

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Classical Academy

CDS Code: 37-68098-6116776

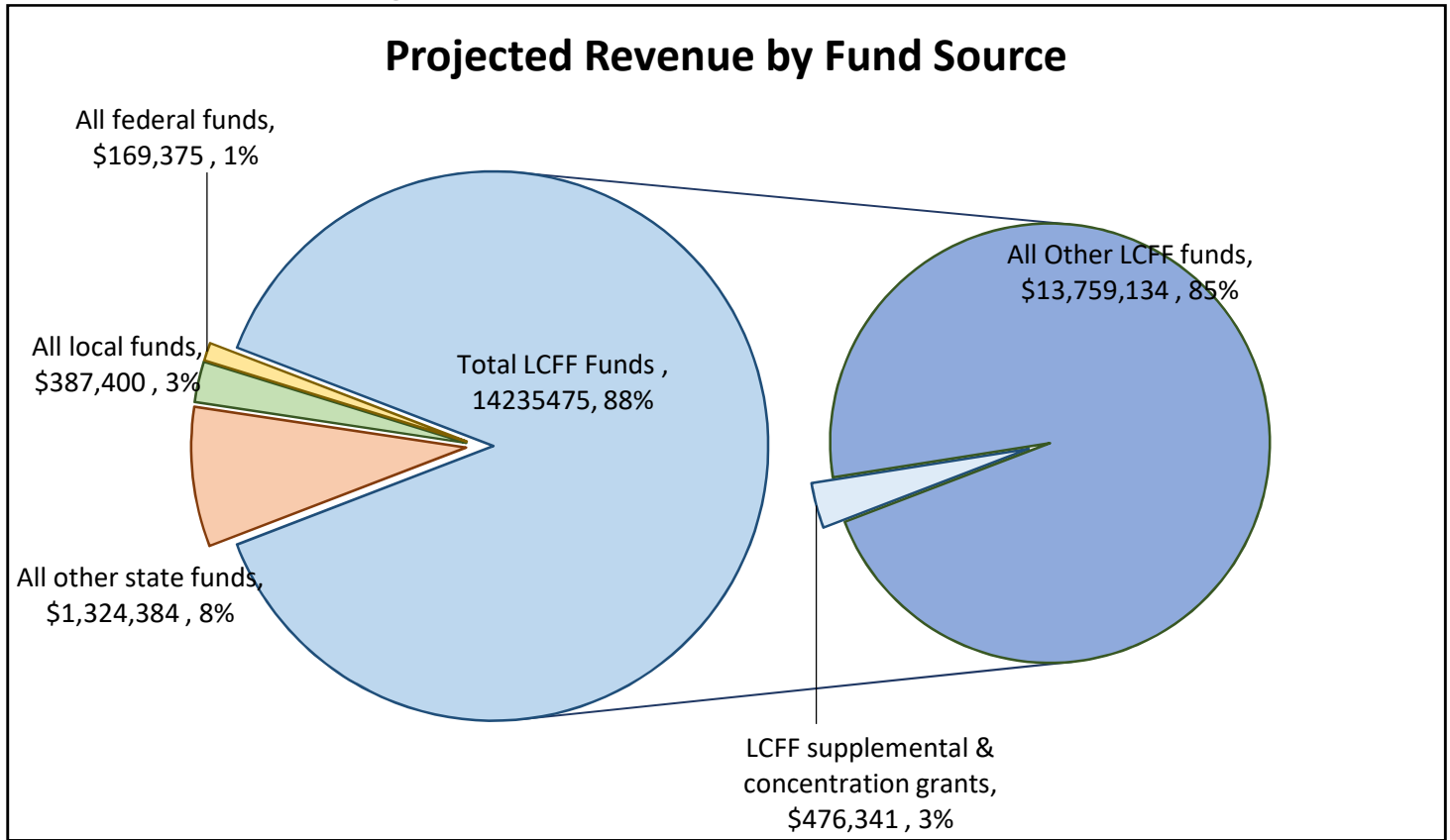
School Year: 2021 – 22

LEA contact information: Carmen Coniglio, CFO 760-520-6708 cconiglio@classicalacademy.com

