

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ambassador Phillip V. Sanchez II Public Charter

CDS Code: 10-62380-0136499

School Year: 2021-22

LEA contact information:

Shellie Hanes

Area Superintendent

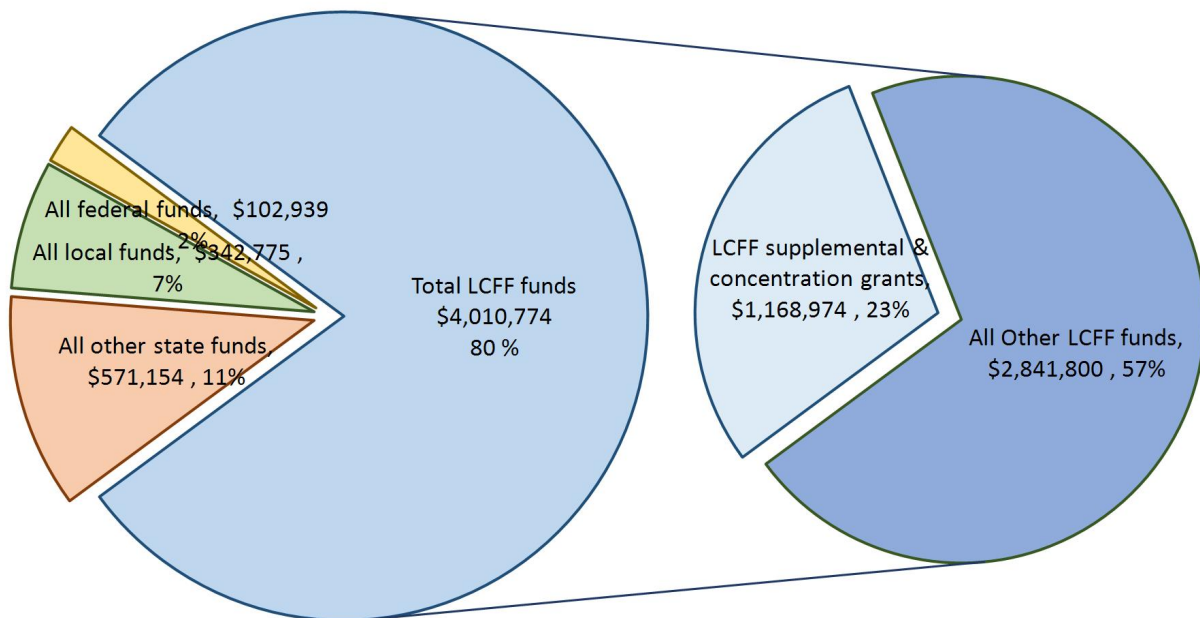
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(559) 497-9331

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



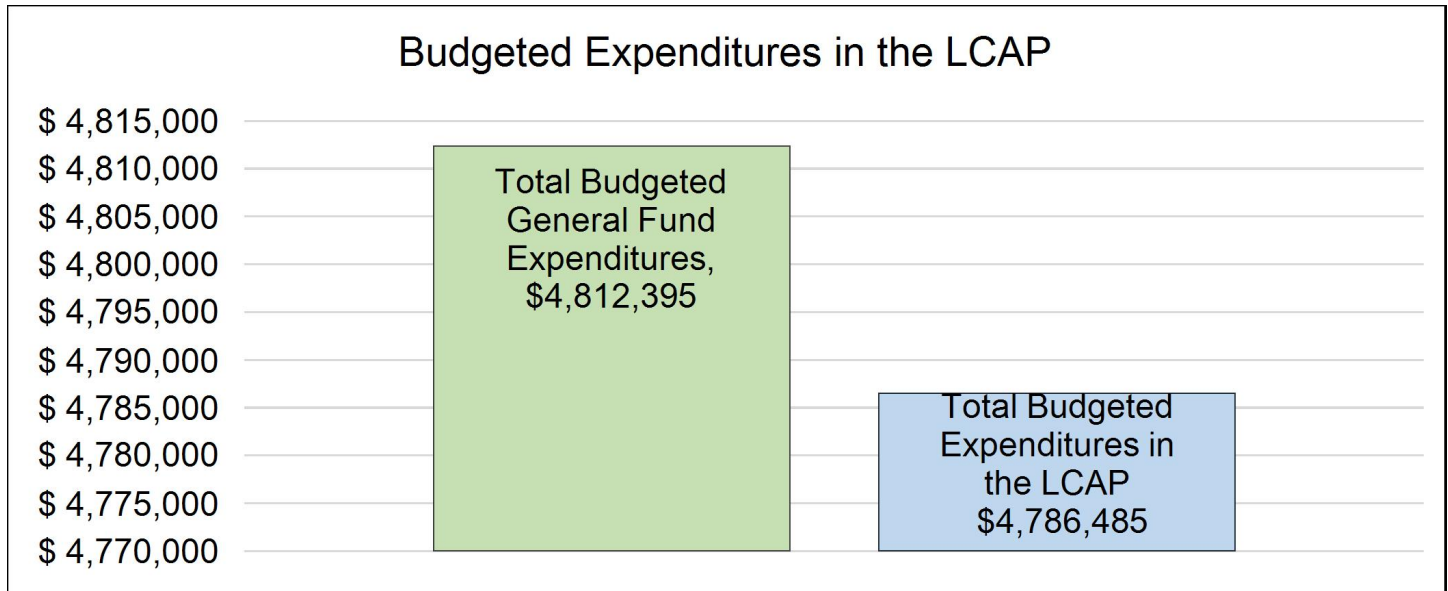
This chart shows the total general purpose revenue Ambassador Phillip V. Sanchez II Public Charter expects to receive in the coming year from all sources.

