

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Virtual School

CDS Code: 37-68213-0123224

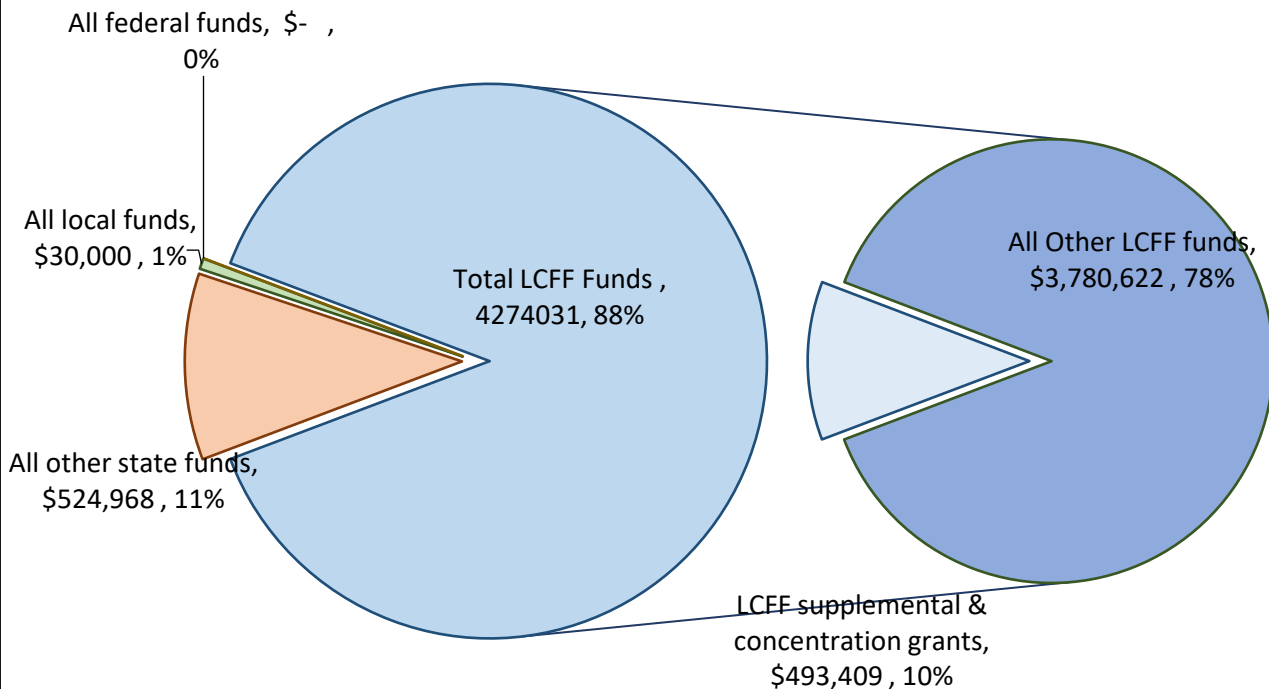
School Year: 2021 – 22

LEA contact information: Brennan McLaughlin

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

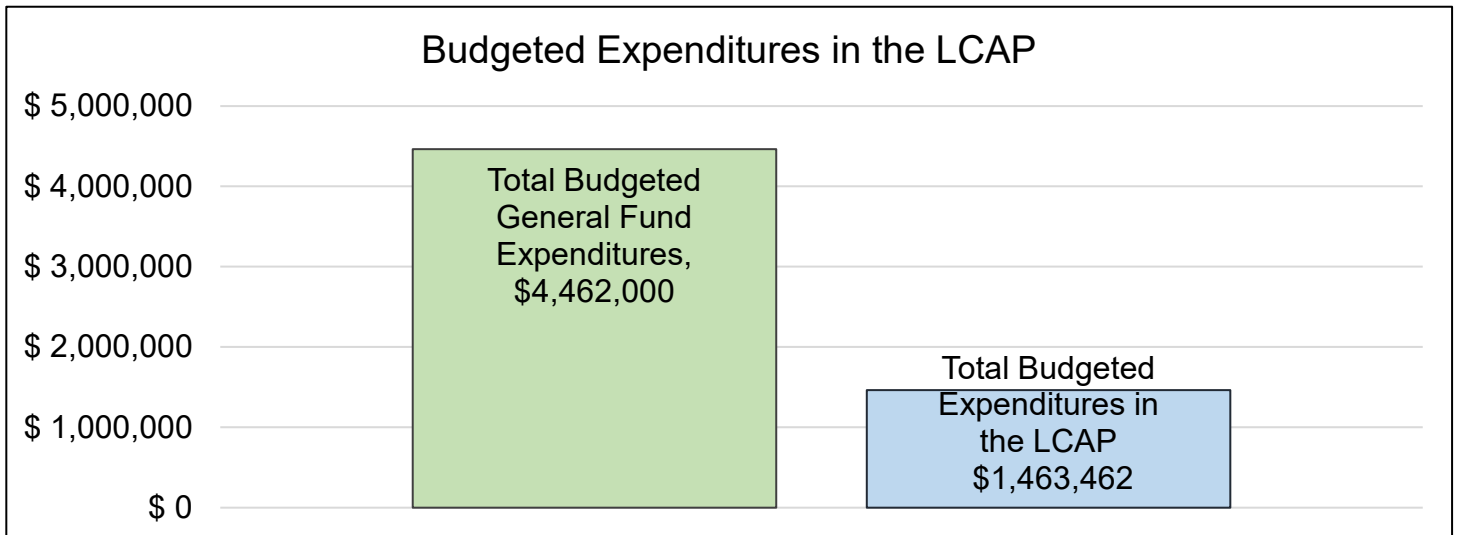


This chart shows the total general purpose revenue San Diego Virtual School expects to receive in the coming year from all sources.

The total revenue projected for San Diego Virtual School is \$4,828,999.00, of which \$4,274,031.00 is Local Control Funding Formula (LCFF), \$524,968.00 is other state funds, \$30,000.00 is local funds, and \$0.00 is