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

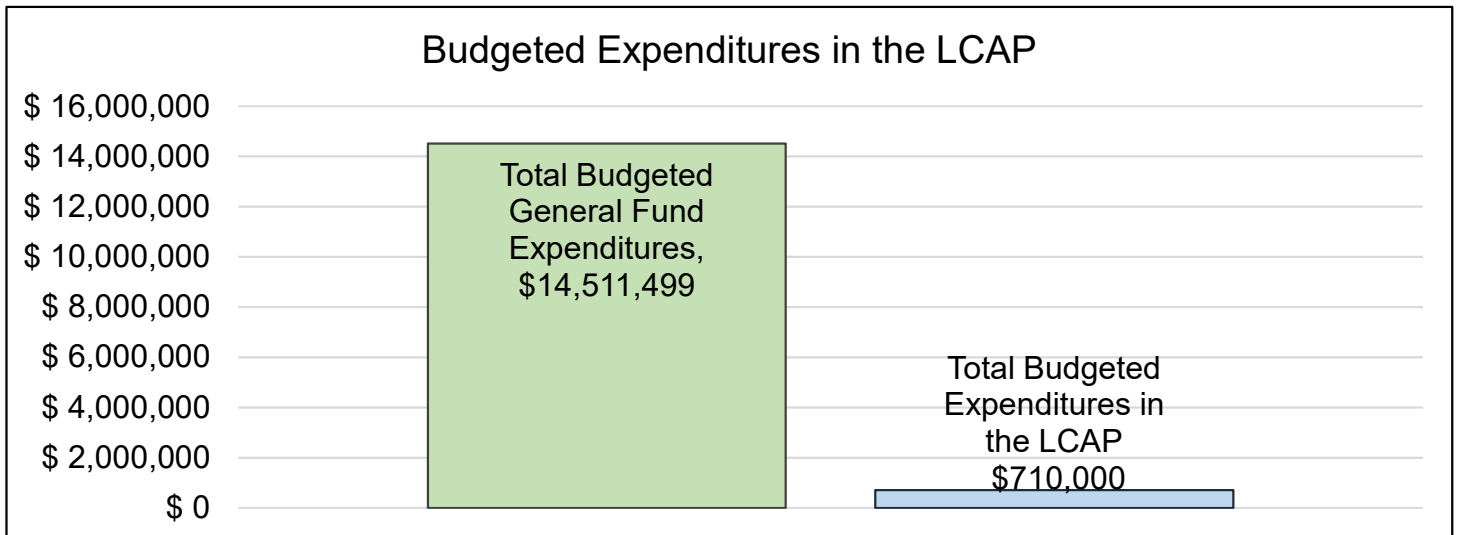


This chart shows the total general purpose revenue The Classical Academy expects to receive in the coming year from all sources.

The total revenue projected for The Classical Academy is \$16,116,634.00, of which \$14,235,475.00 is Local Control Funding Formula (LCFF), \$1,324,384.00 is other state funds, \$387,400.00 is local funds, and \$169,375.00 is federal funds. Of the \$14,235,475.00 in LCFF Funds, \$476,341.00 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 The Classical Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Classical Academy plans to spend \$14,511,499.00 for the 2021 – 22 school year. Of that amount, \$710,000.00 is tied to actions/services in the LCAP and \$13,801,499.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

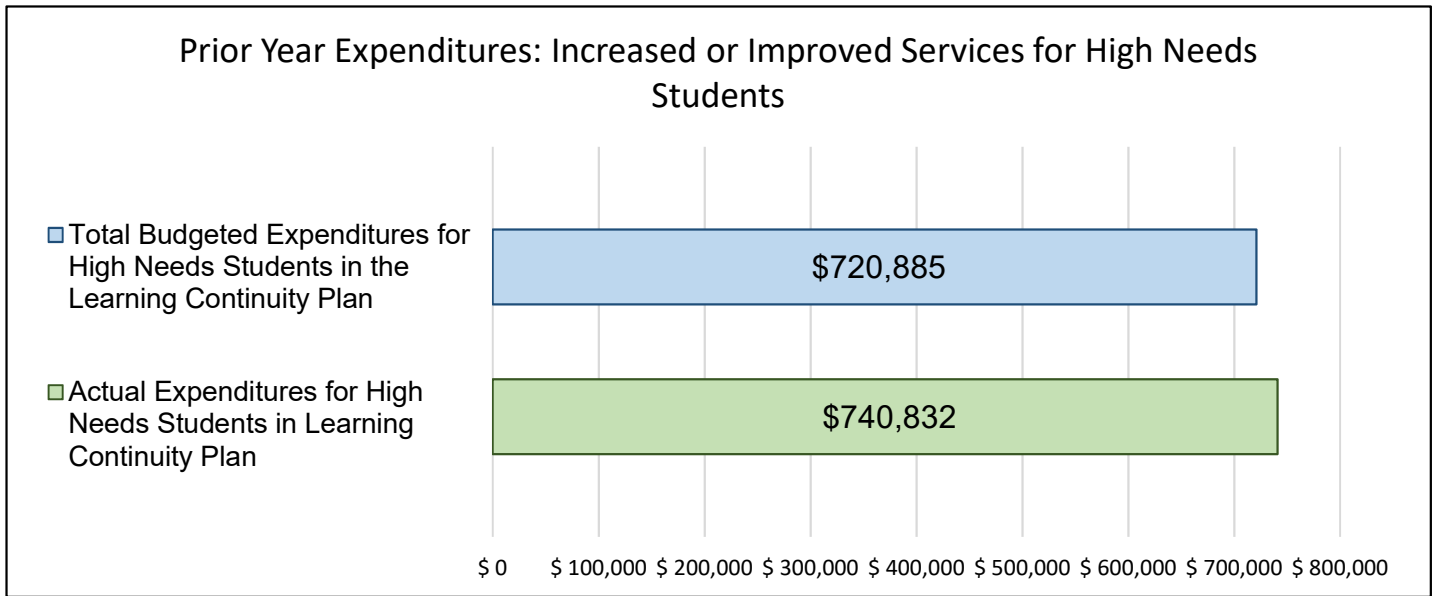
General fund expenditures consisting of salaries and benefits needed to carry out a vast array of student education and educational support activities, along with related supplies, services, facilities and operating costs that do not directly influence the outcome of the actions and services identified in the LCAP are not included.

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

In 2021 – 22, The Classical Academy is projecting it will receive \$476,341.00 based on the enrollment of foster youth, English learner, and low-income students. The Classical Academy must describe how it intends to increase or improve services for high needs students in the LCAP. The Classical Academy plans to spend \$710,000.00 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 The Classical 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 The Classical 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, The Classical Academy's Learning Continuity Plan budgeted \$720,885.00 for planned actions to increase or improve services for high needs students. The Classical Academy actually spent \$740,832.10 for actions to increase or improve services for high needs students in 2020 – 21.

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
Classical Academy	Cameron Curry, Executive Director	760-480-9845, ccurry@classicalacademy.com

Plan Summary [2021-22]

General Information

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

The Classical Academies is an organization of award-winning, tuition-free California public charter schools that have been serving North San Diego County since 1999.