The total revenue projected for Ambassador Phillip V. Sanchez II Public Charter is \$5,027,642, of which \$4,010,774 is Local Control Funding Formula (LCFF), \$571,154 is other state funds, \$342,775 is local

funds, and \$102,939 is federal funds. Of the \$4,010,774 in LCFF Funds, \$1,168,974 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 Ambassador Phillip V. Sanchez II Public Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ambassador Phillip V. Sanchez II Public Charter plans to spend \$4,812,395 for the 2021-22 school year. Of that amount, \$4,786,485 is tied to actions/services in the LCAP and \$25,910 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

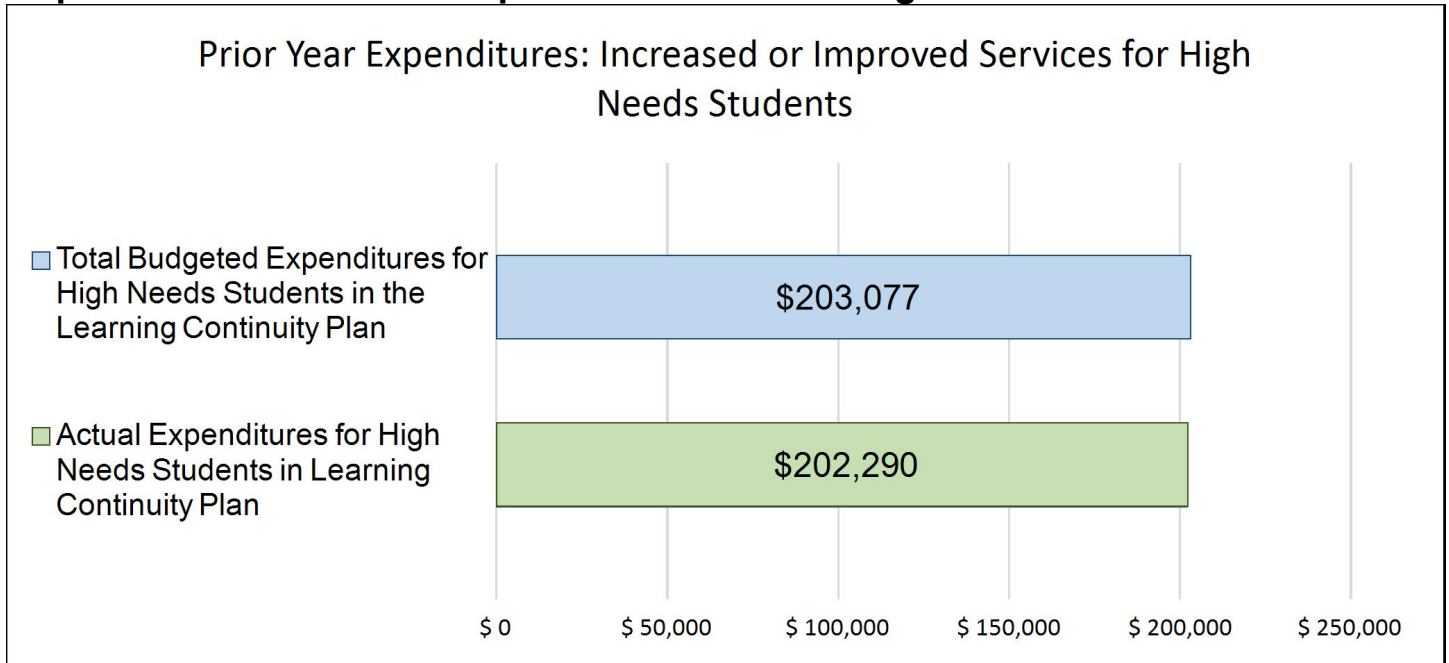
- \* audit fees
- \* legal expenses

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

In 2021-22, Ambassador Phillip V. Sanchez II Public Charter is projecting it will receive \$1,168,974 based on the enrollment of foster youth, English learner, and low-income students. Ambassador Phillip V. Sanchez II Public Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Ambassador Phillip V. Sanchez II Public Charter plans to spend \$1,168,974 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 Ambassador Phillip V. Sanchez II Public Charter 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 Ambassador Phillip V. Sanchez II Public Charter 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, Ambassador Phillip V. Sanchez II Public Charter's Learning Continuity Plan budgeted \$203,077 for planned actions to increase or improve services for high needs students. Ambassador Phillip V. Sanchez II Public Charter actually spent \$202,290 for actions to increase or improve services for high needs students in 2020-21.

There was no negative impact to actions and services, as a result of not spending \$787.00 in 2020-2021. High needs students were able to receive their full services, such as tutoring, one-on-one with their teacher, counseling services, and student retention services.

# 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
Ambassador Phillip V. Sanchez II Public Charter	Shellie Hanes Area Superintendent	principal@ambsanchezcharter2.org (559) 497-9331

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

# Goal 1

Increase student retention.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>* Retention rate</li> <li>* Attendance rate</li> <li>* Dropout rate</li> <li>* Suspension rate</li> <li>* Expulsion rate</li> <li>* Facilities Inspection Results</li> </ul> <p><b>19-20</b></p> <p>School Facilities rating is Exemplary (Priority 1)            Retention rate will increase (Priority 5)            Attendance rate will be 85% or higher (Priority 5)            Dropout rate will decrease (Priority 5)            Suspension rate will be low (Priority 6)            Expulsion rate will be low (Priority 6)</p>	<p>2019-2020 Data Mostly LP 1-7</p> <p>Goal Not Met: Retention was 78.5%.</p> <p>Goal Met: Attendance was 87.01%</p> <p>Goal Not Met: Drop-out (Non-Completer) increased to 5.2%</p> <p>Goal Met: Suspension Rate was 0%</p> <p>Goal Met: Expulsion Rate was 0%</p> <p>Goal Met: Facilities were in Good Condition</p>

Expected	Actual
<p><b>Baseline</b>            2018-19 Baseline LP1-7:            Retention: 86.5%            Attendance: 89.88%            Drop-out: 2.4%            Suspension Rate: 0%            Expulsion Rate: 0%            Facilities: Good Condition</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions &amp; services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Student Retention Services personnel will provide intervention.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Establish an integrated intervention/incentive system</p> <p>Provide transportation assistance</p>	<p>Classified, SRS, Tutors and others \$93,264.00</p> <p>Certificated Counseling \$26,498.00</p> <p>Materials, Supplies \$6,761.00</p> <p>Transportation \$4,658.00</p>	<p>Classified, SRS, Tutors and others \$93,572.00</p> <p>Certificated Counseling \$23,578.00</p> <p>Materials, Supplies \$6,000.00</p> <p>Transportation \$6,074.00</p>
<p>Provide an intervention and support program for English Learners:</p>	<p>Professional Development \$19,682.00</p>	<p>Professional Development \$8,690.00</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p> <p>Small group teachers and labs for EL, ELA and mathematics</p>	<p>Materials, Hardware and Software \$1,352.00</p> <p>Certificated salaries and benefits \$75,079.00</p>	<p>Materials, Hardware and Software \$526.00</p> <p>Certificated salaries and benefits \$66,806.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Certificated Salaries and Benefits \$209,985.00</p> <p>Classified and Benefits \$138,750.00</p> <p>Curriculum Development \$4,773.00</p> <p>Professional Development \$11,394.00</p> <p>Materials, Hardware, Software \$39,217.00</p> <p>Facilities \$113,940.00</p>	<p>Certificated Salaries and Benefits \$180,320.00</p> <p>Classified and Benefits \$79,092.00</p> <p>Curriculum Development \$718.00</p> <p>Professional Development \$49,681.00</p> <p>Materials, Hardware, Software \$30,259.00</p> <p>Facilities \$79,675.00</p>