federal funds. Of the \$4,274,031.00 in LCFF Funds, \$493,409.00 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 San Diego Virtual School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Diego Virtual School plans to spend \$4,462,000.00 for the 2021 – 22 school year. Of that amount, \$1,463,462.00 is tied to actions/services in the LCAP and \$2,998,538.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

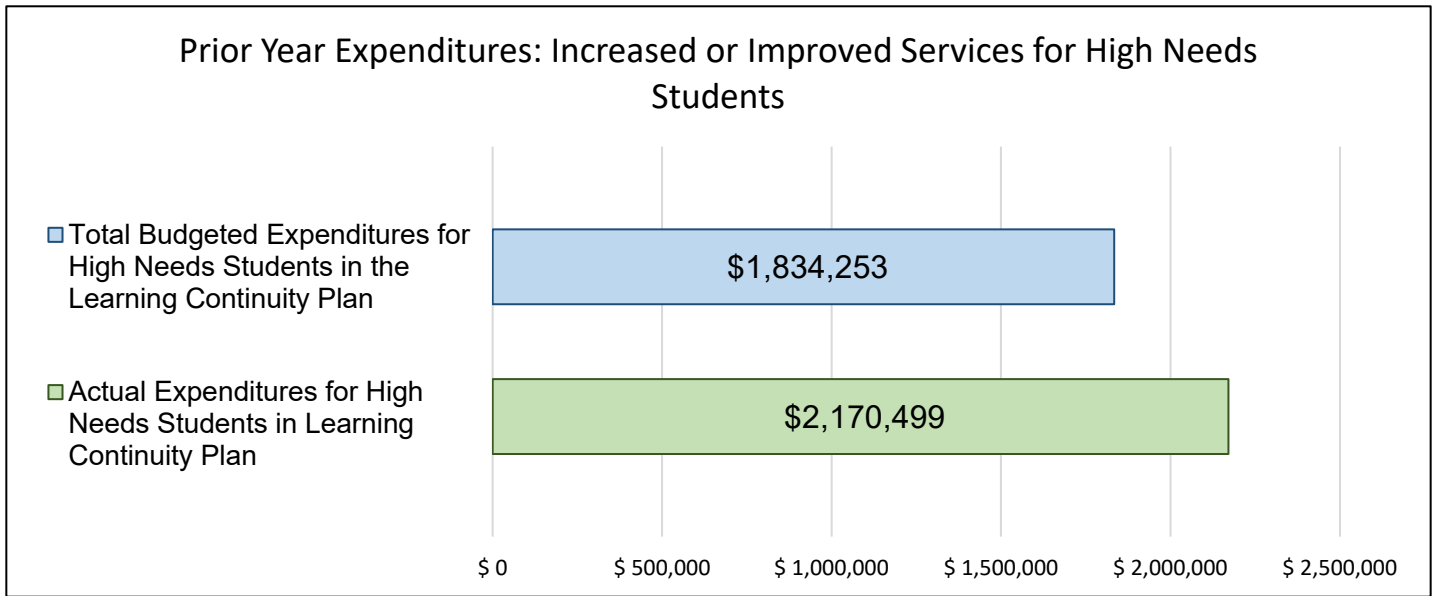
General Fund budget expenditures not included in the LCAP include Audit Fees, District Oversight, Administrative Salaries, Marketing, Legal Fees, Facility Lease, and Special Educational Services.