The goal of The Classical Academies has always been to partner with families to inspire each student to think critically, communicate effectively, and achieve excellence by providing academic choice. Our vision is to passionately serve, respectfully communicate, and joyfully partner for student success.

The key to the organization’s success is the partnership and collaboration between parents and teachers to create the best personalized learning program possible for each student. It is a core belief at The Classical Academies that every parent partnership starts with trust, builds on collaboration, and culminates with accountability. The partnership with parents is the cornerstone of everything we do and one that we have come to rely on in helping all students become thinkers, communicators and achievers.

Each campus offers a flexible, personalized educational environment that blends the best of independent study and the traditional classroom experience. Options range from blended in-seat and independent study programs to full-time independent study programs. These hybrid programs are uniquely designed to encourage students to explore their interests, accommodate their learning style and reach their maximum potential. This distinctive and flexible approach allows students to learn at their own pace while participating in workshops, electives, campus activities, and field trips. We are named The Classical Academies because our founding charters set forth the ideal that we inspire excellence by holding forth examples of classic literature, primary source documents, music, and art, which have stood the test of time and been widely recognized as the very best. Our teachers emphasize mastering the "basics" and encourage discussion and debate.

There are seven campus locations that serve an estimated 5780 students in grades TK-12 in Escondido, Vista, and Oceanside in 2021-22.

The Classical Academy, Escondido – TK-8

Coastal Academy, Oceanside – TK-12

The Classical Academy, Vista – TK-8

Classical Academy Middle School – 7-8

Classical Academy High School Studio Campus – 9-12

Classical Academy High School Personalized Learning Campus - 9-12

The Classical Academies have the following Support Teams to help facilitate student success, including a Board of Directors, Community Development, Curriculum Writers, Facilities, Finance, Human Resources, Operations, Safety & Security, Special Education, and Technology. The Classical Academies offer an innovative, progressive, and personalized approach to learning.

Reflections: Successes

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

As an independent study charter with hybrid in-school and home learning options, we were in a unique position to support our stakeholders very effectively during a challenging and non-traditional year. We found quite a bit of success even in the midst of distance learning. The pandemic certainly has required us to think outside the box and consider new ways of content delivery and new ways to use technology to effectively meet the needs of our students.

School days were a blend of synchronous classes, on Zoom or on campus once we were able to return, and asynchronous work assigned through our Learning Management System. Each week targeted support was offered. Most of this support was offered in a synchronous format. Some aspects of meeting virtually were actually more successful than in person methods, as was the case with the increase in attendance for our RTI intervention sessions with our math and literacy specialists. Each week intentional time during synchronous learning was devoted to building community and making student connections.

Our priority goal was to increase academic results for all students in the areas of math and English Language Arts (ELA). In ELA students in grades 2-8 showed an average growth of 12.56 RIT score points from when comparing Fall 2019 to Fall 2020 scores. In math students in grades 2-8 showed an average growth of 12.01 RIT score points from when comparing the Fall 2019 to Fall 2020 scores. We are waiting for Spring 2021 results for a Fall 2020 to Spring 2021 comparison. Throughout the school year teachers utilized various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards so we anticipate seeing growth in both ELA and math despite the many changes this school year brought.

The PLC process, as well as the SST process, are actively monitored for increased student progress and to close achievement gaps. Referrals to Math and Literacy Specialists are made for additional intervention and support, as well as use of other supplemental support materials. Our Leadership Team supports implementation of PLC collaboration and data tracking. Parent training and communication with parents takes place every 6 weeks to increase effectiveness and team focus, virtually as well as in-person.

As students returned to campus, teachers spent classroom time to connect students with their peers through group activities, student groups, clubs, etc. Teachers also worked on building community between students physically in the classroom and those zooming into the classroom. Before students returned to campus, school counselors provided social/emotional support, including videos, resources, and presentations to school personnel, as student connections are not only with classroom teachers.

In conclusion, despite the unprecedented school year, we have found that our distance learning programming has been positively received. Our annual parent survey was conducted in March. With the following results: Overall satisfaction rate - 89%, Distance Learning rate - 68.4%, Instructional Support rating - 85.3%. Our families know that regardless of what local and state requirements look like moving forward, they have options that they can depend on for quality education with The Classical Academies.

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.

Overall academic indicators remain strong. However, The Classical Academy is aware there are areas that need improvement and have established additional supports based on the fact that some subgroups are not growing academically at the same rate as overall peers. In ELA, overall students performed in the green band with an increase of 5.9 points over the previous year. Students with Disabilities performed in the yellow band with an increase of 22.3 points compared to the previous year.

In the area of mathematics The Classical Academy's students overall performed in the green band with an increase of 8.1 points over the previous year. We had three subgroups in the yellow band. Students with Disabilities increased 12.3 points. Hispanic students increased 10.6 points. Socioeconomically Disadvantaged students increased 7.9 points. While all subgroups continue to outperform State averages, we need to continue to provide targeted supports and interventions to improve the overall percentage of students meeting or exceeding standards.

Chronic absenteeism rate overall were in the blue performance band with a 1.9% absenteeism rate. The suspension rate was in the blue band with 0.4% suspended. We will continue to implement curriculum from elementary through secondary for social emotional learning to support students as well as develop strategies used by teachers to enhance the learning environment and increase student connectedness at school.

LCAP Highlights

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

The 2021-22 LCAP includes Actions and Services to address a variety of needs identified by stakeholder groups and to achieve the LCAP goals. These include:

a. Core Learning -

Teachers will use formative and summative assessments, such as SBAC, Interim, STAR Assessments, to monitor achievement for all students relative to the grade level standards. The PLC process will be used to identify where each student is achieving in relation to the grade level standards. Identified achievement gaps will be addressed through our Response to Intervention process which may include referrals to specialists for additional intervention and support.

b. Social-Emotional Learning Support -

We will be addressing social-emotional needs in person and continuing our support of students in this area through classroom support, brief strategic counseling and restorative practices.