## Goal Analysis

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

Input from our stakeholders was very valuable in helping the school make adjustments to meet our students' and families' needs. Parents who participated in the ELAC meetings stated that their students needed additional support with technology. Because of COVID-19, we were not able to implement all of the professional development actions. Resource allocation in this particular action saw growth in retaining students and being able to provide the needed resources for students during the time of distance learning. In addition, intervention supports were provided to unduplicated youth. These interventions were needed as evident by the ELL students NWEA scores in reading by -3.0 RIT points and -3.5 RIT points in math. Due to these challenges with our ELLs students, we provided a program that is tailored to the needs of each student. For students who needed further retention supports, the student retention support and the school counselors were involved in working alongside the teacher to determine the necessary supports to re-engage the student and increase their attendance. The school counselors worked very closely with foster and homeless youth and the student retention support worked closely with all unduplicated youth. Through this collaborative effort, the attendance has increased for all students by 15.1%. Unspent school funds became available for helping provide students with their technology needs such as hotspots, computers, and internet access. We made sure that each of our English Language learners were supported with technology to access their curriculum and teacher. For our low income and foster youth students we ensured that they had specific Student Retention Support staff working alongside teachers and students to keep them engaged in their schooling. Keeping students safe and connected was a primary goal at the start of the pandemic.

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

For the 2019-2020 school year there were significant challenges the school faced in increasing student retention. Our local data shows we met our attendance rate of 87.01% but did not meet our retention, 78.5%. Our locally calculated drop-out rate showed a slight increase as well to 5.2%. Data from our student survey showed that students were having difficulty focusing on their schooling. The biggest challenge was that our critical "face to face" routines, with regular student to teacher communication and connect, was severely impacted by COVID-19 with the closing of our sites. We were able to adapt quickly to the distance learning model quickly, and that helped to keep most of our students engaged. Overall, the actions to implement this goal remained intact even when certain outcomes declined. The success for APVS II included student retention, increasing the social-emotional support for students through providing staff with trauma-informed professional development, and ensuring all students were instructed by highly qualified staff. The challenges the school faced were having a lower-than-expected attendance rate, and having the non-completer rate increase. However, 0% of APVS II students were suspended or expelled, and the facilities were in good condition. Data from our student survey showed that students were having difficulty in the distance learning technology (computer, tablet, video calls, learning applications, etc) and focusing on their schoolwork but were able to reach out and get support from their teachers.

## Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>* Credit completion rate</li> <li>* Properly credentialed teachers, correctly assigned teachers and vacancies.</li> <li>* English learner reclassification rate</li> <li>* Graduation rate</li> </ul> <p><b>19-20</b></p> <p>Increase number of credits completed (Priority 4)            100% highly qualified staff (Priority 1)            Increase English Learner reclassification rate (Priority 4)            Graduation rate increases (Priority 5)</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Met: Credit completion rate: 3.05</p> <p>Goal Met: HQT percentage: 100%</p> <p>Goal Not Met: English learner reclassification rate: 4.0%</p> <p>Goal Met: Graduation rate: 96.49%</p>

Expected	Actual
<p><b>Baseline</b>            2018-19 Baseline LP1-7:            Credit completion rate: 2.98            HQT percentage: 100%            English learner reclassification rate: 6.1%            Graduation rate: 88.6%</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Read 180 teachers or literacy teachers</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Read 180 program and materials</p> <p>Provide transportation assistance.</p>	<p>Certificated salaries and benefits \$154,564.00</p> <p>Classified wages and benefits \$89,603.00</p> <p>Materials, Hardware, Software - including Read 180 \$12,623.00</p> <p>Transportation \$5,433.00</p>	<p>Certificated salaries and benefits \$137,532.00</p> <p>Classified wages and benefits \$89,900.00</p> <p>Materials, Hardware, Software - including Read 180 \$4,906.00</p> <p>Transportation \$7,084.00</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p>	<p>Certificated salaries and benefits \$77,287.00</p>	<p>Certificated salaries and benefits \$68,771.00</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Lab and small groups teachers for EL, ELA and mathematics</p> <p>EL Lead Teacher and Regional Support</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Classified wages and benefits \$76,806.00</p> <p>Professional Developmnet \$96,436.00</p> <p>Materials, Hardware, Software \$6,309.00</p>	<p>Classified wages and benefits \$77,060.00</p> <p>Professional Developmnet \$42,580.00</p> <p>Materials, Hardware, Software \$2,452.00</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Certificated Salaries and benefits \$712,678.00</p> <p>Classified wages and benefits \$107,915.00</p> <p>Curriculum Development \$22,271.00</p> <p>Professional Development \$66,465.00</p> <p>Facilities \$199,395.00</p> <p>Materials, Hardware, Software - including assessments \$53,377.00</p>	<p>Certificated Salaries and benefits \$611,995.00</p> <p>Classified wages and benefits \$61,517.00</p> <p>Curriculum Development \$3,350.00</p> <p>Professional Development \$289,804.00</p> <p>Facilities \$139,431.00</p> <p>Materials, Hardware, Software - including assessments \$41,184.00</p>

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

## Goal Analysis

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

Funds for 2019-2020 did not include mobilization during distance learning to ensure all students were given a computer to complete their coursework. Due to mobilizing all instruction to distance learning, credit completion declined. Data collected from our Student Information System (SIS) and Student Personalized Learning Plans (PLP's) showed that there was decline in credit completion since March 13, 2020 and carried over to the 2020-2021 school year. However, teachers allocated and redirected resources to focus on distance learning platform instead of face to face and small group instructions. Site administration reexamined the professional development calendar and increased technology training, purchased additional laptops, headsets, and hotspots so students could continue distance learning. Additional tutors and support staff were hired to supplement intervention programs that target EL, Low Income and Foster Youth. Due to this, students were able to complete more credits. Even with the additional tutoring support, the reclassification rate was far below the state average. Distance learning made it challenging for seniors to complete their coursework in the allotted time. APVS II is hopeful these seniors will complete their graduation requirements by June. During these challenging times staff continued to maintain an effective educational program.

