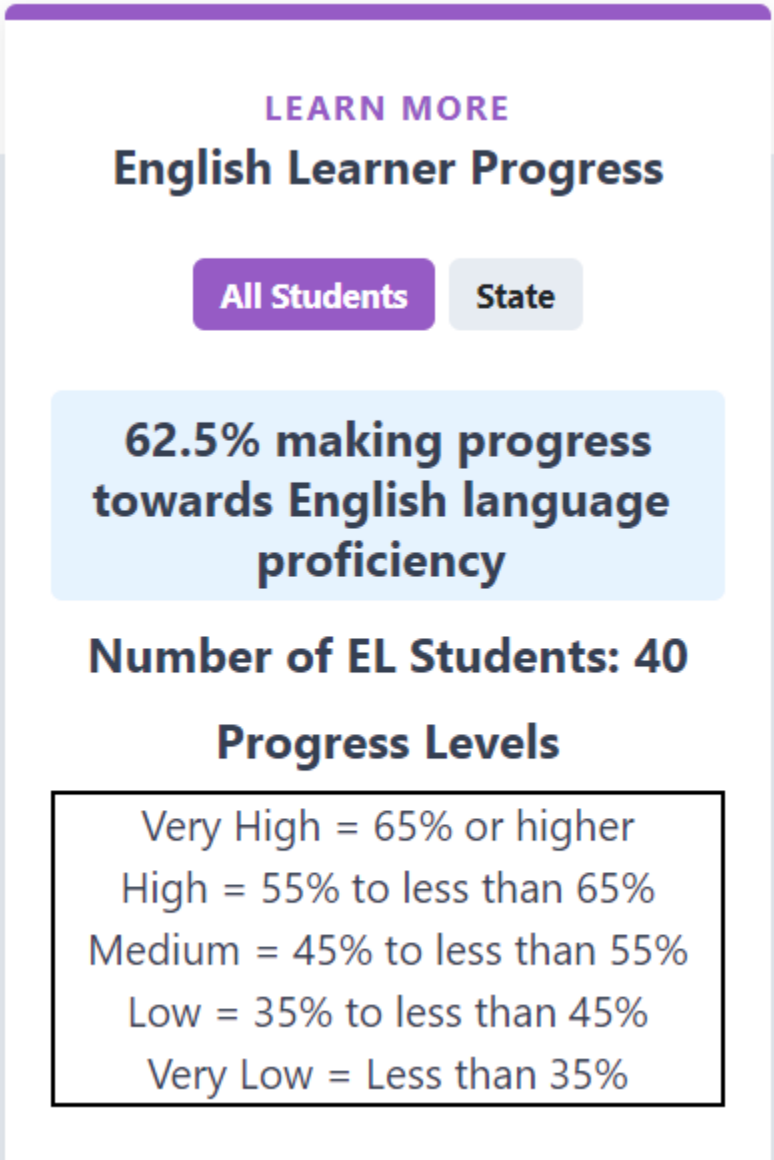
State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:    Implementation of Academic Standards

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> CAASPP participation rate will be at least 95%</p> <p><b>Baseline</b> ELA: 73.1%</p> <p>Math: 72.9%</p>	<p>The CAASPP assessment was not given in 2019-20 due to the COVID-19 pandemic. The 2018-2019 CAASPP participation rate is 90% (California Schools Dashboard) which is an increase from previous years but still is a focus for the school.</p>
<p><b>Metric/Indicator</b> The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups</p> <p><b>Baseline</b> 40%</p>	<p>The CAASPP assessment was not given in 2019-20 due to the COVID-19 pandemic. In 2018-2019, 45.36% of our students scored at Standard Met or Standard Exceeded on the ELA Smarter Balanced Assessment (California Schools Dashboard).</p>
<p><b>Metric/Indicator</b> The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups</p> <p><b>Baseline</b> 24%</p>	<p>The CAASPP assessment was not given in 2019-20 due to the COVID-19 pandemic. In 2018-2019, 22.34% of our students scored at Standard Met or Standard Exceeded on the Mathematics Smarter Balanced Assessment (California Schools Dashboard).</p>



Expected	Actual
<p><b>Metric/Indicator</b> 10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually</p> <p><b>Baseline</b> Level 4- 48% Level 3- 29% Level 2- 11% Level 1- 13%</p>	<p>62.5% of our students increased by one level of proficiency in 2019 English Learner Progress Indicator</p>  <p>The infographic displays the following information:</p> <ul style="list-style-type: none"> <li><b>LEARN MORE</b> (purple header)</li> <li><b>English Learner Progress</b> (main title)</li> <li>Buttons for <b>All Students</b> (selected) and <b>State</b></li> <li><b>62.5% making progress towards English language proficiency</b> (highlighted in a light blue box)</li> <li><b>Number of EL Students: 40</b></li> <li><b>Progress Levels</b> (highlighted in a light blue box): <ul style="list-style-type: none"> <li>Very High = 65% or higher</li> <li>High = 55% to less than 65%</li> <li>Medium = 45% to less than 55%</li> <li>Low = 35% to less than 45%</li> <li>Very Low = Less than 35%</li> </ul> </li> </ul>
<p><b>Metric/Indicator</b></p>	<p>18.6% of English Learners (ELs) reclassified to RFEP.</p>

Expected	Actual
<p>At least 10% of EL students will reclassify</p> <p><b>Baseline</b> 16%</p>	
<p><b>Metric/Indicator</b> 100% of teachers will engage in &gt;15 hours of curriculum training and CCSS PD during the school year</p> <p><b>Baseline</b> 100%</p>	<p>100% of our teachers participated in 15 hours or more of curriculum training for common core state standards (CCSS).</p>
<p><b>Metric/Indicator</b> 95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught</p> <p><b>Baseline</b> 75%</p>	<p>87% of our students participated in the fall quarterly interim benchmark assessment, an increase of 2% from last year (85%).</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.</p>	<p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures General Fund – LCFF Base \$215,386</p>	<p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures General Fund – LCFF Base \$220,961</p>
<p>Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services</p>	<p>Books and Supplies 4000-4999: Books And Supplies General Fund – LCFF Base \$756,883</p>	<p>Books and Supplies 4000-4999: Books And Supplies General Fund – LCFF Base \$770,935</p>
<p>Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures General Fund – Supplemental &amp; Concentration \$156,000</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures General Fund – Supplemental &amp; Concentration \$397,110</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Low Performing Student Block Grant (LPSBG) \$215,856	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Low Performing Student Block Grant (LPSBG) \$383,786
This Action is embedded within Action 4 of this Goal and thus discontinued		
This Action is embedded within Action 2 of this Goal and thus discontinued.		

## Goal Analysis

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

All funds budgeted for actions/service indicated above were used to support students, families, teachers, and staff as indicated in the plan.

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

Due to COVID-19 Pandemic, CAASPP testing was suspended. The data included in the report is from 2018-2019 and 2019-2020. In 2018-2019, the CAASPP participation rate was 90% (California Schools Dashboard), an increase from the previous school year but will continue to be a focus 2021-2022. In 2018-2019, 45.36% of the students scored at Standard Met or Standard Exceeded on the ELA Smarter Balanced Assessment (California Schools Dashboard) but only 22.34% scored at Standard Met or Standard Exceeded on the Mathematics Smarter Balanced Assessment (California Schools Dashboard). Mathematical Practices were the focused of professional development for 2020-2021 to support students in achieving mastery of mathematic concepts. In 2019-2020, 18.6% of English Learners (ELs) were reclassified to RFEP, which decreased by five percent due to the impact of COVID-19 pandemic. In 2019-2020, 100% of our teachers participated in 15 of curriculum training for common core state standards (CCSS) and 87% of the students participated in the interim benchmark assessment which is an increase of 2% from the previous school year (85%).

## Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

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

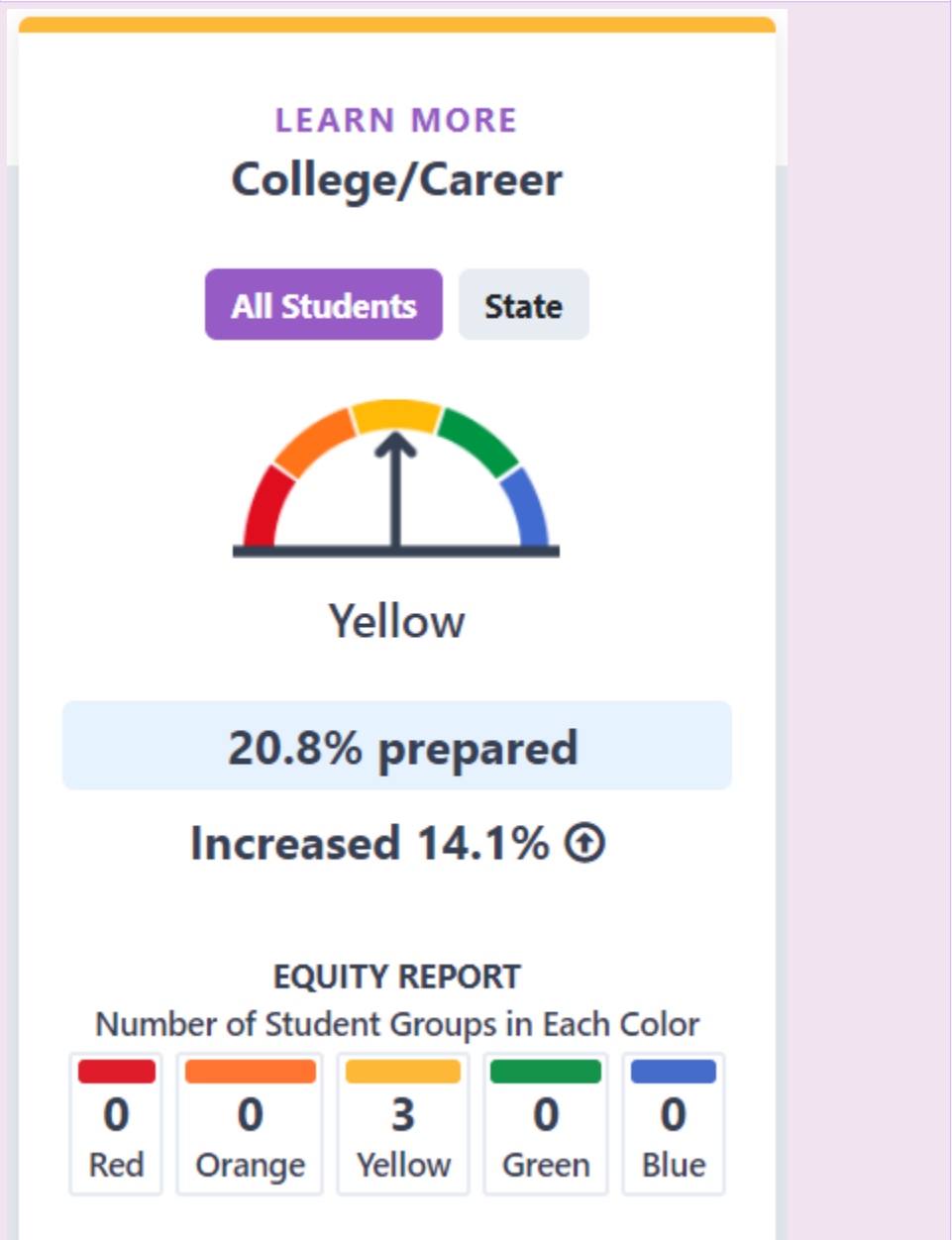
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> The number of students taking college level courses (concurrent enrollment or within community colleges)</p> <p><b>Baseline</b> 100 students will enroll in college level courses.</p>	<p>This year we have 27 students taking college level courses (concurrent enrollment or within community colleges)</p>
<p><b>Metric/Indicator</b> Counselors and HST teachers will meet with each student and family to a create personalized learning plan</p> <p><b>Baseline</b> 100%</p>	<p>100% of our students and family have met with a Counselor and HST to create a personalized learning plan.</p>
<p><b>Metric/Indicator</b> Increase the number of Career Technical Pathways</p> <p><b>Baseline</b> Establish at least one CTE Pathways</p>	<p>We currently offer 3 CTE Pathways.</p>
<p><b>Metric/Indicator</b> Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator</p> <p><b>Baseline</b> 4.6% of our students scored at Prepared, 17.2% scored at Approaching Prepared, and 78.2% scored at Not Prepared.</p>	<p>20.8% of our students scored at Prepared, 16.8% scored at Approaching Prepared, and 62.4% scored at Not Prepared.</p>

**Expected**

**Actual**



**Metric/Indicator**

The AP exams were not given due to COVID-19 Pandemic.