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

In 2021 – 22, San Diego Virtual School is projecting it will receive \$493,409.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Virtual School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Virtual School plans to spend \$1,463,462.00 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 San Diego Virtual School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Diego Virtual School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, San Diego Virtual School's Learning Continuity Plan budgeted \$1,834,253.00 for planned actions to increase or improve services for high needs students. San Diego Virtual School actually spent \$2,170,499.00 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
San Diego Virtual School	Brennan McLaughlin, Executive Director Diahann Mathis, Principal	bmclaughlin@sdvirtualschools.com dmathis@sdvirtualschools.com

Plan Summary 2021-2023

General Information

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

San Diego Virtual School started in 2010 with a simple mission: to provide an alternative for students who could not easily access a site-based school. Mountain Empire School District, through which our charter is housed, is situated in the Cleveland National Forest and covers over 600 square miles. Many students live far away from their school site, and often the school bus is their only means of transportation. The idea to create a school that offers a curriculum fully online was born, and SDVS now serves four Southern California counties: San Diego, Orange, Imperial, and Riverside.

Fast forward ten years, and the need for a distance learning environment has become even more vital and necessary. Not only is transportation restraint one of the many reasons why an online education would be chosen for students, now the necessity to be safe during a pandemic presents a unique opportunity for students to continue to learn seamlessly, without any learning loss during this time. Our students come from various different backgrounds and situations, though almost all choose our school because of the flexibility and personalization the San Diego Virtual program offers. Some students want to pursue sports, accelerate and graduate early, make up loss credits, or even learn at their own pace. Being able to study at home allows students to fit education into a life that may not allow for a traditional, on-site school experience. SDVS continues to enroll students grades 6-12 from various socioeconomic and racial backgrounds, with the majority being Caucasian and socio-economically disadvantaged.

Since 2010, our population has grown with many opportunities for learning. Before the Covid-19 pandemic, SDVS teachers were meeting students one-on-one to tutor at various community locations, calling and meeting students virtually, as well as communicating through phone, text, and email. However, once the pandemic approached us in 2020, students used the online learning platform more effectively, while teachers provided more opportunities with one-on-one appointments, live and recorded lessons online, as well as utilization of various resources to assist in their learning.

San Diego Virtual School’s Mission and Vision are evident throughout its program, starting with the students and ending with the staff. With San Diego Virtual School’s mission to provide a personalized learning experience, preparing all students to develop the necessary academic and life skills in order to be successful in their pursuit of career or higher learning and be a contributing member of society, students are given opportunities to pursue their academic goals and be prepared for their future.