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

AVPS II maintained 1.92 credits a learning period but encountered many obstacles in increasing credit completion. This was due to students not having daily access to staff. Students stated the biggest obstacles to completing and submitting credits were distance learning technology and focusing on schoolwork. APVS II worked to overcome the obstacles to completing and submitting credits while in distance learning by providing students with a computer and hotspot. The staff was trained on how to instruct and receive credits via the internet instead of in-person. Unduplicated youth were given the option of working onsite to receive face-to-face instruction during scheduled appointments. A strength for APVS II was that the school quickly adjusted to serving students through a distance learning model, providing students with a variety of options for completing credits. Due to this, APVS II was able to meet a portion of the goals, while maintaining integrity to the program. A challenge for APVS II was to get seniors to complete their necessary credits to earn their high school diploma. However, by the end of this year, APVS II anticipates these seniors will graduate and be successful in their postsecondary pursuits. Though there were many successes in engagement, credit completion was still a challenge as students required additional time and support. To meet this need additional support staff was hired to support intervention programs like Read/Math 180 programs.

APVS II did not meet the English Learner Reclassification rate of 4% but met the graduation rate with 96.49%.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>* Online course completion</li> <li>* Online course enrollment</li> <li>* Online course availability</li> </ul> <p><b>19-20</b></p> <p>Online course completion rate will increase (Priority 8)            Online course enrollment will increase (Priority 8)            Online course available (Priority 7)</p> <p><b>Baseline</b>            2018-19 Baseline LP1-7:            Online course completion rate will increase: 71.14%            Online course enrollment will increase: 201            Online course available: 100%</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Met: Online course completion rate will increase: 73.88%</p> <p>Goal Not Met: Online course enrollment will increase: 262</p> <p>Goal Met: Online course available: 100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for Online program</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>Online program and materials, including computers and mobile devices</p> <p>Provide transportation assistance</p>	<p>Certificated and Benefits \$111,879.00</p> <p>Classified and Benefits \$18,283.00</p> <p>Materials - incentives \$12,623.00</p> <p>Materials, Hardware, Software \$21,636.00</p> <p>Transportation \$4,658.00</p>	<p>Certificated and Benefits \$99,551.00</p> <p>Classified and Benefits \$18,344.00</p> <p>Materials - incentives \$11,203.00</p> <p>Materials, Hardware, Software \$8,409.00</p> <p>Transportation \$6,074.00</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Classified and Benefits \$21,945.00</p> <p>Professional Development \$55,111.00</p> <p>Materials, Hardware, Software \$14,422.00</p>	<p>Classified and Benefits \$22,018.00</p> <p>Professional Development \$24,333.00</p> <p>Materials, Hardware, Software \$5,605.00</p>
<p>Provide an effective educational program:</p>	<p>Certificated and Benefits \$286,344.00</p>	<p>Certificated and Benefits \$245,891.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>Classified and Benefits \$149,761.00</p> <p>Curriculum Development \$50,906.00</p> <p>Facilities \$68,365.00</p> <p>Materials, Hardware, Software \$39,217.00</p> <p>Professional Development \$91,152.00</p>	<p>Classified and Benefits \$85,371.00</p> <p>Curriculum Development \$7,657.00</p> <p>Facilities \$47,806.00</p> <p>Materials, Hardware, Software \$30,259.00</p> <p>Professional Development \$397,446.00</p>

## Goal Analysis

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

Educational service was provided to all students through distance learning platforms since the beginning the 2020-2021 school year. Individual computer resources were not allocated in the 2019-2020 LCAP. To meet this objective, APVS II reallocated their LCAP expenditure and purchased additional laptops, hotspots and adjusted their professional development. All students that needed a laptop or hotspot to work on site or at home were provided with one. Programs like Kami were purchased to support online curriculum and assignments. Professional Development activities focused on online training using google platforms to support distance learning. APVS II requires all students to complete a basic CTE course, professional and digital skills course as one of their graduation requirements. Some core courses were also transitioned to online platforms allowing student to work remotely and supported by school staff. Resources were allocated to ensure the staff were all highly qualified and that professional development was provided to increase trauma-informed practices.



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

During the 2019-2020 school year, APVS II was able to improve student's computer literacy through completing an online course and using online resources that were embedded in the curriculum. The goal was met with 73.88% of students completing a course. In addition, the goal was met for 100% of students being able to access an online course. However, the number of students taking an online course was not met with 262 students. For the latter part of 2019-2020, due to COVID-19 and distance learning APVS II was able to increase the use of google platforms and issued more laptops and hotspots. There was also an increase in the number of students taking online course through Edmentum, most being elective since core courses required additional teacher support. CTE staff and paras were instrumental in supporting the majority of online course especially for new students who had to go through the orientation process online. Additionally, students can also access and take the NWEA and other assessments online. However, some students still preferred paper packages vs online courses.

A challenge APVS II faced with online course completion was that not all students had access to a computer at home. Another challenge was with students who lived in distance areas where Wi-Fi connectivity were issues. Since most of the communication was digital or online there were students that missed out on assignments or did not login to online classes. Now that students have access to a computer at home, APVS II anticipates more students will be interested in taking and completing an online course. One success is that all the curriculum is now accessible online, and the coursework has embedded online resources.

# Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                               Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>* Implement standards and ELD courses developed</li> <li>* CTE and CRS enrollment</li> <li>* Individual Learning Plans</li> </ul> <p><b>19-20</b></p> <p>Increase common core or ELD courses completed (Priority 2)            Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)            All students have Individual Learning Plans (Priority 7)</p> <p><b>Baseline</b>            2018-19 Baseline LP1-7:            Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: 272            Individual Learning Plans have CTE: 90%            Implementing state academic standards: 3.36</p>	<p>2019-2020 Data LP1-7</p> <p>Goal Met: Increase the number of students enrolling in Career Tech Ed or Basic CTE courses: Pro skills 127 and CTE 14</p> <p>Goal Met: Individual Learning Plans have CTE: 90%</p> <p>Goal Met: Implementing state academic standards: 3.36</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Lab and small group teachers for CTE program</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system</p> <p>CTE program and materials</p> <p>Provide transportation assistance</p>	<p>Certificated and Benefits \$139,846.00</p> <p>Classified and Benefits \$59,429.00</p> <p>Materials - incentives \$20,284.00</p> <p>Materials, Hardware, Software \$18,026.00</p> <p>Transportation \$9,707.00</p>	<p>Certificated and Benefits \$124,436.00</p> <p>Classified and Benefits \$59,626.00</p> <p>Materials - incentives \$18,002.00</p> <p>Materials, Hardware, Software \$7,006.00</p> <p>Transportation \$12,657.00</p>
<p>Provide an intervention and support program for English Learners and Redesignated FEP:</p> <p>EL tutor support and clerical support</p> <p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p>	<p>Classified and Benefits \$45,714.00</p> <p>Professional Development \$36,079.00</p> <p>Materials, Hardware, Software \$13,523.00</p>	<p>Classified and Benefits \$45,865.00</p> <p>Professional Development \$15,930.00</p> <p>Materials, Hardware, Software \$5,256.00</p>
<p>Provide an effective educational program:</p>	<p>Certificated and Benefits \$278,390.00</p>	<p>Certificated and Benefits \$239,061.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The foundation of an effective educational program is Highly Qualified Teaching staff.	Classified and Benefits \$110,119.00	Classified and Benefits \$62,773.00
Support staff is required to maintain an effective educational program.	Curriculum Development \$31,816.00	Curriculum Development \$4,785.00
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	Professional Development \$56,971.00	Professional Development \$248,408.00
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Facilities \$332,326.00	Facilities \$232,386.00
Safe and secure facilities are required to maintain an effective educational program for CTE program	Materials, Hardware, Software \$54,467.00	Materials, Hardware, Software \$42,025.00
Educational materials are required to maintain an effective program.		
Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials.		

## Goal Analysis

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

Resources were adequately allocated to ensure all APVS II students received an Individual Learning Plan, were instructed by a highly qualified teacher, and completed coursework aligned to the California State Standards. With more students having access to laptops and hotspots there was an increase in Digital and Professional skills offered online. CTE and Dual enrollment courses were assigned to students to prepare students for college. Counseling 48, counseling 53 and Health, Psychology we several courses offered online through our local community college partner. In coordination with school counselors, CTE staff supported students taking dual enrollment and served as the point person in registering them to take college classes. Although additional school counselors were not added to the program, every senior will meet with one to develop a postsecondary plan aligned to each students' goals. A strategic approach is being considered to include more 10th and 11th graders taking college courses sooner and not waiting until they are seniors to begin planning for post-secondary goals.

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

APVS II students upon enrollment complete a basic CTE course, have CTE courses included in their learning plans, and complete courses aligned to the California State Standards. A strength for APVS II is that all three of metrics for this goal were met for improving the college and career readiness for students. Regardless of distance learning or instructing students face-to-face, students are provided with a rigorous and challenging academic program that is appropriate for each student's skill level. Students meet with their school counselor and teacher to ensure the student is completing the courses that will set them on a path to success upon graduation. While completing coursework in the distance learning format, student survey results state that focusing on schoolwork was a challenge.

A challenge for APVS II is continuing to improve the types of online coursework students can complete that are aligned with student interest. Operating in distance learning platform, many students were unable to meet with their teachers and counselors regularly missing out on important one-on-one interaction. It was evident that students needed someone to hold them accountable in doing their work and turning it on time. Students that successfully transitioned and manage their studies also experienced a drop in credits completion. Distance learning was a challenge to all since majority of communication was conducted on online platforms. It was also evident that students needed direct instruction to guide and walk them through online assignments and online assessments. Yet, APVS II prides itself in aligning the postsecondary goals of students to the California State Standards and California graduation requirements.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement.	\$17,663	\$24,859	No
School Supplies and Materials to support student coursework.	\$5,000	\$6,668	Yes

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

In-person instruction occurred for unduplicated youth throughout the time of distance learning with scheduled 1 1/2 hour appointments. English Language Learners and students with IEPs were able to schedule longer appointments when needed. APVS II monitored the state and county phases and when the phases were allowed, all students were able to schedule 1 1/2 hour in-person appointments. Since in-person one-on-one instruction and tutoring were available during distance learning for unduplicated youth and all students depending on the state and county phases, protective materials and upgraded cleaning supplies were purchased and were essential for in-person instruction.

Supplies were purchased for in-person instruction for unduplicated youth. These supplies included paper resources for Xeroxing credit packets and other materials for students to complete their coursework on-campus. Care packages were put together to send home for low-income, foster youth, and homeless students when the student came in for their in-person appointments.

## Analysis of In-Person Instructional Offerings

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

Upon closure to the APVS II campus due to COVID-19, the school administration immediately began preparing for in-person instruction. These preparations included purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). The site was set-up to allow for social distancing and the county and state guidelines for reopening were strictly followed. In addition, when the school opened, the school was cleaned regularly throughout the day to ensure the safety of all stakeholders. Upon reopening, unduplicated youth were the schools' primary focus for in-person instruction. However, all students could attend with strict 1 1/2 hour appointment time slots. Many unduplicated youth and students with IEPs took advantage of coming onsite for in-person instruction. As the phases changed within Fresno County, the site would open or close to all students. Unduplicated youth and students with IEPs continued to be supported with in-person instruction. The number of staff members working onsite also changed depending on the Fresno County phase. Supplies were purchased to support the students who were coming onsite for instruction. Those supplies included printing materials for credit packets and support materials, textbooks, and writing supplies. Students who were more successful at completing their coursework with a physical credit packet instead of an online version could come onsite to pick up their class supplies. Based on student survey results they had a challenge with distance learning and difficulty in focusing on work but had the support they needed. Families stated their student needed additional support and concerned with their progress but also stated that it was easy to get in contact with their child's teacher if needed to. Staff also felt that they had someone to reach out to and valued the professional development resources that were offered. APVS II is looking forward to increasing the amount of in-person instruction by the end of the 2020-2021 school year. The school recognizes most students perform better, attend school more regularly, and complete more coursework when the students attend in-person.