Expected	Actual
<p>Percent of students that pass AP examination with a score of 3 or higher</p> <p><b>Baseline</b> This will be based on 2017-18 test results</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase number of vertically aligned CTE Pathways	Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0	Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0
Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.	Expenditures/Costs included in Goal 1, Action 2 5000-5999: Services And Other Operating Expenditures General Fund – LCFF Base 0	Expenditures/Costs included in Goal 1, Action 2 5000-5999: Services And Other Operating Expenditures General Fund – LCFF Base 0
The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.	Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0	Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0

### Goal Analysis

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

All funds budgeted for the actions/services services listed above were implemented and used to support students, families, teachers, and staff.

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

Cabrillo Point Academy implemented systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap. Professional development provided to the staff provided training and support for CTE and College/Career Readiness. We added additional CTE pathways to increase course

offering to students to increase the number of students who are College and Career ready upon graduating from Cabrillo Point Academy. The school established the Individualized Graduation Plans in partnership with the teacher, family and HS counselor. We acknowledge that this goal is a continued component with a continued strategic plan for our students.

## Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:    • Parent Involvement and Engagement • School Climate Survey

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase number of students participating in Enrichment opportunities as measured by student enrollment</p> <p><b>Baseline</b>            New program baseline will be established in 2018-19</p>	<p>Due to the COVID-19 Pandemic shutdown, students were not able to participate in enrichment activities and a baseline couldn't be created. Students were provided opportunity to participate in virtual field trips and events.</p>
<p><b>Metric/Indicator</b>            Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in</p> <p><b>Baseline</b>            Baseline data will be created in 2017-18</p>	<p>Due to the COVID-19 Pandemic shutdown, students were not able to participate in academic and leadership activities and a baseline couldn't be created. Students were provided opportunity to participate in virtual leadership events.</p>
<p><b>Metric/Indicator</b>            Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics</p> <p><b>Baseline</b>            100%</p>	<p>Our website plays a critical role in communicating FAQs, policies, and program descriptions (that are updated regularly). According to google analytics, are website traffic is as follows:            1 day active users 36 (100%)            7 day active users 207 (100%)            14 day active users 412 (100%)            28 active users 723 (100%)</p>



**Expected**

**Metric/Indicator**

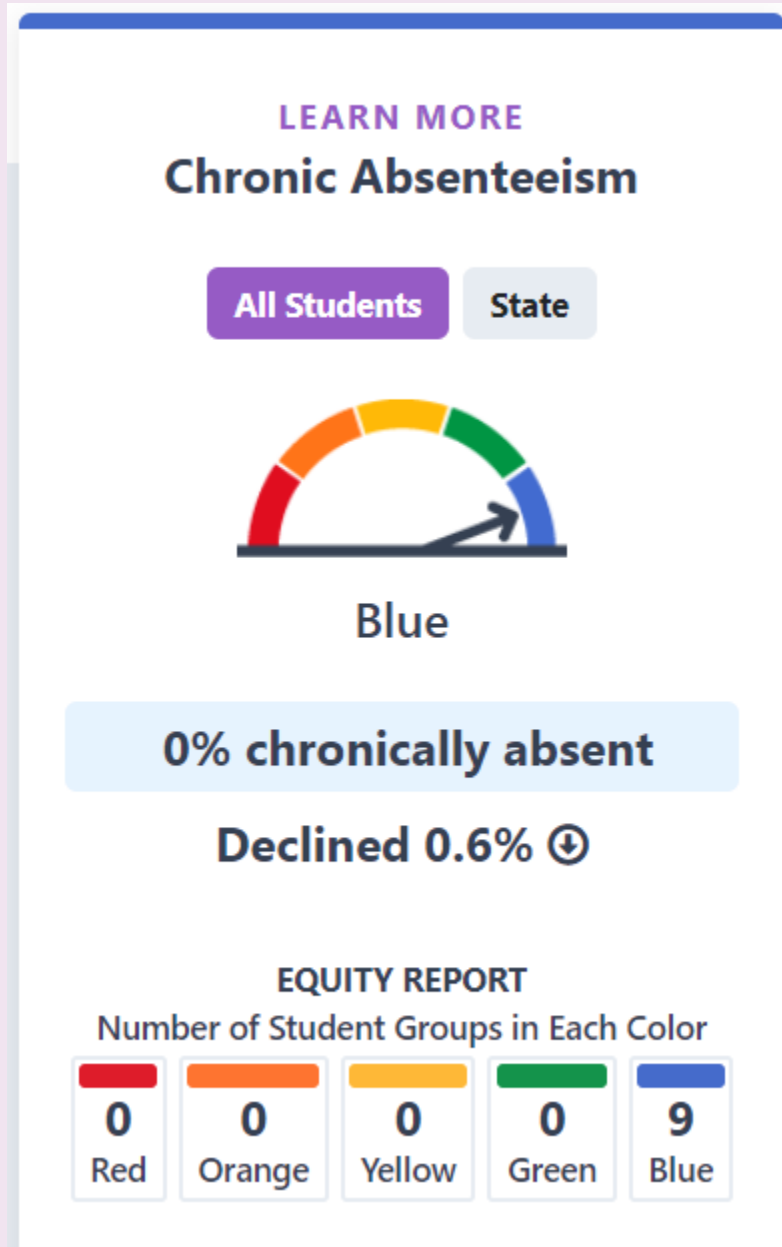
Maintain chronic absenteeism rate at 0%.

**Baseline**

0%

**Actual**

The chronic absenteeism rate was 0%.



**Metric/Indicator**

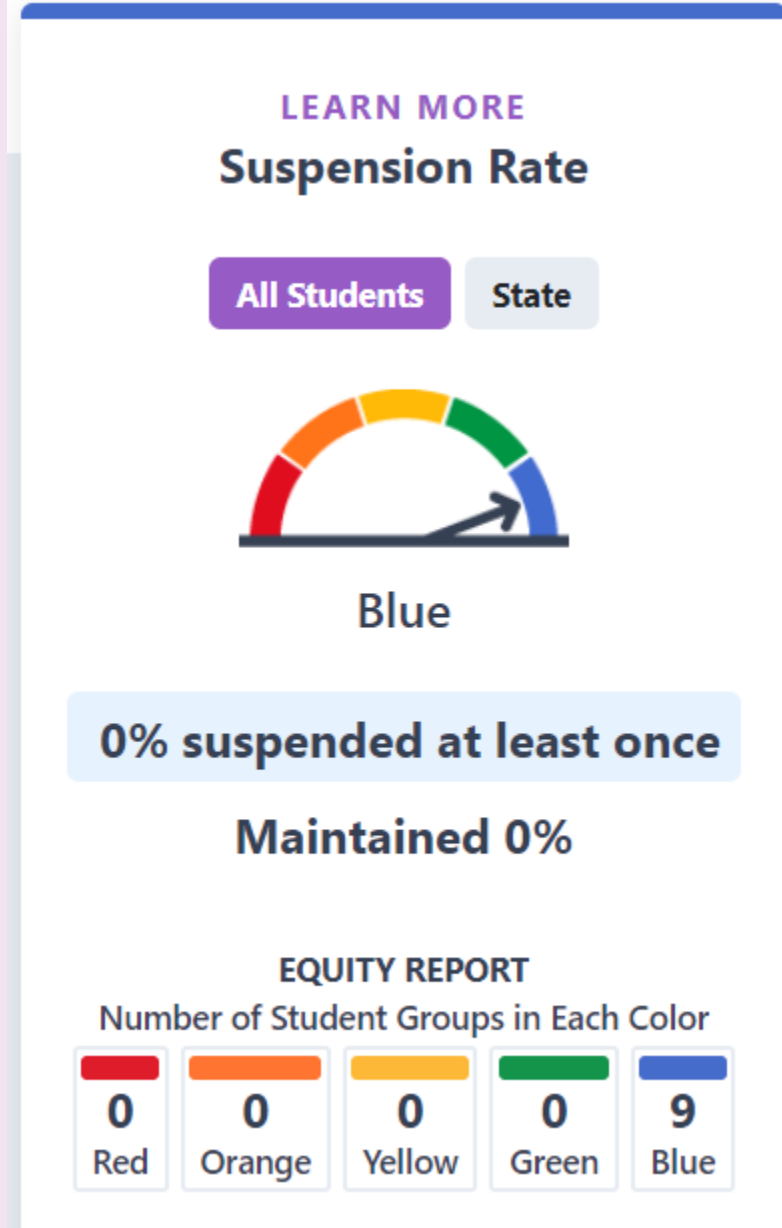
The suspension rate was 0%.

**Expected**

Maintain the rate of pupil suspension and expulsions rates.

**Baseline**  
0%

**Actual**



**Metric/Indicator**

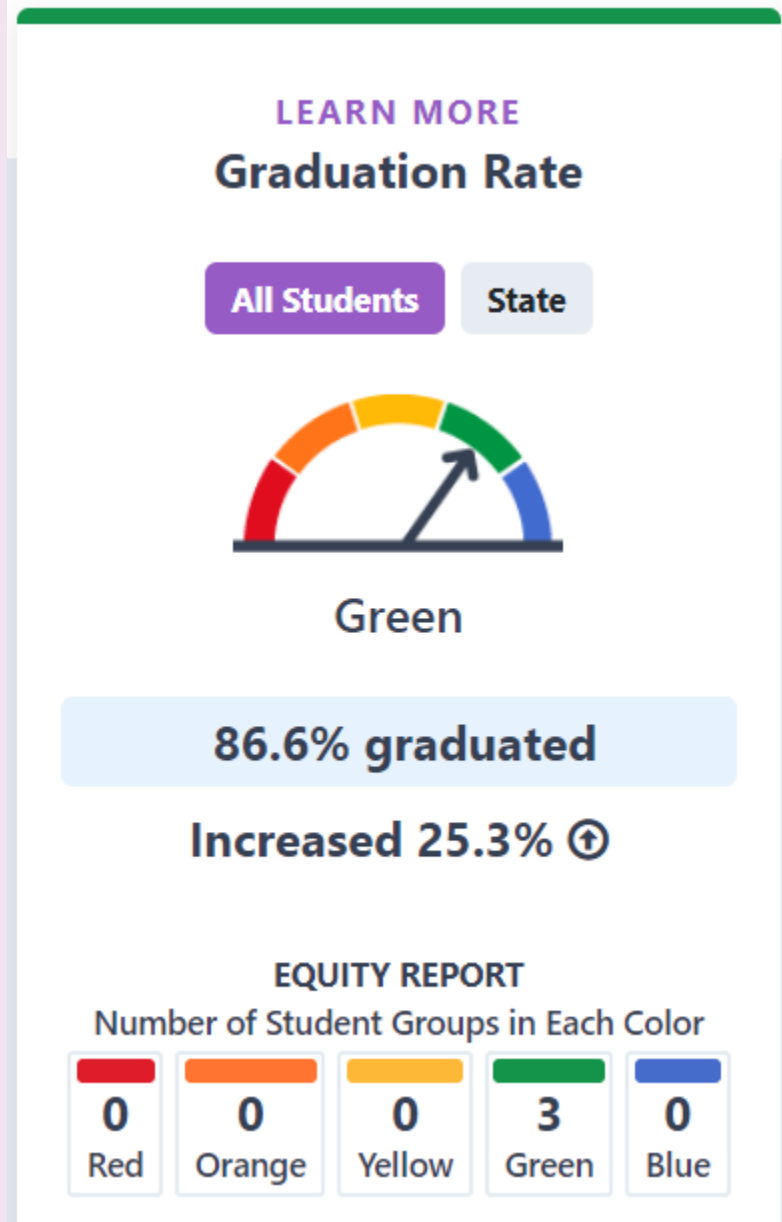
Increase high school cohort graduation rate

The Graduation rate for the cohort was 86.6%.