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.

Our LEA does not have any schools identified for comprehensive support and improvement.

Support for Identified Schools

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

Our LEA does not have any schools identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Our LEA does not have any schools identified for comprehensive support and improvement.

Stakeholder Engagement

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

We have included two years of stakeholder feedback as we had collected input prior to closing our schools during the 2019-20 school year due to the pandemic. We made a commitment to our stakeholders to include last year's stakeholder input in addition to this year's stakeholder input. The District used the following process for stakeholder input:

1. Reviewed parent input from annual surveys
 2. Developed an LCAP Executive Summary for sharing with stakeholder groups and seeking input on the Annual Update
 3. Provided a link on the Classical Academy website for submitting stakeholder input through email throughout development of the LCAP Annual Update, as well as announcements in the Monday News.
 4. School Principals discussed the LCAP with their teams in early 2020 and in 2021.
 5. School Principals and the cabinet reviewed qualitative and quantitative data on teacher credentialing, facilities conditions, instructional materials availability, test scores, student attendance, suspension and expulsion rates, parent participation on committees, volunteerism, school connectedness surveys, and the California Dashboard (metrics addressing all of the eight state priority areas).
 6. Categorized stakeholder input into themes and analyzed for possible LCAP revisions. The following themes emerged as "High Value" for stakeholders:
 - a. Core Learning
 - b. Social-Emotional Learning Support
 7. Provided a draft of our 2021 LCAP on the district website for all stakeholders to review prior to all public comment meetings
- 2021-22 Local Control Accountability Plan
10. Announced and conducted a public hearing to seek input on the LCAP Annual Update on May 11, 2021
 11. Adopted the LCAP Annual Update at the Governing Board meeting on May 18, 2021
 12. Announced and conducted a public hearing to seek input on the 2021-22 LCAP on Friday, June 11, 2021
 13. Adopted the 2021-22 LCAP at the Governing Board meeting on Monday, June 14, 2021.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration:

1. CORE LEARNING: Employ Response to intervention (RTI) teachers and math and reading foundations/specialists to close academic gaps with all students including all student subgroups.
2. SOCIAL-EMOTIONAL LEARNING SUPPORT: On-site counseling services, increase mental health support, focused and intentional implementation of the social-emotional learning curriculum

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

Stakeholder input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by Classical Academy:

- Core learning in the areas of math and English Language Arts
- Social-emotional development and learning support

Goals and Actions

Goal

Goal # 1	Description
[Goal # 1]	Ensure students demonstrate academic growth and proficiencies so they leave TK-8 ready for high school and beyond.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning focused goal:

1. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase the annual rate of reclassification of English Learner students to English Proficient and improve our reclassification rate and continue the implementation of the California English Learner Roadmap.
3. Continue to see an increase in state and local student assessment data, especially in the area of literacy across all content areas.
4. Increase support and improve learning outcomes for students with disabilities.
5. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Percent of students standard met or exceeded	2018-19 61.88% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment				66.00% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment
CAASPP Mathematics	2018-19 48.36% met or Exceeded				52.00% Meet or Exceed Standard as

Percent of students standard met or exceeded	Standard as measured by the CAASPP SBAC Mathematics assessment				measured by the CAASPP SBAC Mathematics assessment
CAASPP Science (CAST) Percent of students standard met or exceeded	2018-19 48.36% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment				52.00% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment
Credentialed Teacher Rate	2019-20 100.0% of teachers credentialed				100.0% of teachers credentialed

Actions

Action #	Title	Description	Total Funds	Contributing
1				
[Action #1-1]	Core Program	Provide a core program consisting of the following: Sufficient, standards aligned, instructional materials and resources for students to acquire knowledge necessary for achieving proficiency in Common Core State Standards	\$10,000	[Y/N]
[Action #1-2]	RTI Specialists	RTI Specialists will provide curricular support in English Language Arts and Mathematics to meet the needs of students with academic gaps, including unduplicated count students and students with disabilities.	\$533,000	[Y/N]

Goal Analysis [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.

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

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

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

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

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

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

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

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

Goal

Goal # 2	Description
[Goal # 2]	Engage parents and community partners through education, communication, and collaboration to promote student social emotional success.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning goal with a focus on the whole child:

1. Increase percentage of students that report a sense of safety and school connectedness
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Decrease chronic absenteeism
4. Maintain or increase the support for mental health services and counseling services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate: Percent of students	2018-19: All students: 1.9% Student Groups eligible for a Performance Level: Asian: 6.3%				All students: 1.5% Student Groups eligible for a Performance Level: Asian: 5.0% Hispanic: 1.7%

	<p>Hispanic: 2.1%</p> <p>Two or More Races: 4.7%</p> <p>Socioeconomically disadvantaged: 3.1%</p> <p>Students with disability: 3%</p> <p>White: 1.2%</p>				<p>Two or More Races: 4.2%</p> <p>Socioeconomically disadvantaged: 2.7%</p> <p>Students with disability: 2.6%</p> <p>White: 0.8%</p>
<p>Suspension Rate: Percent of students</p>	<p>2018-19: All students: 0.4%</p> <p>Student Groups eligible for a Performance Level:</p> <p>Asian: 0%</p> <p>Hispanic: 0%</p> <p>Two or More Races: 1.3%</p> <p>Socioeconomically disadvantaged: 0.7%</p> <p>Students with disability: 1.2%</p> <p>White: 0.4%</p>				<p>All students: 0.3%</p> <p>Student Groups eligible for a Performance Level:</p> <p>Asian: 0%</p> <p>Hispanic: 0%</p> <p>Two or More Races: 0.9%</p> <p>Socioeconomically disadvantaged: 0.4%</p> <p>Students with disability: 0.8%</p> <p>White: 0.3%</p>
Needs Assessment	14% Participation rate				Increase participation rate to 60%

Actions

Action #2	Title	Description	Total Funds	Contributing
[Action #2-1]	School site counselors	School counselors/school psychologists will use academic and behavioral supports to address the social and emotional learning needs of students and to work with unduplicated count students,	\$155,000	[Y/N]

		students with disabilities, and parents toward readiness for high school.		
[Action #2-2]	Social emotional curriculum	Conduct an annual student survey to determine the level of safety and connectedness felt by students. Explore and potentially adopt a social emotional curriculum.	\$12,000	[Y/N]

Goal Analysis [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.