Hundreds of thousands of students have the option of attending SDVS, as we serve four Southern California counties. San Diego County is located in the southwestern corner of California, covering 4,526 square miles and has a population of over 3.3 million. Orange County is

directly north of San Diego, spanning 984 square miles and has a population of 2.24 million people. Imperial County is in the far southwest region of California, bordering Arizona and Mexico. It covers 4,482 square miles and has a population of 177,000. Riverside County is located in the southeast region of Southern California, with well over 2.5 million people residing, spanning over 7,000 square miles of area.

San Diego Virtual, a public charter school, services grades 6-12. Currently, SDVS has an administrative office located in Mission Valley and a resource center in Temecula, CA. Our curriculum is offered exclusively through Edmentum. At SDVS, students are assigned to a highly qualified teacher. These California Credentialed teachers serve as the point person and main contact for their students, each serving 30 students or less. This teacher maintains daily communication with 6-12th grade students, monitors assignments, provides guidance and mentorship, and assists students to progress in their educational journey. Teachers are available Monday to Friday, from 8 a.m. to 3:30 p.m., while allowing students to have access to the curriculum 24 hours a day, 7 days a week.

Reflections: Successes

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

San Diego Virtual School has had many successes and progress over the years. According to the 2019 California School Dashboard, as well as local assessment data at the school site, over 74% of seniors graduated from the program in 2019. With the many opportunities for academic growth and achievement, San Diego Virtual was able to assist students to meet the requirements of graduation. Competency rates increased dramatically in English/Language Arts, while maintaining the standard in Mathematics. The 2019 Dashboard also demonstrated our Chronic Absenteeism rate declined by 3.8%, while our English Language Learner Population showed an increase of 53.8% making progress toward English proficiency.

According to the local data at the school site, based primarily on Beginning and End of year Benchmark Assessments in both Language Arts and Mathematics, demonstrated a growth of one to two academic years on average per student. These Benchmark Assessments have helped define success for our students, as it was utilized to offer personalized learning paths to build their skills, in order to attain a higher achievement.

Local data from Stakeholder Surveys displayed an interest in college and career counseling. SDVS increased the amount of college and career counseling, for both Juniors and Seniors. In the 2020-2021 school year, SDVS mentored, assisted, and facilitated students in potential college interests, applications, financial aid, and resume building. More students in the 2020-2021 school year applied and were accepted to a four-year college than ever before.

The English Language Learner program was increased at San Diego Virtual, due to the data from the 2019 California Dashboard, as well as local and state assessments. San Diego Virtual used this data to increase the support for our English Language Learners. Teachers worked directly with these students, modifying and creating assignments vocabulary rich, as well as ensuring practice of listening and speaking skills. This program, although still developing, has made incredible progress with our English Language Learner population, as they prepare for the ELPAC assessments in the Spring.

With the local data from our Stakeholder surveys identifying the Social Emotional needs of our students, San Diego Virtual created successful programs for students to have a voice. From virtual social clubs, community groups, and virtual field trips, to seminars on Stress and Anxiety, coping with Covid-19 pandemic, and what to do after high school, both families and staff believe that San Diego Virtual focused on mental health and staying healthy during the 2020-2021 school year.

According to the SDVS Staff Surveys, San Diego Virtual School grew tremendously this year, in terms of building a Culturally Relevant Teaching Framework. During the 2020-2021 school year, the SDVS staff participated in a book study, that focused on Culturally Relevant teaching and the brain. This allowed for deep conversations, reflection, and action toward a growth mindset and shift in teaching. This book study allowed for teachers to reflect on the curriculum and create content for our students that was more relevant, relatable, and attainable, while challenging and engaging them. Building trust and the action behind it became the focus for our teachers and staff after this study, which will reflect in the engagement of the student and their academic success.

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.

Although San Diego Virtual School saw significant growth and success in several areas of its program, there are areas of identified need that were defined according to the 2019 California Dashboard as well as local assessments at the school site.