**Expected**

**Actual**

**Baseline**  
27.8%



**Metric/Indicator**

Decrease the high school cohort dropout rate

The data for this metric was discontinued by CDE. The focus now is on cohort graduation rate. The cohort graduation rate does not include students who are enrolled in adult education school to

Expected	Actual
<b>Baseline</b> 51.4%	continue their studies, fifth year seniors or students who took the GED.
<b>Metric/Indicator</b> Decrease the middle school dropout rate  <b>Baseline</b> Our SIS does not identify any middle school students as dropouts.	Based on our internal SIS, we did not have any middle school students as dropouts
<b>Metric/Indicator</b> Increase parent participation rate for the school climate survey by 10  <b>Baseline</b> 5% surveys were returned	In 2019-2020, Families participated in the school climate survey for the Learning continuity Plan. The COVID-19 Pandemic shutdown had an impact on the number of families participating the climate survey.
<b>Metric/Indicator</b> Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments  <b>Baseline</b> 95%	95% of the students completed their assignments on time.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement four-year graduation rate needs assessment and root cause analysis including related professional development	5106 Other Educational Consultants: \$130,000 4302 School Supplies: \$30,000 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Intervention (CSI) \$160,000	5106 Other Educational Consultants: \$130,000 4302 School Supplies: \$30,000 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Intervention (CSI) \$160,000
Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families	Certificated Staff 1000-1999: Certificated Personnel Salaries General Fund – Supplemental & Concentration \$143,000	Certificated Staff 1000-1999: Certificated Personnel Salaries General Fund – Supplemental & Concentration \$202,822

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs	Certificated Staff 1000-1999: Certificated Personnel Salaries General Fund – Supplemental & Concentration \$143,000	Certificated Staff 1000-1999: Certificated Personnel Salaries General Fund – Supplemental & Concentration \$171,552
Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.	Certificated Staff 1000-1999: Certificated Personnel Salaries General Fund – Supplemental & Concentration \$175,778	Certificated Staff 1000-1999: Certificated Personnel Salaries General Fund – Supplemental & Concentration \$227,305
Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.	Professional development 5800: Professional/Consulting Services And Operating Expenditures General Fund – Supplemental & Concentration \$1,324,772	Professional development 5800: Professional/Consulting Services And Operating Expenditures General Fund – Supplemental & Concentration \$1,470,722
Maintain updated FAQs, policies, and program descriptions on school website	Expenses included in Goal 4 Action 3 5800: Professional/Consulting Services And Operating Expenditures General Fund – LCFF Base \$0	Expenses included in Goal 4 Action 3 5800: Professional/Consulting Services And Operating Expenditures General Fund – LCFF Base \$0

## 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 funds budgeted for actions/services were implemented and used to support students, families, teachers, and staff.

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

It was difficult to locate students who no longer had access to internet or phone number. We could not conduct home visits due to the pandemic. Some families reported moving out of state to live with extended families but documentation was not provided. Opportunities for students to participate in leadership were conducted virtually. Students were provided with virtual programs to participate in academic events to develop confidence and leadership skills.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

### Analysis of In-Person Instructional Offerings

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

We are a non-classroom-based charter school.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Placed-based learning curricular approaches and resources: As part of our curriculum, we emphasize Place-Based Learning to immerse students in local cultures, landscapes, and resources to contextualize our curriculum. However, many local resources, including museums remained closed due to COVID19. To maintain this approach, we need to invest in expenditures related to maintaining this curricular approach virtually.	\$208,500	\$210,562	Yes
Additional technology devices, including Chromebooks and iPads. To maintain our distance learning format, we need to invest in providing all students with adequate technology devices to allow them to equitably participate in all aspects of our curriculum, including distance based CTE programs that require laptops (not Chromebooks) to download and operate software. Given that most of our English Learners, students living in poverty, and students placed in foster care do not have adequate technology devices, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.	\$244,000	\$254,275	Yes
Additional devices and resources to increase access to the internet, including hotspots. To maintain our distance learning format, we need to invest in providing all students with adequate access to high-speed internet services to allow them to equitably participate in all aspects of our curriculum, including online based academic software that works optimally with high-speed internet access. Given that most of our English Learners, students living in poverty, and students placed in	\$138,500	\$140,800	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>foster care do not have adequate access to high speed internet service, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.</p>			
<p>The success of our most, but not all, of our distance learning approach is contingent upon interactive online-based learning software such as MobyMax that can be customized to specifically target skills and standards from prior grade levels and can be customized to match students' individualized learning needs through embedded instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Specifically, we offer specialized online-based supports for students that need Tier 2 supports. Given that most of our English Learners, students living in poverty, and students placed in foster care benefit greatly from online-based interactive software, the purchase of these items will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.</p>	\$793,989	\$751,093	Yes
<p>Improvement of school technology infrastructure, including server, cyber security resources, and devices to support distance-based learning including Wifi hotspots and licenses for Zoom educational accounts to increase cyber security</p>	\$225,982	\$221,232	No
<p>Additional technology devices, including Chromebooks and iPads for students</p>	\$223,000	\$210,306	No
<p>Additional resources for students to improve access to the internet, including hotspots</p>	\$183,000	\$155,843	No
<p>Instructional material and assistive technology for students with exceptional needs to meet IEP related needs in distance learning</p>	\$47,000	\$46,065	No



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
format. E.g., Document cameras and additional online curriculum resources to support staff and students			
Creation of IT Administrator position	\$74,880	\$88,825	No
Creation of IT Support Specialist position	\$61,787	\$67,855	No
Creation of IT Development Specialist position	\$62,400	\$68,479	No

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.

There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

### 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.

Being a non-classroom based charter school, we didn't have the traditional distance learning model as a traditional public school. Challenges that our students faced were the increased need for connectivity and usage of devices with the online options in enrichment, curriculum, online learning opportunities, and synchronous learning online with our teachers. Our staff, also continuing to work from home, needed reliable internet and resources to teach remotely. Teachers couldn't meet with students face to face but were able to meet with families and students online.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Given the anticipated learning loss influenced by COVID19 and societal unrest, it is vital that we are able to accurately discern students' subject specific proficiency level to adjust curriculum and instruction. The purchase and administration of diagnostic and interim assessments yield critical standards-based data to inform our practice. Expenditures associated with this action include the costs of assessment services (E.g., STAR360), and a Director of Testing position</p>	\$214,000	\$217,417	Yes
<p>Staff training related to diagnostic and interim assessments. We cannot optimize the use of data produced by diagnostic and interim assessments if staff do not fully understand how to interpret results and modify curriculum and instructional appropriately. Expenditures associated with this action including staff training of</p> <p>STAR360 metrics and results, as well as the new CAASPP/SBAC "Tools for Teachers"</p>	\$13,000	\$0	Yes
<p>Individual training opportunities for teachers and additional time during summer and school year to collaborate with peers related to assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to the impact of COVID 19 and societal unrest. Given the academic needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them.</p>	\$64,000	\$0	Yes
<p>Staff and parent training related to understanding our tiered supports, particularly for those who are most vulnerable to the impact of COVID 19 and societal unrest. Given the social-emotional and academic needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them.</p>	\$4,500	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff and parent training related to trauma-informed practices, including Social Emotional Learning. Results of seminal studies clearly demonstrate students struggle to engage in learning when their basic needs are not met. In particular, English Learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic, societal unrest, and resulting learning loss that exacerbates previous achievement gaps.	\$11,500	\$17,204	Yes
Supporting the academic success of our English Learners, including staff training of specific academic supports such as using a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure.	\$161,000	\$145,391	Yes
We will purchase materials and fund additional supports to help students living in poverty, in foster care, or who qualify as English Learners to equitably participate in our Tier 1 instruction/curriculum. Expenditures associated with this action include the cost of liaison positions and counselors. Given the academic and socio-emotional needs of our English Learners, students living in poverty, and students placed in foster care, the action will principally benefit them. However, we will split fund this action among supplemental funds, newly available learning mitigation loss funds, and other adequate funding to ensure that students with exceptional learning needs, homeless, and other students also benefit.	\$523,000	\$534,653	Yes
Given the substantial emotional and financial impact of COVID19 and societal unrest on our students, we anticipate many students disengaging from school. To mitigate these negative effects, we will fund staff to proactively engage in a systemic outreach and monitoring effort, including students who manifest symptoms of chronic absenteeism. Expenditures include the creation of a Student Support Coordinator.	\$131,000	\$97,491	Yes
Creation of Guidance Tech position	\$49,250	\$52,804	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Targeted Professional Development for administrators and teachers to improve systemic support of students who are performing below grade level proficiency on State Assessments in English Language Arts and mathematics but are not identified as priority group or having exceptional learning needs.	\$200,000	\$310,306	No

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.

In regards to pupil learning loss, again due to the in staff PD that were already developed, we didn't have a need to purchase any additional training for our staff and parents. Our staff and parents did receive training understanding MTSS and ELD, but we utilized staffing, resources that were already embedded into our budget. Again, as stated above, there were additional free resources this year, unlike before, that our school was able to utilize to support these vital areas of training.

### 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.

As a non-classroom based independent study charter school, homeschooling students were able to continue the different modes of learning with teacher-directed, online and within the blended instructional model. Teachers communicated and met with students through digital platforms. increased number of secondary students chose to enroll in the direct-instruction core subjects virtual classes. One challenge that the school had was to get all of our students to participate in the benchmark diagnostic (STAR) in English language arts and mathematics. Feedback from families who took the benchmark felt they have been doing so much learning online, technology overload, COVID related life circumstances, it was another online time for their student to be on technology. Due to the COVID pandemic, the family home dynamics had changed which made testing difficult for students. Although all students have access to technology and internet access, there are a few areas where student connectivity is still in question, due to the location of a student's home. There was an increase in our Intervention classes during 20-21, as more students needed additional support without the in-person academic enrichment opportunities normally offered.

## **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.

A Social Emotional Website was launched along with items such as Mindset Mondays, dedicated time with counselors, online SEL supports, Community Connections events to bring students together provided learning and social opportunities for students to connect virtually. The Multicultural Diversity and Inclusion recognition brought new and a continued awareness of our diverse world and student population which brought a new heightened awareness for our school and community. Results from the parent survey showed 73% of parents did not find our students mental well being concerning. The school provided backpacks for the homeless population through collaboration with the teacher and family.

## **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.

The principal had virtual coffee with the principal each month. Teachers continued to meet their students virtually to provide monitor student engagement, mental health, offer office hours for tutoring or additional supports, scheduled live synchronous sessions, participation in diagnostic assessment and completion of assignments as documented in our student information system. Many families chose to attend our virtual community events that had series on different topics both educational and enrichment. Families also opted to join many of the parent education nights and Multicultural and Diversity Inclusion Program opportunities for additional connection. Families were able to connect with one another with thematic virtual events held by Community Connections.