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.02%	\$710,000

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.

Classical Academy serves a very small number of students identified as low-income pupils, foster youth and English learners. These students are spread proportionally throughout all grades. The goals articulated and documented above will be carried out throughout our charter school programs; however targeted students will receive priority access to programs cited in the goals and action steps. While all programs are available to all students in our charter school data will be collected and analyzed to ensure targeted students are making progress as a result of the LCAP programs. The Charter is spending the LCAP allotment specifically on student improvement and well being with a focus on EL Students, foster/homeless youth, and low income students. All goals and actions are aimed toward increasing academic achievement, graduation rates, and use of progressive education-related technology tools.

The allocation of counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Expanding counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Some studies have shown that students in schools that provide counseling services indicated their classes were less likely to be interrupted by other students, and that their peers behaved better in school according to Mullis, F. & Otwell, P. (1997).

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

RTI Instructors will improve outcomes for all students including groups that performed at a lower level than all students and represent a performance gap. Specifically Foster Youth/Homeless, Socioeconomically Disadvantaged, and English Learners who performed below on CAASPP and local assessments in ELA.

Counselors/psychologists will address the social-emotional needs of students in 2021-22 subsequent school years. Having counselors/psychologists increases the number of credentialed adults available to support all unduplicated count students with mental health and social-emotional needs.

Increase the involvement of parents in the school community and empowers them to be more engaged with their child's education. This action is designed to decrease barriers inhibiting parents of unduplicated count students from being fully engaged in their students' learning.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **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.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Classical Academy Charter	Cameron Curry, Executive Director	760-480-9845, ccurry@classicalacademy.com

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 our efforts to better support the academic achievement of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Teachers will use various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. The PLC process, as well	Teachers used various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. The PLC process, as well as

as MTSS using our RTI and PBIS process will be utilized to close achievement gaps and monitor progress. Referrals to specialists can be made for additional intervention and support, as well as use of Lexia and supports team Implementation Plan for RTI and PBIS. Parent training and communication with parents will happen every 6 weeks to increase effectiveness and team focus.	MTSS using our RTI and PBIS process were utilized to close achievement gaps and monitor progress. Referrals to specialists were made for additional intervention and support, as well as use of Lexia and support team Implementation Plan for RTI and PBIS. Parent training and communication with parents happened every 6 weeks to increase effectiveness and team focus.
Use the CAASPP, MAP, interim assessments and Math Readiness Testing to inform students and teachers for appropriate placement in English and Math courses. Data will support students where they are and allow for greater improvement for each individual student.	Used the MAP, interim assessments and Math Readiness Testing to inform students and teachers for appropriate placement in English and Math. Data supported students where they were and allowed for greater improvement for each individual student.
Continue to evaluate school curriculum in regards to implementation of CCSS. Train teachers and parents and monitor progress in implementation of CCSS. Team focus on CCSS effectiveness.	Continued to evaluate school curriculum in regards to implementation of CCSS. Trained teachers and parents and monitored progress in implementation of CCSS. Team focused on CCSS effectiveness.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Teachers will use various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. The PLC process, as well as MTSS using our RTI and PBIS process will be utilized to close achievement gaps and monitor progress. Referrals to specialists can be made for additional intervention and support, as well as use of Lexia and supports team Implementation Plan for RTI and PBIS. Parent training and communication with parents will happen every 6 weeks to increase effectiveness and team focus. <i>Salaries are the budgeted expenditures.</i>	\$117,330	\$311,920
Use the CAASPP, MAP, interim assessments and Math Readiness Testing to inform students and teachers for appropriate placement in English and Math courses. Data will support students where they are and allow for greater improvement for each individual student.	\$51,095	\$140,738

<i>Salaries and MAP Testing are the budgeted expenditures</i>		
Continue to evaluate school curriculum in regards to implementation of CCSS. Train teachers and parents and monitor progress in implementation of CCSS. Team focus on CCSS effectiveness. <i>Reading Program, Common Core State Standards Materials are the budgeted expenditures.</i>	\$3,000	\$11,309

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 and services were implemented.

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

MAP data was used to identify students who needed additional support, and then lead teachers and specialists created an intervention plan to provide the additional support.

Goal 2

Engage parents and community partners through education, communication, and collaboration to promote student social emotional success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Focus on the 8 Keys of Excellence, leadership and citizenship & character training. Leadership Team topic of focus.	Focused on the 8 Keys of Excellence, leadership and citizenship & character training. Leadership Team topic of focus.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Focus on the 8 Keys of Excellence, leadership and citizenship & character training. Leadership Team topic of focus. <i>ASB & Salary Stipends are the budgeted expenditure.</i>	\$60,897	\$76,332
Parent workshops and Podcasts on topics and presenter with a social emotional focus. <i>School counselor(s) and Schoology are the budget expenditures.</i>	\$264,705	\$245,209

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 and services were implemented for the planned action of ASB and salary stipends. However, the parent workshops were impacted by COVID 19 and did not include in person presenters.