Overall, the successes APVS II experienced were in preparing to reopen by purchasing the necessary cleaning and protective materials, and by being able to open to offer in-person instruction consistently to the unduplicated youth. The challenges the school faced were being shifted in and out of the different Fresno County phases and the implications those shifts had on in-person attendance. The students who attend APVS II, perform better with in-person instruction and all students were not able to always access this during the COVID-19 pandemic.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To ensure that our students have equal access we purchased computers and will continue to purchase and hot spots for to be able to connect to Google Classroom and communicate with their teachers. We will continue to make these purchases to ensure connectivity. This increased the capacity for students to access the curriculum online. The school purchased 249 hot spots for students to access instruction remotely.	\$45,327	\$42,586	Yes
Students needed additional academic support so the tutoring program will be increased and improved to be able through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online.	\$2,000	\$2,297	Yes
Student outreach will be improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	\$2,000	\$2,000	Yes
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	\$10,000	\$10,000	Yes
Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context.	\$4,000	\$166	Yes

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

All students were provided access to coursework through a digital model during distance learning. This was possible by providing each student with a computer and a hotspot if the internet was not available in the student's home. All newly enrolled students were provided a computer upon enrollment. Since all students and staff had computer and internet access, students were able to communicate with their teacher or tutor to complete their required coursework. During the time of distance learning, tutoring hours



expanded from early in the morning to late in the evening. The expansion in hours allowed more students to get support on their coursework and complete their credits in a timelier manner.

Professional development was provided in several areas, which included trauma-informed practices and the use of online tools such as Kami. By providing professional development in trauma-informed practices, the tutors and staff were better equipped for handling a student's social-emotional needs. In addition, the staff was able to determine resources either onsite or in the community when needed. Since all coursework and instruction was moved to a digital platform the staff and tutors were trained on few means of instructional delivery and ways for completing digital packet work. Kami was the main tool used by students for completing their coursework digitally. Kami allows for students, teachers, and tutors to work collaboratively. Students can digitally fill-in their packets, while the teacher and tutor can provide the student with feedback. Kami has been a very successful tool for students to complete their credit packets online.

Unduplicated youth have been provided with additional hours to connect with their teachers. Teachers have expanded their hours of instruction for English Language Learners and students with IEPs. These additional hours have allotted these subgroups of students with the resources needed to complete their coursework. Students with IEPs had the lowest percentage of credits lost compared to all other students who attend APVS II. All unduplicated youth were supported in their academic pursuits, in addition to any resources they may need outside of school. APVS II worked diligently to ensure all students received the necessary resources and supports to be successful inside and outside of school.

## **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.

APVS II recognized that to provide an adequate distance learning program, the school would need to provide each student with a computer and hotspot when needed. Also, all newly enrolled students are provided a computer and hotspot if a computer and the internet are not available in their home. APVS II finds this an area of success in being able to mobilize, deliver, and purchase enough computers and hotspots to support students in their learning. Survey results from families and students state they are satisfied with APVS II and how they responded to the Pandemic and transitioned to distance learning.. Prior to distance learning, students completed their work through credit packets. Upon moving to distance learning, credit packets were converted to editable credits that could be completed using Kami or another platform while the student-teacher engaged in online instruction. Students-teachers were able to collaborate during the instructional process to ensure rigorous coursework and credits were completed. Completed student work is shared with their teacher and operations staff member through Google Docs. Instead of students having onsite appointments with their teachers, the students had online appointments. Students were provided the same services as they would receive onsite. For example, if a student needed tutoring support, that occurred online instead of in-person one-on-one. SGI courses occurred via a Google Classroom instead of onsite. In addition, APVS II has developed COVID-19 specific elective courses to provide students with

choice and voice during this time of distance learning to help them express their journey. These elective credits range from a social-emotional curriculum to supplemental material that aligns with the core curriculum.

APVS II had many successes in the distance learning model which included providing students with the adequate technology to complete their coursework and receive instruction, mobilizing quickly to convert the curriculum online, and providing the staff with the necessary professional development to ensure the teachers felt confident delivering instruction through an online platform.

A challenge for APVS II was maintaining participation and adequate progress for all students. Although APVS II had student retention supports, student attendance and work completion decreased during the pandemic.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics	\$45,000	\$45,000	Yes
Diagnostic Testing for students through NWEA	\$3,750	\$2,640	Yes

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

To assist in mitigating the amount of learning loss by all pupils, virtual tutors were available for academic support. The virtual tutors were available Monday – Sunday from 8 am – 8 pm. With the expansion in hours and days of the week, students were provided the additional supports that were necessary during distance learning. Regardless of hours/days of the week, students were supported in their learning.

APVS II utilizes the NWEA diagnostic assessment in reading and math. This assessment is used to determine course placement and measure growth. Students are assessed upon enrollment and at regular intervals thereafter. During distance learning, all students showed growth in their reading with 2 RIT points and math by 3 RIT points. Unfortunately for English Language Learners there was a decrease in reading by -3.5 and math by -3 RIT points. Additional support is provided to all students, especially unduplicated youth.

## 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.

APVS II students complete supplemental and diagnostic assessments to track growth and establish a more comprehensive picture of individualized student needs. Students attending APVS II participate in NWEA MAP testing, Illuminate assessments, and credit-based mastery assessments.

The NWEA MAP assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student instructional readiness through the utilization of the RIT scale. APVS II utilizes these scores for academic planning and appropriate placement in intervention and other curricular options. Additionally, students are assessed and reassessed at selected intervals throughout the year to track skill growth. During distance learning, APVS II's NWEA scores increased by 2 RIT points in reading and 3 in math for all students. There was a decrease of -3.5 RIT points in reading and -3 RIT points in math for English Language Learners. APVS II considers this an area of growth during distance learning.

While taking into consideration the targeted credit deficient and recovered student dropout population, APVS II believes the implementation of virtual tutoring was pivotal in providing students with support in completing their online coursework. Virtual tutors were available to support students from early in the morning into the late hours of the night. This flexibility in times a student could access a tutor allowed more students to turn in online credits than if the hours were restricted to the times of day the school was open. A challenge APVS II faced for pupil learning was maintaining the same number of credits completed by all students and unduplicated youth. Each category showed a credit completion loss ranging from 17.5% for low-income students to 82.5% for foster youth. This is an area of growth and a goal for the 2021-2022 LCAP.