## **Analysis of School Nutrition**

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

As a non-classroom based independent study charter school, we do not have facilities to serve meals. We provided a list of various locations around the city offering free meals to all students.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

n/a

## Overall Analysis

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

Cabrillo Point Academy continued with the three educational models during the 20-21 School Year. With the additional synchronous instruction options for junior high, high school, English learners, and intervention classes, provided a solid foundation for students at risk. With the dynamics of student’s homes with parents working while students are schooling, more students took the opportunity to participate in the courses. The school saw a gain in student engagement and test scores with the online direct instruction and has planned to continue and increase course offerings in the future. Professional Development during the 20-21 School year was more targeted and data driven tailored to the internal benchmark diagnostics. Building community in the virtual world along with course offerings showed to be a strength during COVID. With the increase in student engagement in academic course offerings and desire for in person activities, the school will continue to build programs to support the elementary aged students. The continued need for the support of mental health and social-emotional well-being will continue to be on the forefront for our schools and for schools for the next three year, and most probably more. Our Student Services developed and will continue to develop more programs, offerings, opportunities to support students and staff.

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

Pupil learning loss will continued to be assessed and addressed in the 2021-24 LCAP via Home School Teachers (HSTs) through a variety of formative assessments such as running records, reading inventories, individual monthly conferences, and STAR360. HSTs will analyze the data and determine students next step while creating the monthly learning plan and goals. For the 2021-24 LCAP’s, as stated above, there will be a continued focus on direct instruction to address pupil learning loss for our unduplicated and students with disabilities elementary to high school students in core and enrichment subjects. Our EL students will continue to receive

synchronous and asynchronous English Language Development focused on grade level bans and EL levels determined by ELPAC results. The Unduplicated students and SWD received synchronous and asynchronous instruction as well. Intervention courses were offered to students who are below grade level. Staff utilized data driven practices based on benchmark assessments to deliver instructional strategies and curriculum to support students' specific learning needs. Staff used pre and post assessment to gauge student academic progress throughout the school year.

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

There were no substantive differences between what was identified and what was provided. The biggest challenges were students who were not logging into class meetings because their telephone number was disconnected and didn't respond to emails. We could not conduct home visits due to the pandemic.

# 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 along with stakeholder feedback from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 with a more data driven approach. Our team has utilized data from California School Dashboard, internal benchmarks, and formative and summative assessment from each Learning Period to provide instruction which will increase student achievement, both individually and collectively within priority groups. As the team reflected on data, along with stakeholder input, these components helped to guide our approach to educate not only the academics but also the social-emotional well-being of students.



## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - 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 Table Year 1

	Planned Expenditure	Estimated Actual
Totals:	Total	Total
Totals:	\$ 16,728,070	\$ -

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
1	1	Fully credentialed & appropriately assigned te	No	\$ 9,429,883	
1	2	Access to the standards-aligned instruction m	No	\$ 3,743,607	
1	3	Maintain all facilities in "Good Repair"	No	-	
1	4	Technology	Yes	\$ 50,000	
1	5	Monitor student engagement	Yes	\$ 8,000	
1	6	Systems of professional growth and improvem	No	\$ 109,676	
2	1	Career Technical Education (CTE) Pathways	Yes	\$ 280,000	
2	2	Advanced Placement (AP) courses and exam	Yes	\$ 320,000	
2	3	A-G Readiness	Yes	\$ 200,000	
2	4	College Credit Courses	Yes	\$ 90,000	
3	1	Parental Involvement	Yes	\$ 173,000	
3	2	Academic and Social Emotional Supports	Yes	\$ 1,142,253	
3	3	English Learner Supports	Yes	\$ 220,000	
3	4	Interim Assessments	Yes	\$ 210,000	
3	5	Students with exceptional needs: Community	No	-	
3	6	Students with exceptional needs: Post-secon	No	\$ 5,000	
3	7	Special Program Lead Position	No	\$ 36,000	
3	8	Professional learning related to English Learn	No	\$ 14,643	
3	9	Digital Library	No	\$ 100,000	
3	10	Targeted Academic Support	No	\$ 436,008	
3	11	Non-English Speaking Parent Support	No	\$ 160,000	

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Point Academy	Jenna Lorge, Senior Director	<a href="mailto:jennifer.lorge@cabrillopointacademy.org">jennifer.lorge@cabrillopointacademy.org</a> (619)749-1974

## Plan Summary 2020-21 – 2022-23

### General Information

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

Located in San Diego, Cabrillo Point Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. As a non-classroom-based independent study charter school, we take great pride in offering our students flexible, personalized learning experiences. Families select the combination of systems that best suit student learning needs and interests, including Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. To this end, we offer interest-based Community Connections classes for students to collaborate with peers based on similar interests. Led by our credentialed teachers, we offer online and in-person courses (when appropriate based on COVID restrictions). Of our approximately 5,000 students, 32% are eligible for free/reduced lunch, 3% are English Learners, and less than 1% live in poverty or foster care. The 2020-21 unduplicated pupil percentage is 35%. About 9% of our students have exceptional learning needs. Further, 54% of our students are White, 27% are Hispanic or Latino, 8% are Two or More Races, 6% are Asian, and 3% are Black.

Research demonstrates that establishing a meaningful relationship with at least one staff member fosters a sense of belonging among students that helps them overcome various risk factors in their lives, including poverty or foster care and those learning English. To this end, we assign an appropriately credentialed home school teacher (HST) to each family. The HST meets with families to collaboratively create an individual education that reflects a combination of optimal learning approaches. Their role is similar to that of a case manager teacher within an exceptional needs education environment. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. We ensure students are engaged in appropriate educational activities on instructional days and assess independent work quality and time value.

### Reflections: Successes

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

Although the state did not technically report results in the California Schools Dashboard for 2020 (SB98), it did publish valid and reliable data collected in 2019-20 that would have been included in the 2020 Dashboard. This data demonstrates our cohort high school graduation rate has improved significantly over the last two years. Our 2020 schoolwide high school graduation of 93% is higher than the statewide average

of 86.6% and represents an improvement of 34% since 2018. Further, the graduation rates for our numerically significant subgroups are as follows: Students with a low-socio-economic status 92%, students with exceptional needs 93%, Hispanic students 92%, White students 93%, and two or more races 91.7%. The data collected in 2019-20 that would have been reported in the 2020 Dashboard also applies to Career and College Readiness. Based on the 2020 results, the percent of our students scoring at Prepared for Career or College improved by 14% since 2018.

Further, our 2020-21 English Learner (EL) redesignation rate is 13%, higher than the district (10%) and county (12%). Our 13% redesignation rate represents an improvement from 5% in 2019-20. Our 2018-19 California Schools Dashboard English Learner Progress Indicator score demonstrates 63% of our ELs toward English Proficiency (High Progress Level, informally Green score).

Additionally, the 2019 Dashboard results indicate that the percent of students with exceptional learning needs who scored At Standard on the statewide assessment for English Language Arts improved significantly from 2018: By 22 Distance from Standard Points (DFS), and by one performance color, from Yellow to Orange.

## Reflections: Identified Need

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

Our schoolwide performance in 2019 (see the previous section) on the state math assessment is low. In particular, the 2019 Dashboard results indicate we scored at Orange and 76 points below standard (Distance from Standard). Although the California statewide average is also low at 34 points below standard, we are keenly aware of our performance on the Dashboard and working to improve our result. We know that part of this result is our low participation rate on the state assessment. The Dashboard scoring formula for math and ELA performance includes a built-in penalty for each student needed to meet the required 95% participation rate. We are making a concerted effort to motivate a more significant percentage of our families to participate.

Additionally, we are making a concerted effort to improve our performance on the California Schools Dashboard indicator related to college and career readiness. Although 2020 results (not reported in 2020 Dashboard) indicate we have increased the percent of students scoring at Prepared for Career and College Readiness by 14% since 2018, it is 28%.

## LCAP Highlights

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

When developing our LCAP, we first consider the needs of students who are most in need of support (based on the state identified priority groups): Those living in poverty or foster care and those learning English. We also consider the needs of students with exceptional learning needs. We determine needs by comprehensively reviewing our student performance data (including specific demographic subgroups), reviewing our practices, and suggestions by all stakeholders. In reviewing our performance data and discussing needs with all stakeholders, we decided to focus on College and Career Readiness and ensuring all students have the support they need to focus on and perform well in all classes. Below is a summary.

The focus of Goal 2 is to improve college and career readiness, particularly those living in poverty or foster care and those learning English. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college.



We list actions within Goal 2 to optimize our college and career readiness curriculum, including increasing Career Technical Education (CTE) Pathways and college credit courses.

The focus of Goal 3 is to address student learning and social-emotional needs to improve their ability to focus on and perform well in all their classes. Students cannot focus on their formal education, let alone make up for lost learning when their basic needs are unmet. We plan to refine our structured approach to providing quality core instruction by aligning our resources to support student academic, behavioral, and social success.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

We have made a concerted effort to inform all stakeholders of opportunities to develop our Local Control and Accountability Plan (LCAP), including assessing needs through surveys and virtual meetings. Further, we used various communication mediums to inform our stakeholders (staff, parents, students, community) of opportunities to provide input. For example, we send emails, elaborate in our weekly parent bulletin, and advertise opportunities on our website. Similarly, we publicized our LCAP public hearing meeting and a draft of our plan at least 72-hours before the actual hearing. We held our public hearing and subsequent related Board meeting (where our Board considered our draft LCAP) online using the Zoom platform. We made a concerted effort to welcome all stakeholders and encourage them to participate in our LCAP public hearing and subsequent Board meeting. We published and translated all information necessary to participate in both meetings via Zoom (online), telephone calls, or email.

Below is a chronological summary of our LCAP related opportunities to proactively invite input from all stakeholders. Our process technically began in the summer of 2020 as we prepared our Learning and Continuity Plan (not the same as the LCAP, but related).

- January 7, 2021- Presentation to staff and parents related to student performance on the California Schools Dashboard.
- January 28, 2021- Presentation to administrators related to student performance on the California Schools Dashboard.
- January 29, 2021- Presentation and discussion with administrators related to interim benchmark results.
- January-March 15, 2021- Administration of LCAP input surveys to students, families, staff, and administrators.
- February 23, 2021- Administrator meeting focused on strategies to address student performance on Dashboard and interim assessments.
- February 24, 2021- Meeting with Parent Advisory Committee and EL Parents to discuss student performance on Dashboard and interim assessments.
- March 16, 2021- Meeting with ELAC (we are a single school charter) to discuss student performance on Dashboard and interim assessments, LCAP, Addendum, and the Expanded Learning Opportunities Grant Plan.
- April 15, 2021- Staff/administrator meeting focused on the needs of students with exceptional needs and our LCAP.
- May 3- Staff/administrator meeting focused on the needs of Priority Group students (English Learners, Low SES, and those living in foster care) and our LCAP.
- May 6- Administrator meeting focused on LCAP draft and alignment of data, Goals, and Actions.
- May 11, 2021- SELPA meeting focused on the needs of our students with exceptional needs and our LCAP.
- May 18- Meeting with ELAC, Parent Advisory Committee, and EL Parents focused on LCAP draft, Addendum, and the Expanded Learning Opportunities Grant Plan.
- May 27, 2021: Public Hearing focused on LCAP.
- June 25, 2021: School Board meeting for final approval of LCAP.