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

Our attendance numbers, or listeners, with Podcast increased providing social-emotional information, as well as consistent lessons on the 8 Keys of Excellence, leadership and character education.

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
School site counselors	\$146,930	\$233,900	[Y/N]

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

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

Analysis of In-Person Instructional Offerings

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

Classical Academy is one of the seven campuses within The Classical Academies. At The Classical Academies, we constantly strive to provide quality educational options, connections with our community, as well as being available and ready to support our students by partnering with parents. As an Independent Study school in the State of California, all of our students and families were already completing school work from home in combination with learning at school when COVID-19 hit. This enabled us to shift quickly and continue with learning.

As we shifted to the new reality of not coming back on campus for the 2019-20 school year, we coordinated efforts to stay connected and to continue to value learning. We believe that having ongoing communication is a way to keep us grounded, manage expectations, and give families security that our partnership was continuing during this time. Weekly information and updates were released to parents and students from teachers, site leaders, and combined organizational community messages. Through email, phone calls, and video updates, students and families were encouraged to stay in touch with teachers, remain engaged in daily learning, and services and support continued while in distance learning. We saw an average of 95% engagement by the end of the year.

We reviewed parent feedback, San Diego County health guidelines, and educational best practices, as we developed plans for Fall 2020. We had two options for In-Person Instruction. The health and safety guidelines at the time of reopening determined which plan was implemented. Initially, we were full distance learning, but as restrictions lifted, we revised our in-person program offerings. We were not able to return to our first choice, which was a full in-person version of our typical blended hybrid model. Our second choice, which was a modified version of this model, was changed due to restrictions. When in person restrictions began to be lifted, we started with small groups on campus. This allowed us to implement in-person programming while still following restrictions. After stable groups were added to the restrictions, along with six feet of social distancing, we brought back approximately half of our hybrid students each day for a half day of school. This allowed for both social distancing and stable grouping. We rearranged classes for our independent study students to allow for stable groups and were able to bring back all students who wanted time on campus for a modified school day.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks and Zoom licenses	\$38,059	\$53,808	[Y/N]

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/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

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.

Distance Learning involved implementing our Plan C (see details below). Because all of our lesson plans are already online and available to parents, we pivoted to distance learning quickly and effectively. Teachers were able to add additional details to learning activities and lesson plans that would have occurred at school so that students could successfully do their work at home with parent direction and oversight. Devices were quickly distributed to students who needed them. We were able to secure additional chromebooks to ensure that every single student who needed a device could have one. In some cases we provided hot spots for students with connectivity issues. We have a strong partnership with parents and this continued throughout distance learning. On days that would normally have been in school, teachers created clear schedules that were shared with families and provided Zoom instruction and students logged in and completed their lessons, assignments and activities with teachers. On days that would normally be independent study, students completed their work in much the same way as they would have before the pandemic. Zoom allowed us to keep the strong connections to the teacher in class, and provide effective instruction and extra support to families that needed it. Student participation was high in these Zoom sessions. Overall, after the initial learning curve for teachers and families to learn the technology, our Zoom support was very successful. For the small amount of students who did not find success over Zoom, teachers worked directly with parents to ensure that learning was taking place and provided alternate activities or additional support as needed. Many teachers conducted small groups in the afternoons (once core instruction was completed) to offer additional support to students who were struggling. Teachers continued to implement formative assessment either over Zoom or with parent cooperation so that they could assess data results and plan instruction. Our teachers continued their PLC collaboration remotely and planned interventions as needed. Our Response to Intervention team of math and literacy specialists also shifted to virtual services over Zoom. This was very successful and our attendance at these sessions actually increased because of the ease of logging into Zoom, rather than driving over to the school to have an intervention session with a specialist. Our Special Education team also began offering services over Zoom, which were well attended and allowed us to stay in compliance with IEP goals and continue to support our students with special needs.

Plan C: Distance Learning Plan

For students enrolled in Tracks A, B, M, Summit, and C'lectives

- School days were a blend of synchronous “real time” classes and asynchronous work assigned through Schoology/Summit platform.
- Each week targeted support was offered. Most of this support was offered in a synchronous format.

- Each week intentional time during synchronous learning was devoted to building community and making student connections.
- Intervention services was offered virtually

For students enrolled in Track C and Independent Study :

- Schoology lessons were provided with step-by-step lesson plans
- Educational Specialists were available to support
- C track classes were offered distance learning sessions on their usual day(s)
- Parent support groups were created to connect families who wish to participate
- Intervention services were offered virtually

Clubs & Activities:

- Students in grades 7-8 continued with pre-established clubs and ASB via Distance Learning. Campus specific updates were given the first few weeks of school.

Parent Support:

- August 13, 2020 was the Annual Jumpstart Parent Education Conference. It was designed to inspire, connect, and motivate parents as they kick off the school year! The conference featured a keynote address and educational breakout sessions.
- Parent Orientations and Coffee Chats were another way to learn about each campus.
- Parent support groups were created for new Track C families.

Special Education

- IEP Services were synchronous “real time” sessions, when needed services were provided as pre-recorded lessons.
- IEP Meetings were held via Google Meet
- Case managers reached out to families before the school year begins to discuss students’ service schedule
- Special Education services were provided virtually

As an Independent Study program, we already had curriculum, both physical and digital, that supported a blend of learning at home and at school. All students received the necessary curriculum for the 2020-2021 school year’s grade or specific subject area. Physical curriculum was checked out to families as it is every year to be used at home. We added chromebooks to the curriculum check out list as devices are requested.