San Diego Virtual is dedicated and committed to student success. With this in mind, it understands that in order for students to be successful, they need to be engaged in school. SDVS has a chronic absenteeism rate of 24%, according to the 2019 Dashboard. This rate, although it is dropping, is one that prompted an immediate response and action toward student engagement. With this in mind, San Diego Virtual developed a wrap-around team, called the Student Attendance Review Team, that would work with the families and students in regard to engagement. This team includes the principal, teacher, student, family and counselors. This meeting's purpose is to offer recommendations and interventions to assist the student in re-engagement. This can include, but not limited to, a daily check-in, agendas, one-on-one tutoring, appointments, or screen sharing assignments to assist students. Our counselors are also available to assist the families for re-engagement in school, while providing counseling, resources, and tips to get engaged back into school.

In terms of academics, San Diego Virtual School falls under the Orange tier in Mathematics. San Diego Virtual School offers over 40 different math classes, ranging from Algebra to Intro to High School Mathematics, and even Calculus. With this in mind, San Diego Virtual School recognizes an immediate need to improve its Mathematics test scores, according to the CAASPP test results. These results prompted San Diego Virtual to take action, with a low student to teacher ratio for all our Mathematics teachers. Our mathematics teachers have been trained to teach online using several online whiteboard platforms to assist students. Math Prescriptions were created to give student-specific skills needing improvement, in order to build their skills and improve their mathematical competency. Mathematics teachers have also developed many videos that students can view at their own pace, in order to understand concepts more effectively. Beginning and End of the Year Mathematics Benchmarks have been implemented to establish student's areas of growth and allow for intervention and reteaching.

Although the English Language Learner area on the Dashboard is not highlighted since the number of students does not allow for reasonable data to be displayed, our internal data and assessments show and demonstrate an identified need to support our ELL population more effectively. In order to do so, an English Development Support Class was created, monitoring and assessing throughout the school was closely observed, and modifications and vocabulary rich assignments were created. Teachers received professional development in the area of

supporting English Language Learners more effectively, and progress is being demonstrated by course completion and writing samples. This need will still be addressed in the LCAP as a continued goal for improvement, as more resources and technology become available for our English Language Learner populations.

Lastly, an Identified need that San Diego Virtual School is currently working on, is the percentage of Homeless Youth being prepared for college/career. Although this is a small percentage of our students, San Diego Virtual is committed to ensure our Homeless and Foster Youth population are given the opportunity for a successful future. As our mission states, San Diego Virtual School prepare all students to develop necessary academic and life skills in order to be successful in their pursuit of career or higher learning and be a contributing member of society. In order to do this, our Homeless and Foster Youth work closely with our counselors to ensure that resources are given, communication between the school and liaisons are conducted, as well as appropriate courses are given to students. There are many career and college information opportunities available to our students, with the counselors ensuring that our homeless and foster youth are invited to attend. Our counselors work closely with the students, assisting in completion of the FAFSA, application processes, resume assistance, and job searching. Although we offer many opportunities for our students, San Diego Virtual still continues to set this goal as a priority to ensure the success of our students' future.

LCAP Highlights

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

The LCAP consists of goals and actions that will be supported for the 2021-2023 school years. With Covid-19, SDVS faced challenges but more importantly, many successes that led to the development of goals and actions for the LCAP. With the pandemic, San Diego Virtual focused specifically on its mission and vision, emphasizing personalized learning as its center for each student. With the LCAP, goals and services were developed directly tied to the needs of the students.

As you will see, the LCAP has goals of personalizing learning by continuing the development of a Response to Intervention program. This program establishes students who may be struggling, exhibiting learning loss, or having difficulty with engagement. With this in mind, it is placed as our First Goal in the LCAP. SDVS is focused on ensuring that all students succeed, and with this program, SDVS is able to support a student with resources from its organization, teachers, counselors, administration, and families. Students will be identified according to a list of criteria, then carefully monitored through action items to increase their academic success.

All SDVS stakeholders are interested in ensuring that all students graduate. As the goal for academic achievement is apparent, SDVS makes every effort to ensure that students succeed through a personalized learning approach, offering diploma paths that fit the students' needs. These different diploma paths allow for students to graduate along with their peers, with the support of the SDVS staff.