## A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback includes that received during the previous school year when we created our Distance Learning and COVID19 Operations Plans. This feedback cycle continued into the summer and beginning of the 2020-21 school year as we collaboratively created our Learning and Continuity Plan (not the same as the LCAP, but related). We combined stakeholder feedback received during these previous comprehensive plans with feedback received during our LCAP development process. We made a concerted effort to proactively invite all stakeholder groups to inform our LCAP, including students, parents, teachers, classified staff, families, and our English Learner Advisory Committee (ELAC). Below is a summary of themes that emerged from stakeholder feedback:

**Students-** Students expressed a desire to participate in an increased variety of career-related programs, including classes and apprenticeships.

**Administrators-** Administrators expressed a desire to improve the ability to refine our structured approach to supporting students with all learning and socio-emotional needs, including obtaining better socio-emotional related data and improving our ability to identify students in need of additional supports.

**Teachers/staff-** Teachers and staff expressed a desire to improve college and career readiness through various methods, including increasing Career Technical Education (CTE) Pathways.

**Parents-** Parents expressed the desire to learn more about the effects of trauma on their children/teens, learn more about college and career readiness well before their pre-teens start high school, and improved access to a digital library catalog.

**ELAC-** Our ELAC representatives expressed concerns similar to all parents. They also expressed a desire to increase the number of digital library resources available in languages other than English and online instructional supports their children may use independently to enrich/practice their English fluency.

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

Our stakeholder feedback informed the formulation of our LCAP in the following manner:

- We will implement a digital library pilot program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating technology and information literacy centers, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language. See Goal 3. As outlined in the previous section, our parents expressed a desire to improve access to a digital library catalog, including resources available in languages other than English.
- We will increase the number of Career Technical Pathways (CTE), college credit courses, and opportunities to participate in industry-specific apprenticeships. See Goal 2. As outlined in the previous section, our students, teachers, and parents desire to improve career readiness.
- We will increase the number of Advanced Placement (AP) courses and support for related examinations and college credit courses. We will also increase the number of college credit and world language courses available to students. See Goal 2. As outlined in the previous section, our students, teachers, and parents desire to improve college readiness.
- We will refine our instructional and socio-emotional supports to ensure students can focus on and succeed in their classes. See Goal 3. As outlined in the previous section, administrators desire to refine our structured approach to supporting students with all learning and socio-

emotional needs, including obtaining better socio-emotional related data and improving our ability to identify students in need of additional supports.

# Goals and Actions

## Goal

Goal #	Description
1	<p>Optimize Conditions for Learning:</p> <p>On March 17, 2020, our Board approved to physically close Cabrillo Coast Academy in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on April 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. In compliance with the state COVID monitoring protocols, we have prepared diligently for a safe and successful fall reopening that considers current challenges and optimizes all students' learning conditions. This Goal addresses LCFF priorities 1, 5, and 6.</p>

An explanation of why the LEA has developed this goal.

This Goal is considered a maintenance goal. Relevant data indicates this Goal has been successful in previous years. For example, all of our teachers are fully credentialed, and one is misassigned. All students have access to instructional material aligned with state academic standards. Despite the impact of the COVID19, our 2019-20 student attendance rate is 100%. Further, the graduation rates for our numerically significant subgroups are as follows: Students with a low-socio-economic status 92%, students with exceptional needs 93%, Hispanic students 92%, White students 93%, and two or more races 91.7%. Our high school dropout rate is 5% (9/170). A student tagged as a “dropout” does not necessarily mean she/he is did not graduate from high school. A “dropout” tag may result from a family moving out of the *state* without informing anyone, and despite proactive efforts, we cannot confirm their school enrollment. Our 2019-20 high school graduation rate is 93%. While 5% of students who did not graduate are considered “dropouts,” another 2% may have graduated high school but not necessarily within a specific timeframe. Sometimes, students live with challenging circumstances that render it virtually impossible to graduate within typical timeframes. It may also mean that a student enrolled in adult school or completed an exit high school equivalency exam. None of our students were suspended or expelled in 2019-20. Moreover, our school-administered surveys indicate that a high percentage of our students and parents feel safe and connected to our school. Still, we want to improve the quality of engagement data related to student, staff, and family engagement. Further, we want to continue refining and improving the alignment of our curriculum with State academic standards. This Goal focuses on ensuring student engagement by optimizing conditions for learning.

# Measuring and Reporting Results

Metric	Baseline	Year 1: 2020-21 Outcome	Year 2: 2021-2022 Outcome	Year 3: 2022-23 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed & appropriately assigned	99%	N/A	N/A	N/A	100%
% of students who have access to the standards-aligned instruction materials resources	100%	N/A	N/A	N/A	100%
% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	N/A	N/A	N/A	100%
Attendance Rate	100%	N/A	N/A	N/A	100%
Chronic Absenteeism Rate	100%	N/A	N/A	N/A	100%
# of students in middle school who dropout	0	N/A	N/A	N/A	0
% of students in high school who dropout	5%				0%
High School Graduation Rate	93%	N/A	N/A	N/A	90%
Student Suspension Rate	0%	N/A	N/A	N/A	0%
Student Expulsion Rate	0%	N/A	N/A	N/A	0%

Metric	Baseline	Year 1: 2020-21 Outcome	Year 2: 2021-2022 Outcome	Year 3: 2022-23 Outcome	Desired Outcome for 2023–24
% of students who feel high levels of connectedness to their school (Healthy Kids Survey)	NA	N/A	N/A	N/A	90%
% of parents who strongly agree/agree our learning environment is inviting (California School Parent Survey)	NA	N/A	N/A	N/A	98%
% of staff who strongly agree/agree our school offers a safe place for them (California School Staff Survey)	NA	N/A	N/A	N/A	98%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teaches are fully credentialed and appropriately providing instruction in subject areas they are authorized to teach per their state credential.	\$19,844,096 LCFF Base 1000 Salaries/3000 Benefits	N
2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	\$4,000,000 LCFF Base 4000 Instructional Materials	N

Action #	Title	Description	Total Funds	Contributing
3	Maintain all facilities in "Good Repair"	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive supports.	\$ 0.00	N
4	Technology	To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems, and routers for students, and cybersecurity software. The constant upgrading of internet-based instructional supports, curriculum, and enrichment requires technology capable of appropriate downloading and access. The described technology's purchase improves services because it adds upgraded technology and increased devices beyond what we currently offer as our base instructional material. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because they often cannot afford high-speed internet service or updated technology devices that appropriately interface with online instruction and curriculum.	\$430,550 LCFF SC 3220 Noncapitalized Equipment	Y



Action #	Title	Description	Total Funds	Contributing
5	Monitor student engagement	Due to school closures and the pandemic, many of our students have struggled to remain engaged in school. To improve and increase our ability to identify reasons students disengage from school, we will administer substantive student engagement surveys and analyze results. Expenditures associated with this action include the costs of purchasing quality surveys such as the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey. Expenditures represent improved services because our current surveys, relatively speaking, are not as thoroughly integrated with relevant research, nor do they result in comprehensive reports based on student entries. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups, principally because these groups typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects of the pandemic. We believe this action reflects the most effective use of funds because the survey results will inform how to increase and improve services for those who need it most.	\$ 8,000 LCFF SC 5000 Purchase Services	Y
6	Systems of professional growth and improvement	To improve our professional growth and improvement systems for teachers and administrators, we will provide teachers and administrators focused on ensuring students are engaged in quality educational activities aligned with State academic standards. In particular, teachers and administrators will engage in professional learning, and curriculum development focused on developing and monitoring Assignment Work Records (AWRs). AWRs are similar to curriculum maps within traditional school models. We will offer AWR professional development for teachers and administrators monthly. Expenditures associated with this action include a PD Coordinator position, stipends for professional learning during the summer, developing a common AWR format, and a learning management system to track progress.	Title II: \$70,238 1000 Salaries/3000 Benefits \$ 20,000 5800 Professional/Consulting Services	N

## Goal Analysis [2021-22 LCAP Year]

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.

To be completed at the end of 2020-21 school year

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

To be completed at the end of 2020-21 school year

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

To be completed at the end of 2020-21 school year

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.

To be completed at the end of 2020-21 school year

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

## Goal

Goal #	Description
2	<p>Improve College and Career Readiness:</p> <p>Goal 2 is a Focused Goal and involves increasing awareness and access related to college and career readiness. This goal's success will be objectively measurable (see metrics below) by the end of the 2023-24 school year. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. This Goal is essential to offering high school students a quality opportunity to prepare for and demonstrate college and career readiness, particularly those living in poverty or foster care and those learning English. This Goal addresses LCFF priorities 4 and 7.</p>

An explanation of why the LEA has developed this goal.

Data related to the college and career readiness of our students indicate the need to improve our approaches. For example, 28% of our graduate cohort (2020) scored At Prepared on the College Career Indicator (Public Schools Dashboard). Although we increased the percent of students scoring at Prepared for Career and College Readiness by 14% since the previous year, we want to improve on the 28% significantly. Further, in 2019-20, 2% of our students scored at three or higher on advanced placement (AP) examinations, and 33% of our high school graduation cohort met the A-G requirements. In 2018-19, 45% of our students who took the California state assessments (CAASPP) scored at Conditionally Ready or Prepared in ELA on the Early ELA Early Assessment Program (EAP), and 23% scored likewise in math.

Further, in 2018-19, our schoolwide Distance From Standard (DFS) score in ELA is -20.6 (Yellow), while our math DFS score is -76.4 (Orange). Although the California statewide math DFS score is also low at -34 points, we are keenly aware of our performance on the

Dashboard and working to improve our results. We know that part of this result is our low participation rate on the state assessment. The Dashboard scoring formula for math and ELA performance includes a built-in penalty for each student needed to meet the required 95% participation rate. We are making a concerted effort to motivate a more significant percentage of our families to participate. Note, there are no 2018-19 results for the California Science Test (CAST).

## Measuring and Reporting Results

Metric	Baseline	Year 1: 2020-21 Outcome	Year 2: 2021-2022 Outcome	Year 3: 2022-23 Outcome	Desired Outcome for 2023–24
% of students scoring at 3 or higher on an AP examination	2%	N/A	N/A	N/A	5%
% of high school graduation cohort students who meet A-G requirements	33%	N/A	N/A	N/A	50%
% of students scoring at Conditionally Ready or Prepared on <b>ELA</b> Early Assessment Program (EAP)	45%	N/A	N/A	N/A	50%
% of students scoring at Conditionally Ready or Prepared on <b>Math</b> Early Assessment Program or (EAP) Baseline	23%	N/A	N/A	N/A	30%
Schoolwide <b>ELA</b> Distance From Standard (DFS)	-20.6 (Yellow)	N/A	N/A	N/A	-15.6 (Green)
Schoolwide <b>math</b> Distance From Standard (DFS)	-76.4 (Orange)	N/A	N/A	N/A	-73 (Yellow)

Metric	Baseline	Year 1: 2020-21 Outcome	Year 2: 2021-2022 Outcome	Year 3: 2022-23 Outcome	Desired Outcome for 2023–24
% of students scoring At Standard or Exceed Standard on the California Science Test	NA	N/A	N/A	N/A	25%
% of 12 <sup>th</sup> -grade students who complete a CTE Pathway	28%	N/A	N/A	N/A	30%
% of students who have complete both A-G requirements AND CTE Pathways	0%				10%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education (CTE) Pathways	26% of our graduate cohort (2020) scored At Prepared on the College Career Indicator, and 3% completed a Career Technical Education (CTE) Pathway. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of hiring additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials. The hiring of teachers for CTE pathways represents additional staffing beyond our base allocation. This action adds to our current base educational program because it adds CTE pathways. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because they typically have the least access to new and viable career experiences outside of school. We believe this action reflects the most effective use of funds because California has deemed CTE Pathway completion a viable approach to preparing students for college and career readiness (Dashboard).	LCFF SC: \$100,000 1000 Salaries/3000 Benefits \$10,000 4000 Instructional Materials \$15,000 5000 Purchase Services	Y