## 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.

APVS II participated in several professional development opportunities to further the staff's training in the TREC ACE's trauma-informed model which focuses on the foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets. Also, before distance learning, much of the staff became mental health first-aid certified. These professional developments and certifications allowed the staff to monitor and provide supports to students with greater depth during their weekly appointments. If further supports were needed, the school counselors, school psychologist, social worker, and/or site administration were utilized to assist the student and family find the needed resources in the community. Being a trauma-informed school is a strength for APVS II. Students and families were surveyed multiple times throughout distance learning. The results from the surveys were used to determine and diagnosis potential needs for students and families. Supports that were determined off survey results and teacher feedback were providing food for families, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning. APVS II has a strong connection to the community and considers this an area of strength.

For APVS II students who currently receive mental health services designated in their IEP, the school psychologists continued to provide all services virtually. The school psychologist monitored student progress and well-being and will take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis.

A challenge for APVS II was diagnosing the needs for students who were disengaged from the program. Using the student resource supports by making home visits helped for some students but not all.

## 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.

Students who were disengaged were supported through a 3-tiered intervention process. Tier-1 consisted of a preventative meeting between the teacher, student, and parent/guardian. Within these meetings, the team determined what was keeping the student from completing the work and what support the school could provide to the family. Tier-2 consisted of an Attendance Intervention Meeting between the teacher, student, parent/guardian, and SRS. This type of meeting discusses the same items as in tier-1 but adds the support of the SRS. The SRS has additional resources that can support the student. For example, the SRS can make additional phone calls home and can drop off work at the student's home. Tier-3 consists of the SRS doing a home visit. These visits are typically made for students who are unresponsive to phone calls and other forms of communication home. The SRS will visit the home to ensure the student and family are doing well, remind the student about attending school, and provide any supports the student and family need to be successful. APVS II considers these tiered meetings a success and a challenge as the retention of students has

increased by 1% from the 2019-2020 to the 2020-2021 school year. APVS II would like to see the percent of students retained increase for the next school year.

## **Analysis of School Nutrition**

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

APVS II believes well-nourished students promote a positive learning environment. APVS II believes hungry students will not be in the optimal state of mind to learn if they are lacking a basic need for food. Therefore, APVS II had nutritional food and drinks readily available to students during school hours when students return to onsite instruction. During remote learning, students were able to drive by to pick up food at the site and were able to pick up food at several community partners. In addition, a student resource page was developed to house all the locations throughout the community where free meal pickups were available. The community liaisons and school counselors worked to diligently find all the resources available to students and families.

APVS II was able to provide students with food daily during school hours. Outside of school hours, students were provided with community resources to obtain the needed food and other resources they may need. This is a strength for APVS II. A challenge was getting resources to students and families who lacked transportation to get to the school site and/or the available community resources. To mitigate some of that challenge home visits could be made to those families in need and nutritional resources could be delivered to them in-person.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Retention Support personnel to help with reengagement	\$36,000	\$36,000	Yes
Mental Health and Social and Emotional Well-Being	Additional Professional Development such as Frist Aid Mental Health and Trauma Informed Practices in a COVID setting	\$5,000	\$2,918	Yes
School Nutrition	Nutrition when school reopens or as needed.	\$5,000	\$17,015	Yes
Mental Health and Social and Emotional Well-Being	HOPE Program and supplies for students who are parenting	\$40,000	\$35,000	Yes

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

The school did not have any substantive difference between planned actions and budgeted actions. Any unspent funds were directed toward meeting students' needs for tutoring, as well as the programs described in this section. Through tiered action, the student retention support was able to increase the retention by 1%. While APVS II would like to see this percentage higher, the steps being implemented are moving the school in the right direction. Each week of a Learning Period, the student retention support worked diligently to engage different sets of students to re-engage them in the program.

APVS II had several professional development opportunities to further the staff's knowledge in trauma-informed practices. The training ensures that all staff build relationships that are compassionate, mindful, done so with equity and inclusion, and are set with a growth mindset. The trainings have provided the staff with different ways to approach students and families.

Throughout distance learning, students were provided with several opportunities for obtaining food. Students could come on-campus to pick up food or go to one of the community locations provided on the student resource page. Food bags were put together at different times throughout the year for families to pick-up and some were delivered to students' homes.

The HOPE Program gathered supplies for parenting students. Those supplies included food, diapers, places to receive healthcare, and general assistance for caring for their child. The school had online support groups and the community liaison worked with community organizations to gather any necessary supplies the school or students needed to care for their child.

As a team, APVS II shows tremendous success in ensuring all students are provided with the necessary resources they need to be successful in school. Whether that be providing food, resources for a student's child, or being informed on the most up-to-date trauma-

informed practices. An area APVS II would like to see growth in is increases the number of students retained in the program. Although there was an increase of 1%, the school would like to see that increase next year.

## Overall Analysis

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

We were not able to have in-person instruction this year, as of March. We learned from implementing a distance learning program how effective a collaborative effort can be to meeting students' academic and social emotional needs. We believe that the teamwork between the teacher, tutor, student retention services and counselors, helped increase our student engagement and improve our retention from last year to this year. We will keep the strategic actions and services of our tutors in our LCAP moving forward. This helped to inform our LCAP and we included improving retention and attendance as a critical actions for student success.

Our Learning Continuity Plan implementation produced some mixed results, as outcomes data shows. On one hand, students demonstrated academic growth through their NWEA reading and math scores; but on the other hand, our credit completion outcomes remained significantly less during the pandemic, than prior to the campus being closed.

Health and safety considerations are our primary mindset when putting together our school re-opening plan.

Distance learning was and still is a viable option for our students moving into next year. We have gained valuable insight in how we deliver our instruction and adjusting our curriculum to meet factors affecting students distance learning needs.

Monitoring and supporting mental health and social-emotional well-being is an ongoing process as recognize more students are needed ongoing support. Our counseling team has taken the lead and provided staff with training and resources to address social emotional needs on site as well as at home.

Engaging pupils and families was a success for us. At the end of 2019-2020, the retention rate was 78% and now our current retention rate is 93.1% That is a 15. 1% increase. This is due to the teamwork between our teachers, student retention services and counselors.