As an Independent Study program, time value is built into our Master Agreements and Assignment & Work Record forms. We measured participation and time value based on these Independent Study documents just as we do every year. While in distance learning, teachers offered live instruction on the days the students would typically be on campus. The rest of their school day was asynchronous and delivered through our LMS, Schoology. The live instruction is as follows:

AB Track

K - 30 minutes 2 times per week
1st - 60 minutes 2 times per week
2nd - 75 minutes 2 times per week
3rd - 60 minutes 2 times per week
4th - 120 minutes 2 times per week
5th - 165 minutes 2 times per week
6th - 155 minutes 2 times per week

M Track

7th - 120 minutes 3 times per week
8th - 120 minutes 3 times per week

C Track

TK-2nd - 30 minutes 1 time per week
3rd-6th - 30-45 minutes for 1-6 sessions per week
7th & 8th - 45-60 minutes up to 1-12 sessions per week

As teachers returned to work a two hour professional learning session on Distance Learning tools was offered for all teachers including special education teachers, support providers and leaders. The professional learning started with a whole group session on Zoom and then breakout sessions were offered on virtual classrooms, breakout rooms in Zoom, video and editing techniques, and asynchronous learning tools such as slide deck voice overs.

Throughout distance learning weekly updates on distance learning tools were given in an asynchronous manner allowing the teaching teams to access these resources as they have the time and capacity to build their skills. As a Professional Learning Community school, we continued to build on our work to implement PLCs in order to ensure ALL students, no matter who they are or where they come from or what challenges they have, learn! It was challenging to continue this collaborative work while we were distanced from one another,

but we were committed to the process. In late September we had a 4 hour professional learning day with a presenter from Solution Tree on PLC's. Our goals for this day were to calibrate everyone's definition of PLCs, refine what collaboration looks and sounds like, and use group work to determine next steps at the school level. This was also used to determine content for future professional learning. Especially with distance learning, we needed to be better at the PLC process to ensure we knew which students had mastered the standards and which students had not yet. No matter the model of delivery the goal was the same, learning for ALL.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
RTI Specialists, including reading, math, and intervention specialists	\$535,896	\$531,976	[Y/N]

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.

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

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.

To help increase educator efficacy and enhance learning for all students we have continued our work as professional learning communities (PLC). Educators met in grade-level teaching teams, school committees, and departments to ask three essential questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

These questions drive our decision making and services being provided for all students. Regardless of the method of instruction, distance learning or in person, measuring growth or a learning loss was assessed in a variety of ways including math readiness testing, reading foundational skills, formative and informative assessments. Through interventions educational specialists and teachers were able to provide support to students who showed signs of learning loss or struggles in more traditional pacing. Using a response to intervention (RTI) multi-tiered approach, students were identified, supported, and have ongoing assessment. Foundational classes were held to further support student progress and learning, as well as providing consistent progress monitoring.

Teachers used essential standards and progress monitoring weekly in the classroom through formative assessment (exit tickets, whiteboard responses, short quizzes, verbal explanations in small groups, and more). Teachers also assessed several times per unit through summative assessments in the form of larger tests or assignments. Teachers met weekly in PLC grade level collaboration groups to review data and plan instruction and intervention based on student achievement. First tier intervention took place in the classroom one time per week in grades K-6 and three times per week in grades 7 and 8. Teachers also met to plan and align standards-based instruction in vertical teams three or more times per year. Additionally, students were assessed using NWEA MAP testing two to three times per year and struggling students were brought to safety net meetings. Students were then connected to intervention services with literacy and/or math specialists through our Response to Intervention program. Specialists conducted assessments and provided services in small groups or one on one, reassessing every 6-12 weeks for progress. Teachers met a minimum of every six weeks with students and parents to go over work, share progress and plan academic goals. We have adopted MTSS as a system to help us address the academic and SEL needs of ALL students.

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.

Students' social/emotional health was a priority. During distance learning the school's social emotional counselor sent weekly videos to all students. The focus of the videos was around the monthly campaigns designated by The Classical Academies counseling team and was geared to the grade levels of each campus. As an Independent Study program with students on campus and at home, we have a well established referral system which we continued to use to support students in need. These students met with the counselor in virtual one-on-one sessions. Each year, including this one, school counselors provide social/emotional awareness training to all school personnel as student connections are not only with classroom teachers. The impact of social distancing and isolation were additional

topics to address with all. Now that we have returned to school, we are addressing social-emotional needs in person and continuing our support of students in this area through classroom support and restorative practices.

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.

As an Independent Study program we have policies and procedures in place for students who are not engaged with learning. Our procedure starts with an Accountability Plan which identifies the issues and creates a plan for what each person in the partnership, student, parent, and teacher will do to support the student as changes are made. The frequency of monitoring is established in the Plan, and is often a weekly check in. At the check ins progress is noted and changes to the Plan are made. If the student is consistently engaged the frequency of the check ins is reduced and eventually they move off the Accountability Plan. This process is successful for 98% of students. If the student is still not engaging at the check ins, adjustments are made to the Plan and often the frequency of check in is increased to a daily check in. Determining the core issues of the challenges the student faces, determines the next steps. For some students, it could mean a referral to a Student Study Team (SST) meeting, additional foundational support, or office hours with an intervention specialist. The SST meeting consists of teachers, an administrator, the parent(s), and support personnel from the school. The student's academic, behavioral, and social-emotional progress is discussed and an action plan created and a follow up meeting is scheduled. We continued to use this process throughout the pandemic and it has continued to keep students and families on track and engaged with their work. The only difference this year was that some of the meetings took place virtually. Now that we are back to school these meetings have resumed in person.