Action #	Title	Description	Total Funds	Contributing
2	Advanced Placement (AP) courses and exams	Of the students scoring At Prepared on the 2019-20 College Career Indicator, none qualified for this status by scoring at three or higher on advanced placement (AP) examinations. A score of 3 or higher on an AP examination indicates college readiness. We will add AP courses and offer AP examinations within our facilities. Expenditures associated with action include teacher training, curriculum development, cost of implementing PSATs, and instructional materials. This action increases the number of AP courses our students can enroll in and improves AP examination opportunities. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. These groups typically have the least access at home to the resources needed to prepare for and pass AP examinations. We believe this action reflects the most effective use of funds because California has deemed passing AP examinations with a score of 3 or higher to be a viable approach to preparing students for college readiness (Dashboard).	LCFF SC: \$10,000 1000 Salaries/3000 Benefits \$5,000 4000 Instructional Materials \$5,000 5000 Purchase Services	Y

Action #	Title	Description	Total Funds	Contributing
3	A-G Readiness	<p>Of the students scoring At Prepared on the 2019-20 College Career Indicator, 28% qualified for this status by completing the A-G requirements. Digging deeper, 100% of students with disabilities, 100% of homeless students, 46% of socioeconomically disadvantaged students, 30% of Hispanic students, and 26% of White completed the A-G requirements. The A-G requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). The A-G requirements represent the basic academic preparation level that high school students should achieve to undertake university work. We will add an academic counselor to improve academic support and college guidance for students. Increasing the number of counselors will reduce their caseload, facilitating quality support, including meeting with each student in grade 8 and their families to develop an A-G completion plan. Other expenditures include professional development for counselors, the costs of the Naviance platform, and the National Student Clearinghouse. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. These groups are typically unaware of what courses meet the A-G requirements or have time to monitor the A-G progress at home. We believe this action reflects the most effective use of funds because California has deemed completing A-G requirements a viable approach to preparing students for college readiness (Dashboard).</p>	<p>LCFF SC: \$107,000 1000 Salaries/3000 Benefits \$25,000 5000 Purchase Services</p>	Y

Action #	Title	Description	Total Funds	Contributing
4	College Credit Courses	Of the students scoring At Prepared on the 2019-20 College Career Indicator, 50% qualified for this status by completing college credit courses. Digging deeper, 100% of students with disabilities, 63% of White students, 53% of socio-economic disadvantaged students, 50% of homeless students, and 30% of Hispanic students completed college credit courses. We will collaborate with local community colleges to assess the viability of offering dual enrollment and college credit classes. We will also implement a comprehensive awareness campaign related to college credit courses. Expenditures associated with this action include instructional material needed for dual enrollment classes. This action increases the number of college courses our students may access and improves access to them. It includes an increased amount of time dedicated to meeting directly with families regarding college readiness. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because their parents/guardians are typically unaware of college credit course opportunities or enrollment procedures. We believe this action reflects the most effective use of funds because California has deemed completing college credit courses a viable approach to preparing students for college readiness (Dashboard).	LCFF SC \$40,000 4000 Instructional Materials	Y

## Goal Analysis [2021-22 LCAP Year]

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.

To be completed at the end of 2020-21 school year

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

To be completed at the end of 2020-21 school year

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

To be completed at the end of 2020-21 school year

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.

To be completed at the end of 2020-21 school year

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

## Goal

Goal #	Description
3	<p>Improve Access and Success in a Broad Course of Study:</p> <p>This Goal is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy). Each student has different needs related to learning, including academic specific needs and social-emotional needs. The Goal addresses LCFF priorities 2, 3, 4, and 7.</p>

An explanation of why the LEA has developed this goal.

Due to school closures and the pandemic, many of our students have struggled to remain engaged in school. This Goal focuses on mitigating learning loss and accelerating learning for all students. Students who live in an environment that leaves them directly vulnerable to the pandemic's adverse effects are most at risk, particularly those living in poverty or foster care, those learning English, those experiencing homelessness, and those with exceptional needs. Our supports mirror California’s multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. Our MTSS provides a structured approach to providing quality core instruction by aligning our resources to support student academic, behavioral, and social success.

The primary goal of Tier 1 support is for all students to receive high-quality initial instruction. This year, our Tier 1 supports include trauma-informed practices and strategies that help students regulate emotions, build resilience, and overcome the impact of trauma/stress. We base our trauma-informed practices on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework. When our universal supports are insufficient to address individual academic or social-emotional needs, we offer Tier 2 support in addition to Tier 1 support. Tier 2 is strategic, targeted instruction and support provided to some students—those who are not progressing or responding to Tier 1 efforts as expected. We anticipate that no more than 15 percent of our students will receive support at this level. The supplemental instruction provided in Tier 2 may be an extension of the core curriculum in Tier 1 or may include instruction and materials specifically designed for temporary intervention. Our Tier 3 support consists of intensive intervention in addition to Tier 1 and 2 support. We anticipate that approximately 5 percent of our students will need this level of support. More intensive, Tier 3 support is typically provided individually, at a different pace than Tier 2 instruction, and for an extended length. The goal of Tier 3 support is to accelerate students’ progress so they can return to and succeed in the core instructional program, that is, Tier 1.

Our 2020-21 English Learner (EL) redesignation rate is 13%, higher than the district (10%) and county (12%). Our 13% redesignation rate represents an improvement from 5% in 2019-20. Our 2018-19 California Schools Dashboard English Learner Progress Indicator score demonstrates 63% of our ELs toward English Proficiency (High Progress Level, informally Green score). However, 10% of our ELs decreased by at least one ELPI level.



The 2019 California Schools Dashboard schoolwide color score for English Language Arts (ELA) is Yellow. Our ELA DFS performance improved for the following subgroups: English Learners, Black, Latino, Low SES, and particularly for students with exceptional needs (from Orange to Yellow). The 2019 California Schools Dashboard schoolwide color score for math is Orange. Our math DFS performance improved for the following subgroups: English Learners, Latino, Low SES, and particularly for students with exceptional needs (from Red to Orange). However, our math DFS performance regressed slightly for Black students (-2.3 DFS from the previous year). We are keenly aware of our performance on the Dashboard and working to improve our results. We know that part of this result is our low participation rate on the state assessment. The Dashboard scoring formula for math and ELA performance includes a built-in penalty for each student needed to meet the required 95% participation rate. We are making a concerted effort to motivate a more significant percentage of our families to participate. Note, there are no 2018-19 results for the California Science Test (CAST). Finally, 28% of our graduate cohort (2020) scored At Prepared on the College Career Indicator (Public Schools Dashboard). Although we increased the percent of students scoring at Prepared for Career and College Readiness by 14% since the previous year, we want to improve on the 28% significantly.

## Measuring and Reporting Results

Metric	Baseline	Year 1: 2020-21 Outcome	Year 2: 2021-2022 Outcome	Year 3: 2022-23 Outcome	Desired Outcome for 2023–24
% of English Learners (ELs) who make progress toward English Proficiency as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	63%	N/A	N/A	N/A	65%
% of English Learners (ELs) who reclassify	13%	N/A	N/A	N/A	19%
% of students who score At Prepared on College Career Indicator (California Schools Dashboard)	28%	N/A	N/A	N/A	45%

Metric	Baseline	Year 1: 2020-21 Outcome	Year 2: 2021-2022 Outcome	Year 3: 2022-23 Outcome	Desired Outcome for 2023–24
% of parents/guardians who provide input in making decisions for the school (as measured by school-administered parent survey)	64%	N/A	N/A	N/A	100%
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year	NA	N/A	N/A	N/A	100%
% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic supports professional learning	100%	N/A	N/A	N/A	100%
% of students who have access to in a broad course of study	100%	N/A	N/A	N/A	100%
% of students enrolled in a broad course of study	100%	N/A	N/A	N/A	100%

Metric	Baseline	Year 1: 2020-21 Outcome	Year 2: 2021-2022 Outcome	Year 3: 2022-23 Outcome	Desired Outcome for 2023–24
% of exceptional learning needs stakeholders (students, parents, and community partners) that complete a program-specific exit survey	NA	N/A	N/A	N/A	80%
% of English Learners, those in foster care, those living in low socio-economic conditions (priority groups) who are <i>offered</i> <b>and</b> <i>participate</i> in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	NA	N/A	N/A	N/A	100%

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Involvement	<p>School experience survey results indicate that the parent engagement and involvement are low for the parents/guardians of English learners, foster youth, and low-income students, particularly during the pandemic. We will offer workshops intended to help families understand our tiered supports, particularly for those who are most vulnerable to the impact of COVID 19. Family workshops and targeted support will include but are not limited to the effects of trauma and how to mitigate them with trauma-informed practices. Expenditures associated with this action include parent outreach, social-emotional resources, and continued funding of parent liaison. This action represents increased and improved services because we will increase the number of parent-focused workshops, refine their focus to meet the needs of parents, and provide a liaison beyond our base program. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because their parents/guardians are typically unable to provide additional academic and socio-emotional support at home (based on our interactions). We believe this action reflects the most effective use of funds because the pandemic has particularly impacted the families of students who qualify for an unduplicated group.</p>	<p>LCFF SC: \$143,000 1000 Salaries/3000 Benefits</p>	Y

Action #	Title	Description	Total Funds	Contributing
2	Academic and Social-Emotional Supports	<p>The pandemic has increased the number and quality of support needed for students to succeed academically. We will add and refine academic and social-emotional supports offered within our multi-tiered support framework system (MTSS). Expenditures associated with this action include, but not limited to, Student Support Coordinators, 504 Coordinators, and Intervention Support Coordinators, Regional Coordinators, a social worker, paraeducators, intervention/support positions, SEL Coordinators, psychologists, a nurse, enrichments specialist/student advisors, library specialists, and the continued funding of a foster youth/homeless liaison. This action represents an increase in services because we will add academic and social-emotional supports beyond what we currently offer. This action also represents an improvement in services because we expect a comprehensive review of our MTSS to refine the quality of supports we currently offer. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because they are most vulnerable to the pandemic's adverse effects. We believe this action reflects the most effective use of funds because research demonstrates that students cannot focus on their education, let alone make up for lost learning when their basic needs are unmet.</p>	<p>LCFF SC: \$1,685,646 1000 Salaries/3000 Benefits \$300,000 4000 Instructional Materials</p>	Y

Action #	Title	Description	Total Funds	Contributing
3	English Learner Supports	<p>Our 2020-21 English Learner (EL) redesignation rate is 13%, higher than the district (10%) and county (12%). Our 13% redesignation rate represents an improvement from 5% in 2019-20. Our 2018-19 California Schools Dashboard English Learner Progress Indicator score demonstrates 63% of our ELs toward English Proficiency (High Progress Level, informally Green score). However, 10% of our ELs decreased by at least one ELPI level.</p> <p>This action improves and increases English learners' services by funding an English Language Development Director and costs associated with integrated ELD professional learning. This PD focuses on using various information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. We ground our ELD academic supports on research-based approaches, including those outlined in the California ELA-ELD Framework and State Literacy Plan.</p>	<p>LCFF SC: \$150,000 1000 Salaries/3000 Benefits \$100,000 4000 Instructional Materials</p>	Y
4	Interim Assessments	<p>To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. Research demonstrates that students most vulnerable to the pandemic experience difficulty focusing on their education, resulting in significant learning loss. We believe this action reflects the most effective use of funds because assessing student learning loss and proficiency at regular intervals allows teachers to review data related to subject-specific proficiency and adjust the curriculum and instruction appropriately.</p>	<p>LCFF SC: \$140,000 1000 Salaries/3000 Benefits \$70,000 5000 Purchase Services</p>	Y
5	Students with exceptional needs: Community partnerships	<p>Develop partnerships with community organizations (e.g., Department of Rehabilitation, community colleges, trade schools, and potential employers) to improve student knowledge and access to the available resources that support post-secondary life goals for students with exceptional learning needs.</p>	<p>SPED Fund \$0</p>	N