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

Performance outcome data for English Language Learners reveal significant gaps in their reclassification rate. The English Language Learners will need additional support in their coursework and would benefit from an ELL Tutor or Paraprofessional. APVS II understands the impact of strategic instructional supports on English Language Learner' success.

Foster youth showed a significant decline in the number of credits that were completed during the 2020-2021 school year. This group declined by 31.0% from the 2019-2020 school year. One reason could be this subgroup has a low number of students compared to the all-student group. Regardless, this population needs additional supports moving into the 2021-2022 school year. The school counselor and student retention support will be utilized to ensure the foster youth students are being adequately supported for success.

Credit completion for low-income students declined by 46.0% for the 2020-2021 school year. This is in line with the all-student group with a decline of 48.1%. APVS II's student population is primarily low-income. The tiered supports for retaining students would be of greatest use for this subgroup.

Although special education students declined the least in their credit completion, the rate at which this subgroup completed ELA and math courses was the lowest. This subgroup would benefit from a SPED Tutor or Paraprofessional. With additional supports, this subgroup would be able to complete their core ELA and math courses more quickly.

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

The Learning Continuity Plan was implemented with the primary objective of meeting the needs of each student group, during the pandemic crisis. APVS II was able to spend funds that were principally directed at providing students the attention from trained personnel who could help each student complete their coursework. For example, tutors for academic support and/or student retention services to reengage absent students.

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

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

Student outcomes data from the latest LCAP and the Learning Continuity and Attendance Plan have clearly demonstrated that there are three main areas that must be addressed as goals and actions for the new 2021-2024 LCAP. The challenge of the pandemic required us to respond quickly to reengage students via a distance-learning platform. One critical focus of our program was to improve the performance of our disengaged students. We identified early on, which students were not completing their school work and tutors were assigned to ensure that they helped support student learning. From learning period 10 last year to the end of the first semester this year, the school realized a 66% increase in students completing school work. In general terms, that is over 120 students were reengaged from last year to current. This is due to the collaborative teamwork between our teachers, tutors and counselors.

LCAP Goal #1 is to increase academic progress and LCAP Goal #2 is to increase students' skills for college and career-readiness. The development of both goals were informed by data from the LCP. Learning continued, via our distance learning model, implemented with strategic supports such as tutors, student retention services and trauma informed trained teachers. Student grades for English Language arts were monitored and averaged 81.27%. English Language development grades averaged 80% for our English Language learners. The average grades for math courses this first semester for all students was 82.20% with our English Language learners performing at 83.67%. The foster youth students performed at a 85% and our low income students averaged 81.98%. Our special education students were able to perform at 81.43% in mathematics. Our students were successful in improving their NWEA reading and mathematics scores from last year to this year. Overall, our students realized a growth of 3.0 in math. This is significant, because the difficulty of learning math in a distance learning setting is tremendous. The reading scores grew by 2.0. Our English Language learners experienced a decrease in mathematics by -3.0 and in reading scores by -3.5. We think that this is due to the distance learning challenges of our students experienced and dealing with other needs associated with the Pandemic. Our staff never yielded their duties and maintained high expectations and professional relationships that go a long way to helping students learn, even during difficult circumstances. The first area of concern is closing the credit completion gap between a normal learning period in 2019, which was 3.9 before the pandemic and campus closures, and our current credit completion rate, which is 1.92. This is a gap of -1.42 credits for the all student group, which basically describes a 48.1% decline. For our English Language learners, the decrease is -43.8%. It is -46% for our low income and -31% for our foster youth students. Special education students have -15.7%. These are critical metrics for us to improve on throughout the school year, because ensuring that students graduate in a timely manner is central to our mission. The next area of concern is to provide targeted assistance to our English Language learners. The reclassification rate was 4%, far below the state average of 14%. We will need to have actions that address the specific requirements for redesignation like grades in ELD, NWEA scores and performance on the ELPAC. With the success we have seen without tutoring program, we know they can help make a difference in the academic lives of our English Learners. An additional area of concern is to help students complete their core subject course in ELA, ELD and mathematics more quickly. Because we are a DASS independent study program, our students take courses in alignment with their academic plan. They have flexibility in when they start their course

work and when they complete their course. We monitored their progress this year and are taking a careful look at the first semester data. Of those students who started their mathematics class in the first semester, 47% had finished by LP7. This percentage will likely double to 80%, by the end of the year. For students enrolled in ELD courses, only 68 credits were completed. The significance to us is that the data may be pointing to another gap where EL students are completing courses at a slower pace than other groups. We are likely to add this to the actions with in our LCAP. English Language Arts courses were 38.71% done and the remaining will finish by June.

LCAP Goal #3 is to increase student retention and was informed by data from the LCP. Another area of concern is student attendance. Our expectation as a DASS independent study school is to have an attendance rate of 85% or higher each learning period. Attendance data for all students in 2019-2020 was 70.44%. Our current attendance rate is 90.65%. This is a gap of 20.21% that we can close by additional tiered actions. Actions in the new LCAP support the attendance and the retention rates.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,823,007.00	4,415,815.00
	4,823,007.00	4,415,815.00

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



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	4,823,007.00	4,415,815.00
	4,823,007.00	4,415,815.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	4,823,007.00	4,415,815.00
		4,823,007.00	4,415,815.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	745,353.00	624,991.00
<b>Goal 2</b>	1,681,162.00	1,577,566.00
<b>Goal 3</b>	946,302.00	1,009,967.00
<b>Goal 4</b>	1,206,697.00	1,118,216.00
<b>Goal 5</b>	243,493.00	85,075.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$22,663.00	\$31,527.00
Distance Learning Program	\$63,327.00	\$57,049.00
Pupil Learning Loss	\$48,750.00	\$47,640.00
Additional Actions and Plan Requirements	\$86,000.00	\$90,933.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$220,740.00</b>	<b>\$227,149.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,663.00	\$24,859.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$17,663.00</b>	<b>\$24,859.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,000.00	\$6,668.00
Distance Learning Program	\$63,327.00	\$57,049.00
Pupil Learning Loss	\$48,750.00	\$47,640.00
Additional Actions and Plan Requirements	\$86,000.00	\$90,933.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$203,077.00</b>	<b>\$202,290.00</b>