We promoted engagement and family outreach by collecting stakeholder input during our six yearly conferences as well as with the following surveys and reminders this year:

11/9/20 - November Reopening Survey

11/12/20- Reminder for November Reopening Survey

11/16/20- Reminder for November Reopening Survey

1/4/21- Survey for January 19th Programming

2/3/21- M Track Hybrid Survey

4/23/21- 8th Grade Promotion Survey

Additionally, we sent out regular email communication with information and updates as restrictions changed and programming increased. Teachers updated their families weekly with information as the need arose, and collected stakeholder feedback about how distance learning was going as well as how the transition to in person instruction progressed. An annual survey will be conducted at the end of this school year just as we do every year and we will use that stakeholder feedback to plan for next year.

Analysis of School Nutrition

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

Starting in March 2020 when schools closed we have consistently sent families information about local food distribution centers. Under the State statute, AB 1871, we provided meals if an eligible student was at a school site or meeting space for an educational purpose for two or more hours. As a non-classroom based charter school, this was not applicable for us during distance learning. Once students returned to school, we began distributing meals again.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	[\$ 0.00]	[\$ 0.00]	[Y/N]

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.

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

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.

Classical Academy, having 24.8% enrollment of unduplicated pupils, is expending funds on a schoolwide basis to include all unduplicated students. Both goals and actions are aimed toward increasing student academic achievement of all students and engaging parents and community partners through education, communication and collaboration to promote student social-emotional success.

As plans for the 2020-2021 school year were developed, services for homeless & foster youth, English learners, and socio-economic disadvantaged students were taken into account. It was determined the best course of action was to increase individual and small group support by counselors and specialists pushing into synchronous classes either virtually or in-person once we returned. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference. Additionally, this year we added parent support groups called Parent Learning Communities. These students are also being served as needed through our PLC & RTI support.

Because the goals and systems described in this plan have supported our past success, we will continue with these supports and plans in place as we develop our 2021-23 LCAP, taking pupil learning loss and social emotional needs into consideration as we progress in recovery after the pandemic.

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

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts have been and will continue to be assessed using math readiness testing and reading assessments. Students with an achievement gap have been and will continue to be assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. All students with learning loss will be given the support they need through our MTSS program with academic support through RTI. Students' whose social-emotional needs are interfering with academic achievement will be supported through our PBIS program and our school counselor. As teachers return to

in person PLC collaboration, data will be collected and will drive instruction to address learning loss and provide interventions for students with unique needs who are most at risk.

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 the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

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.

As an independent study charter with hybrid in-school and home learning options, we were in a unique position to support our stakeholders very effectively during a challenging and non-traditional year. We found quite a bit of success even in the midst of distance learning. The pandemic certainly has required us to think outside the box and consider new ways of content delivery and new ways to use technology to effectively meet the needs of our students. Some aspects of meeting virtually were actually more successful than in person methods, as was the case with the increase in attendance for our RTI intervention sessions with our reading and literacy specialists. Because of this, as we shift back to in person instruction, we will keep virtual options available to families who need them. We are developing a distance learning track to provide for students who either need to continue to work from home or found it so successful that they want to continue to do so. This will provide yet another opportunity for choice in our school programming. Teachers will continue to utilize technology tools to enhance their teaching and allow students to access the learning in new ways. The good that came from our learning curve with technology will continue to be assessed and will come into play as we plan for our next LCAP and develop our goals for the school years upcoming through 2021-24. We have always personalized for students and strived for mastery with PLC collaboration and meeting student needs through our MTSS process using RTI and PBIS. This will continue with our 2021-24 plan and the following will be taken into consideration in its development:

Our priority goal is to increase academic results for all students. Our actions of assessing all students in Math, Language Arts, and Reading have informed decisions for placing students into support systems with specific specialists that are timely and relevant in-person as well as virtually. Teachers transitioned successfully and utilized various formal and informal assessment strategies to monitor

benchmarks, growth and areas needed for growth towards grade level standards. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference and parent support groups called Parent Learning Communities.

The PLC process, as well as the SST process, are actively monitored for increased student progress and to close achievement gaps. Referrals to Math and Literacy Specialists are made for additional intervention and support, as well as use of other supplemental support materials. Our Leadership Team supports implementation of PLC collaboration and data tracking. Parent training and communication with parents takes place every 6 weeks to increase effectiveness and team focus, virtually as well as in-person.

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments. Students with an achievement gap are assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. We will Increase/improve services for foster youth, English learners, and low-income students. Small group instruction with the ELD Provider will occur at least once per week. These students are also being served as needed through our PLC & RTI support. Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments.

Implementing Professional Learning Community (PLC) best practices has allowed Classical Academy to intentionally focus on student-centered learning, with all students receiving research-based instruction in the general education classroom. Implementing a school counselor and school psychologist has allowed us to meet social-emotional needs by offering individual and small group support, pushing into classrooms, creating behavior plans, and implementing Positive Behavior Interventions and Supports (PBIS).

When students returned to school, student health and safety remained a high priority. Classrooms were provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews had installed multiple sanitizing stations at each campus. We have increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms have been established and proper signage from the California Department of Education, July 2020 was ordered and displayed. We provided videos on proper handwashing, masks wearing, and social distancing expectations before school reopened and again in the classroom once students returned. This will continue to be implemented as long as needed.

Another area of concern has been students' social/emotional health. As students returned to campus, teachers spent classroom time to connect students with their peers through group activities, student groups, clubs, etc. Before students returned to campus, school

counselors provided social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

In conclusion to an unprecedented school year, we have found that our distance learning programming has been positively received. As a result, we are currently building and extending our distance learning programming to provide an option for families who choose to continue partnering with our synchronous virtual learning model. Our families know that regardless of what local and state requirements look like moving forward, they have options that they can depend on for quality education with The Classical Academies.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021