Action #	Title	Description	Total Funds	Contributing
6	Students with exceptional needs: Post-secondary readiness	Develop and implement six transition-related workshops/webinars (including guest speakers) per year to enable students to develop skills and knowledge of college and career readiness and independent living opportunities for students with exceptional learning needs.	\$5,000 Restricted 4000 Instructional Materials	N
7	Special Program Lead Position	Our 2020-21 English Learner (EL) redesignation rate is 13%, higher than the district (10%) and county (12%). Our 13% redesignation rate represents an improvement from 5% in 2019-20. Our 2018-19 California Schools Dashboard English Learner Progress Indicator score demonstrates 63% of our ELs toward English Proficiency (High Progress Level, informally Green score). However, 10% of our ELs decreased by at least one ELPI level.  We will add a position to improve the academic support of ELs and monitoring of English language proficiency, particularly those who live in poverty or foster care.	\$72,000 LCFF SC 1000 Salaries/3000 Benefits	Y
8	Professional learning related to English Learners	Our supports mirror California's Multi-tiered System of Support framework (MTSS), an inclusive model for meeting the needs of all students, including English Learners. When our universal supports are insufficient to address individual academic needs, we offer Tier 2 support in addition to Tier 1 support. This action focuses on providing Tier 2 supports for English Learners that are is strategic and targeted for those who are not progressing or responding to Tier 1 efforts as expected. We anticipate that 15 percent of our students will receive support at this level. Expenditures include staff training, lesson development, and online instructional material.	\$ 14,643 Title 3, A 4000 Instructional Materials	N

Action #	Title	Description	Total Funds	Contributing
9	Digital Library	Establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating technology and information literacy centers, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language. Expenditures associated with the action include a digital library accessible online and a new library technician position.	Title 1, A: \$40,000 1000 Salaries/3000 Benefits \$60,000 5000 Purchase Services	N
10	Targeted Academic Support	Increase and improve targeted academic support for students who are not meeting proficiency on state assessments (ELA and math). Expenditures associated with the action include two new academic counselors to support closing the achievement gap between students meeting the challenging academic standards and those who struggle to do so. One counselor will work directly with high school students (and their families) who are not demonstrating college or career readiness. The other counselor will work directly with students (and their families) in grades 4 through 8 who are not performing grade level as measured by State and benchmark assessments. We will also add additional ELD teachers and reduce to 20 the number of students enrolled in dedicated ELD classes.	\$248,988 Title 1, A 1000 Salaries/3000 Benefits	N
11	Non-English Speaking Parent Support	Of our approximately 3,978 students, nearly half (43%) are English Learners, live in poverty or foster care. Approximately one-quarter (27%) of our students are Latino, and most parents/guardians do not speak English fluently. We will hire a bilingual (Spanish) ELD program assistant to help communicate with parents during meetings such as post-graduation planning meetings and translate communications such as our weekly parent newsletter.	\$80,000 Title 1, A 1000 Salaries/3000 Benefits	N

## Goal Analysis [2021-22 LCAP Year]

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.



To be completed at the end of 2020-21 school year

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

To be completed at the end of 2020-21 school year

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

To be completed at the end of 2020-21 school year

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.

To be completed at the end of 2020-21 school year

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

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.85%	Cabrillo Point Academy budgeted \$2,556,239 LCFF supplemental funds in fiscal year (FY) 2020-21. For FY 2021-22, we will allocate \$3,116,196 of LCFF supplemental funds (an increase of \$559,957) to use most effectively to increase and improve support English learners (EL), those living in foster youth (FY), and those who are socio-economically disadvantaged (SED).
6.85% represents a 0.17% increase from 6.68% in the fiscal year 2020-21.	

**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.

We will use LCFF supplemental funds (we do not qualify for concentration funds) to support the learning needs of English learners (EL), those living in foster youth (FY), and those who are socio-economically disadvantaged (SED). These three student groups are commonly referred to as unduplicated because students may qualify for more than one of these groups but are counted only once for supplemental funding purposes. Actions in our LCAP that support our unduplicated groups are implemented schoolwide, except Actions 3 and 7 in Goal 3. However, we implement these schoolwide actions to benefit the needs of those living in poverty or foster care, those learning English principally. Please see below for details regarding how we considered the needs of our unduplicated groups and how we deem each relevant Action to be effective in meeting their needs:

### **Goal 1- Optimize Conditions for Learning:**

The constant advancement of internet-based instructional supports, curriculum, and enrichment requires technology capable of appropriate downloading and access.

- Action 4- Technology. To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers for students, and cybersecurity software. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because they often cannot afford high-speed internet service or updated technology devices that appropriately interface with online instruction and curriculum.

- Action 5- Monitor Student Engagement. To improve and increase our ability to identify reasons students disengage from school, we will administer substantive student engagement surveys and analyze results. Expenditures associated with this action include purchasing quality surveys such as the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups, principally because these groups typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects of the pandemic.

### **Goal 2- Improve College and Career Readiness:**

- Action 1- Career Technical Education (CTE) Pathways. 26% of our graduate cohort (2020) scored At Prepared on the College Career Indicator, and 3% completed a Career Technical Education (CTE) Pathway. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of hiring additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because they typically have the least access to new and viable career experiences outside of school. We believe this action reflects the most effective use of funds because California has deemed CTE Pathway completion a viable approach to preparing students for college and career readiness (Dashboard).

- Action 2- Advanced Placement (AP) courses and exams. Of the students scoring At Prepared on the 2019-20 College Career Indicator, 28% qualified for this status by completing the A-G requirements. Digging deeper, 100% of students with disabilities, 100% of homeless students, 46% of socioeconomically disadvantaged students, 30% of Hispanic students, and 26% of White completed the A-G requirements. A score of 3 or higher on an AP examination indicates college readiness. We will add AP courses and offer AP examinations within our facilities. Expenditures associated with action include the costs of hiring additional teachers, teacher training, curriculum development, and instructional materials. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. These groups typically have the least amount of access at home to the resources needed to prepare for and pass AP examinations. We believe this action reflects the most effective use of funds because California has deemed passing AP examinations with a score of 3 or higher to be a viable approach to preparing students for college readiness (Dashboard).

- Action 3- A-G Readiness. Of the students scoring At Prepared on the 2019-20 College Career Indicator, 33% qualified for this status by completing the A-G requirements. Digging deeper, 40% of Latino students, 26% of White students, 50% of Two or More Races, 36% of Low Socio-Economic status students, and 20% for students with exceptional learning needs completed A-G requirements. The A-G requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). The A-G requirements represent the basic academic preparation level that high school students should achieve to undertake university work. A-G Readiness. We will add an academic counselor to improve academic support and college guidance to students. Increasing the number of counselors will reduce their caseload, facilitating quality support, including meeting with each student in grade 8 and their families to develop an A-G completion plan. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. These groups are typically unaware of what courses meet the A-G requirements or have time to monitor the A-G progress at home. We believe this action reflects the most effective use of funds because California has deemed completing A-G requirements a viable approach to preparing students for college readiness (Dashboard).
- Action 4- College Credit Courses. Of the students scoring At Prepared on the 2019-20 College Career Indicator, 50% qualified for this status by completing college credit courses. Digging deeper, 100% of students with disabilities, 63% of White students, 53% of socio-economic disadvantaged students, 50% of homeless students, and 30% of Hispanic students completed college credit courses. Expenditures associated with this action include instructional material needed for dual enrollment classes and paying academic counselors a stipend to meet with families during non-regular hours, including Saturdays. Many parents/guardians work long hours and are unable to meet during the regular school hours. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because their parents/guardians are typically unaware of college credit course opportunities or enrollment procedures. We believe this action reflects the most effective use of funds because California has deemed completing college credit courses a viable approach to preparing students for college readiness (Dashboard).

### **Goal 3- Improve Access and Success in a Broad Course of Study:**

- Action 1-Parent Involvement. School experience survey results indicate that the parent engagement and involvement are low for the parents/guardians of English learners, foster youth, and low-income students, particularly during the pandemic. We will offer workshops intended to help families understand our tiered supports, particularly for those who are most vulnerable to the impact of COVID 19. Family workshops and targeted support will include but are not limited to, the effects of trauma and how to mitigate them with trauma-informed practices. Expenditures associated with this action include parent outreach, instructional material, social-emotional resources, and continued funding of parent liaison. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because their parents/guardians are typically unable to provide additional academic and socio-emotional support at home (based on our interactions). We believe this action reflects the most effective use of funds because the pandemic has particularly impacted the families of students who qualify for an unduplicated group.
- Action 2- Academic and Social-Emotional Support. The pandemic has increased the number and quality of support needed for students to succeed academically. We will add and refine academic and social-emotional supports offered within our multi-tiered support framework system (MTSS). Expenditures associated with this action include, but not limited to, Student Support Coordinators, 504 Coordinators, and Intervention Support Coordinators, Regional Coordinators, a social worker, paraeducators, intervention/support positions, SEL Coordinators, psychologists, a nurse, and the continued funding of a foster youth/homeless liaison. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because they are most vulnerable to the pandemic's adverse effects. Research demonstrates that students cannot focus on their education, let alone make up for lost learning when their basic needs are unmet.

- Action 3- English Learner Support (targeted). This action improves and increases English learners' services by funding an English Language Development Coordinator and integrated ELD professional learning. Professional learning focuses on using various information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. We ground our ELD supports in research-based approaches, including those outlined in the California ELA-ELD Framework and State Literacy Plan.
- Action 4- Interim Assessments. To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. Research demonstrates that students most vulnerable to the pandemic experience difficulty focusing on their education, resulting in a significant learning loss. Assessing student learning loss and proficiency at regular intervals allows teachers to review data related to subject-specific proficiency and adjust the curriculum and instruction appropriately.
- Action 7- Special Program Lead Position (targeted). Our 2020-21 English Learner (EL) redesignation rate is 13%, higher than the district (10%) and county (12%). Our 13% redesignation rate represents an improvement from 5% in 2019-20. Our 2018-19 California Schools Dashboard English Learner Progress Indicator score demonstrates 63% of our ELs toward English Proficiency (High Progress Level, informally Green score). However, 10% of our ELs decreased by at least one ELPI level. This position supports ELs (and their families) to improve access to academic content and monitor English language proficiency, particularly those who qualify for low-SES or foster status.

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

We will use LCFF supplemental funds (we do not receive concentration funds) to enhance supports and services for unduplicated groups. In 2021-22, we will contribute 6.85% of our LCFF supplemental funds to increase (quantity) or improve (quality) services for unduplicated groups. Thus, the actions in our LCAP that enhance services for foster youth, low-income students, and English Learners increase or improve services proportionally compared to all students' services. Please see details below:

### **Goal 1- Optimize Conditions for Learning:**

- Action 4- Technology. To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers for students, and cybersecurity software. The described technology's purchase improves services because it adds upgraded technology and increased devices beyond what we currently offer as our base instructional material. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because they often cannot afford high-speed internet service or updated technology devices that appropriately interface with online instruction and curriculum.
- Action 5- Monitor Student Engagement. To improve and increase our ability to identify reasons students disengage from school, we will administer substantive student engagement surveys and analyze results. Expenditures associated with this action include the costs of purchasing quality surveys such as the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey. These expenditures represent improved services because our current surveys, relatively speaking, are not as immersed in research, nor do they result in comprehensive reports based on student entries. We will implement this action schoolwide, but it will benefit the needs of

unduplicated groups, principally because these groups typically live in an environment that leaves them directly vulnerable to the pandemic and lack resources at home to mitigate the effects the pandemic.

### **Goal 2- Improve College and Career Readiness:**

- Action 1- Career Technical Education (CTE) Pathways. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of hiring additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials. The hiring of teachers for CTE pathways represents additional staffing beyond our base allocation. This action adds to our current base educational program because it adds CTE pathways. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because they typically have the least access to new and viable career experiences outside of school.
- Action 2- Advanced Placement (AP) courses and exams. We will add AP courses and offer AP examinations within our facilities. Expenditures associated with action include the costs of hiring additional teachers, teacher training, curriculum development, and instructional materials. This action increases the number of AP courses our students can enroll in and improves AP examination opportunities. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. These groups typically have the least access at home to the resources needed to prepare for and pass AP examinations.
- Action 3- A-G Readiness. We will add to our current academic counselors to improve academic support and college guidance to students. Increasing the number of counselors will reduce their caseload, facilitating quality support, including meeting with each student in grade 8 and their families to develop an A-G completion plan. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. These groups are typically unaware of what courses meet the A-G requirements or have time to monitor the A-G progress at home.
- Action 4- College Credit Courses. We will collaborate with local community colleges to assess the viability of offering dual enrollment classes. Beyond dual enrollment classes, we will implement a comprehensive awareness campaign related to college credit courses. Expenditures associated with this action include instructional material needed for dual enrollment classes and paying academic counselors a stipend to meet with families during non-regular hours, including Saturdays. Many parents/guardians work long hours and are unable to meet during the regular school hours. This action increases our base services because it increases the number of college courses our students may access and improves them. It includes an increased amount of time dedicated to meeting directly with families regarding college readiness. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally because their parents/guardians are typically unaware of college credit course opportunities or enrollment procedures.

### **Goal 3- Improve Access and Success in a Broad Course of Study:**

- Action 1- Parent Involvement. School experience survey results indicate that the parent engagement and involvement are low for the parents/guardians of English learners, foster youth, and low-income students, particularly during the pandemic. We will offer workshops intended to help families understand our tiered supports, particularly for those who are most vulnerable to the impact of COVID 19. Family workshops and targeted support will include but are not limited to the effects of trauma and how to mitigate them with trauma-informed practices. This action represents increased and improved services because we will increase the number of parent-focused workshops, refine their focus to meet the needs of parents, and provide a liaison beyond our base program.
- Action 2 Academic and Social-Emotional Supports. The pandemic has increased the number and quality of support needed for students to succeed academically. We will add and refine academic and social-emotional supports offered within our multi-tiered support framework system (MTSS). Expenditures associated with this action include, but not limited to, Student Support Coordinators, 504 Coordinators, and



Intervention Support Coordinators, Regional Coordinators, a social worker, paraeducators, intervention/support positions, SEL Coordinators, psychologists, a nurse, and the continued funding of a foster youth/homeless liaison. This action represents an increase in services because we will add academic and social-emotional supports beyond what we currently offer. This action also represents an improvement in services because we expect a comprehensive review of our MTSS to refine the quality of supports we currently offer.

- Action 3- English Learner Support (targeted). This action improves and increases English learners' services by funding an English Language Development Coordinator and integrated ELD professional learning. Professional learning focuses on using various information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. We ground our ELD academic supports on research-based approaches, including those outlined in the California ELA-ELD Framework and State Literacy Plan.
- Action 4- Interim Assessments. To better assess student learning loss and proficiency, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and staff salaries responsible for its implementation, progress monitoring, and reports production. This action represents an improvement in services because we will add staff specifically responsible for all aspects of implementing the STAR360 diagnostic assessments and costs associated with appropriate training. We will implement this action schoolwide, but it will benefit the needs of unduplicated groups principally. Research demonstrates that students most vulnerable to the pandemic experience difficulty focusing on their education, resulting in a significant learning loss. Assessing student learning loss and proficiency at regular intervals allows teachers to review data related to subject-specific proficiency and adjust the curriculum and instruction appropriately.
- Action 7 Special Program Lead Position (targeted)-. This action improves and increases English learners' services by supporting ELs (and their families) to improve the monitoring of English language proficiency.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

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:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **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.

## Data Entry Table: Inclusion as part of the LCAP Template is optional

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully credentialed & appropriately assigned teachers	All	No	Schoolwide	NA	All	Ongoing	\$ 19,844,096		\$ 19,844,096				\$ 19,844,096
1	2	Access to the standards-aligned instruction materials	All	No	Schoolwide	N/A	All	Ongoing		\$ 4,000,000	\$ 4,000,000	\$ -	\$ -		\$ 4,000,000
1	3	Maintain all facilities in "Good Repair"	All	No	Schoolwide	N/A	All	Ongoing							\$ -
1	4	Technology	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	All	Ongoing		\$ 430,550	\$ 430,550				\$ 430,550
1	5	Monitor student engagement	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	All	Ongoing		\$ 8,000	\$ 8,000				\$ 8,000
1	6	Systems of professional growth and improvement	All	No	Schoolwide	N/A	All	Ongoing	\$ 70,238	\$ 20,000				\$ 90,238	\$ 90,238
2	1	Career Technical Education (CTE) Pathways	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	Middle and High School	3 years	\$ 10,000	\$ 10,000	\$ 20,000				\$ 20,000
2	2	Advanced Placement (AP) courses and exams	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	High School	3 years	\$ 200,000	\$ 120,000	\$ 320,000				\$ 320,000
2	3	A-G Readiness	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	High School	3 years	\$ 107,000	\$ 25,000	\$ 125,000				\$ 125,000
2	4	College Credit Courses	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	Middle and High School	3 years		\$ 40,000	\$ 40,000				\$ 40,000
3	1	Parental Involvement	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	All	3 years	\$ 143,000		\$ 143,000				\$ 143,000
3	2	Academic and Social- Emotional Supports	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	All	3 years	\$ 1,385,646	\$ 300,000	\$ 1,685,646				\$ 1,685,646
3	3	English Learner Supports	English Learners	Yes	Schoolwide	English Learners	All	3 years	\$ 150,000	\$ 150,000	\$ 300,000				\$ 300,000
3	4	Interim Assessments	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	High School	3 years	\$ 140,000	\$ 70,000	\$ 210,000				\$ 210,000
3	5	Students with exceptional needs: Community partnerships	SPED	No	Schoolwide	Foster Youth, Low Income, English Learners	High School	3 years	\$ -	\$ -	\$ -				\$ -
3	6	Students with exceptional needs: Post-secondary readiness	SPED	No	Schoolwide	Foster Youth, Low Income, English Learners	All	3 years		\$ 5,000		\$ 5,000			\$ 5,000
3	7	Special Program Lead Position	All	Yes	Schoolwide	Foster Youth, Low Income, English Learners	All	3 years	\$ 72,000		\$ 72,000				\$ 72,000
3	8	Professional learning related to English Learners	English Learners	No	Schoolwide	English Learners	All	3 years		\$ 14,643				\$ 14,643	\$ 14,643
3	9	Digital Library	All	No	Schoolwide	Academically struggling students	All	3 years	\$ 40,000	\$ 60,000				\$ 100,000	\$ 100,000
3	10	Targeted Academic Support	All	No	Schoolwide	Academically struggling students	All	3 years	\$ 248,988					\$ 248,988	\$ 248,988
3	11	Non-English Speaking Parent Support	English Learners	No	Schoolwide	English Learners	All	3 years	\$ 80,000					\$ 80,000	\$ 80,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully credentialed & appropriately assigned teachers	All	\$ 19,844,096				\$ 19,844,096
1	2	Access to the standards-aligned instruction materials	All	\$ 4,000,000	\$ -	\$ -		\$ 4,000,000
1	3	Maintain all facilities in "Good Repair"	All					\$ -
1	4	Technology	All	\$ 430,550				\$ 430,550
1	5	Monitor student engagement	All	\$ 8,000				\$ 8,000
1	6	Systems of professional growth and improvement	All				\$ 90,238	\$ 90,238
2	1	Career Technical Education (CTE) Pathways	All	\$ 20,000				\$ 20,000
2	2	Advanced Placement (AP) courses and exams	All	\$ 320,000				\$ 320,000

2	3	A-G Readiness	All	\$ 125,000				\$ 125,000
2	4	College Credit Courses	All	\$ 40,000				\$ 40,000
3	1	Parental Involvement	All	\$ 143,000				\$ 143,000
3	2	Academic and Social-Emotional Supports	All	\$ 1,685,646				\$ 1,685,646
3	3	English Learner Supports	English Learners	\$ 300,000				\$ 300,000
3	4	Interim Assessments	All	\$ 210,000				\$ 210,000
3	5	Students with exceptional needs: Community partnerships	SPED	\$ -				\$ -
3	6	exceptional needs: Post-secondary	SPED		\$ 5,000			\$ 5,000
3	7	Special Program Lead Position	All	\$ 72,000				\$ 72,000
3	8	Professional learning related to English Learners	English Learners				\$ 14,643	\$ 14,643
3	9	Digital Library	All				\$ 100,000	\$ 100,000



3	10	Targeted Academic Support	All				\$ 248,988	\$ 248,988
3	11	Non-English Speaking Parent Support	English Learners				\$ 80,000	\$ 80,000

## DRAFT

Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	Fully credentialed & appropriately assigned teachers	Schoolwide		All	\$ 22,390,968	\$ 22,390,968
3	Maintain all facilities in "Good Repair"	Schoolwide		All		\$ -
4	Technology	Schoolwide	Foster Youth, Low Income, English Learners	All	\$ 430,550	\$ 430,550
5	Monitor student engagement	Schoolwide	Foster Youth, Low Income, English Learners	All	\$ 8,000	\$ 8,000
6	Systems of professional growth and improvement	Schoolwide		All		\$ 90,238
1	Career Technical Education (CTE) Pathways	Schoolwide	Foster Youth, Low Income, English Learners	Middle and High School	\$ 125,000	\$ 125,000
2	Advanced Placement (AP) courses and exams	Schoolwide	Foster Youth, Low Income, English Learners	High School	\$ 20,000	\$ 20,000
3	A-G Readiness	Schoolwide	Foster Youth, Low Income, English Learners	High School	\$ 132,000	\$ 132,000
4	College Credit Courses	Schoolwide	Foster Youth, Low Income, English Learners	Middle and High School	\$ 40,000	\$ 40,000
1	Parental Involvement	Schoolwide	Foster Youth, Low Income, English Learners	All	\$ 143,000	\$ 143,000

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2	Academic and Social-Emotional Supports	Schoolwide	Foster Youth, Low Income, English Learners	All	\$ 1,685,646	\$ 1,685,646
3	English Learner Supports	Schoolwide	English Learners	All	\$ 250,000	\$ 250,000
4	Interim Assessments	Schoolwide	Foster Youth, Low Income, English Learners	High School	\$ 210,000	\$ 210,000
5	Students with exceptional needs: Community partnerships	Schoolwide		High School	\$ -	\$ -
6	Students with exceptional needs: Post-secondary readiness	Schoolwide		All		\$ 5,000
7	Special Program Lead Position	Schoolwide	Foster Youth, Low Income, English Learners	All	\$ 72,000	\$ 72,000
8	Professional learning related to English Learners	Schoolwide		All		\$ 14,643
9	Digital Library	Schoolwide		All		\$ 100,000
10	Targeted Academic Support	Schoolwide		All		\$ 248,988
11	Non-English Speaking Parent Support	Schoolwide		All		\$ 80,000