As SDVS is committed to ensure all students succeed and graduate, it is also committed to their post-graduate plans. SDVS has made efforts to assist each Junior and Senior student through career and/or college planning, including assistance with applications, researching careers and local jobs, as well as community and university colleges. After a student graduates from SDVS, our counselors check in on the students to assist them in their post-graduate plans if needed as well.

SDVS also recognizes that our English Language population is vital to ensuring that needs and services are met. With this in mind, the SDVS staff of teachers created a team of teachers to assist all EL students on a weekly basis, offer additional listening and speaking support, combined with added vocabulary assistance and writing modifications and assistance where needed. With this in mind, our EL

Coordinator monitored each student's progress, ensuring that they were prepared for the upcoming ELPAC assessment given in the spring of 2021.

SDVS stakeholders all felt the need for continued Social Emotional Learning support during the Covid-19 pandemic and beyond. With this in mind, our Goal #6 focuses on SEL support, complete with counseling support, community groups for students, workshops and seminars on mental health wellness, as well as a focus on the whole student. SDVS believes that in order for a student to be academically successful, the whole student must be considered, and with that, additional support and features were added to the program to ensure that it puts students' needs first.

As you will see, the LCAP consists of academic support for students, post-graduate counseling and resources, English Language support, as well as technology development and social emotional learning, all for the benefit of addressing the whole student. With this in mind, San Diego Virtual School embraces engagement, focusing on building relationships with students as a means to support their educational journey throughout their years. All of the LCAP goals developed are directly tied toward the benefit of the student and their success in academia and life.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

San Diego Virtual School worked extensively this year with stakeholder engagement. With virtual meetings, surveys, emails, phone calls, and constant communication with all stakeholders within the school, data was collected to help formulate the goals and services for our students.

At the beginning of the school year, a meeting was held with the stakeholders to discuss the Local Continuity and Accountability Plan, which encompassed how San Diego Virtual School was focused on academic achievement and success with our special populations and beyond, during the Covid-19 pandemic. This plan included actions to ensure that learning loss didn't occur during this time.

Throughout the school year, surveys and feedback from the stakeholders were accounted for. These surveys included the overall services San Diego Virtual was providing its students, and how effective they were in assisting and helping students achieve their goals.

LCAP Stakeholder meetings were held throughout the year with staff and families, to discuss data and learning gaps if any. Accessibility was discussed as an area of concern, and actions were taken immediately to ensure that all students had access to the curriculum and their learning, followed by purchasing laptops and Wifi hotspots to students without access to the Internet.

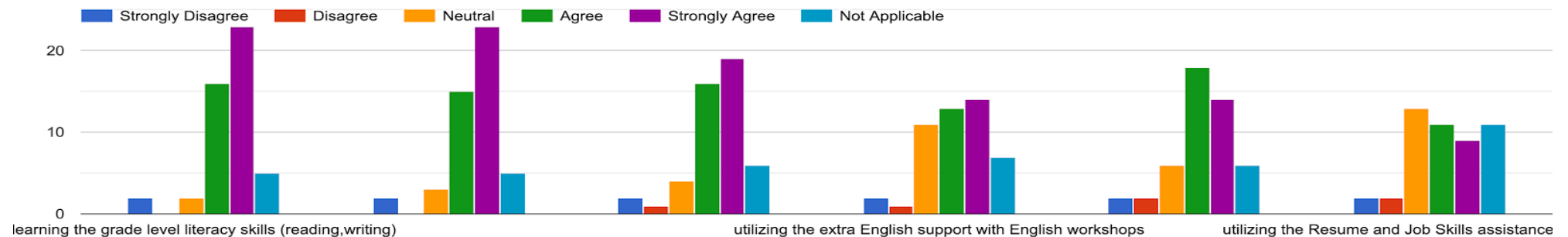
Monthly Stakeholder virtual meetings were held to address the highlights of the month, areas San Diego Virtual School was working on, as well as comments and questions regarding the LCAP, were answered.

All meetings were recorded and sent to all stakeholders of San Diego Virtual for future viewing as well.

A summary of the feedback provided by specific stakeholder groups.

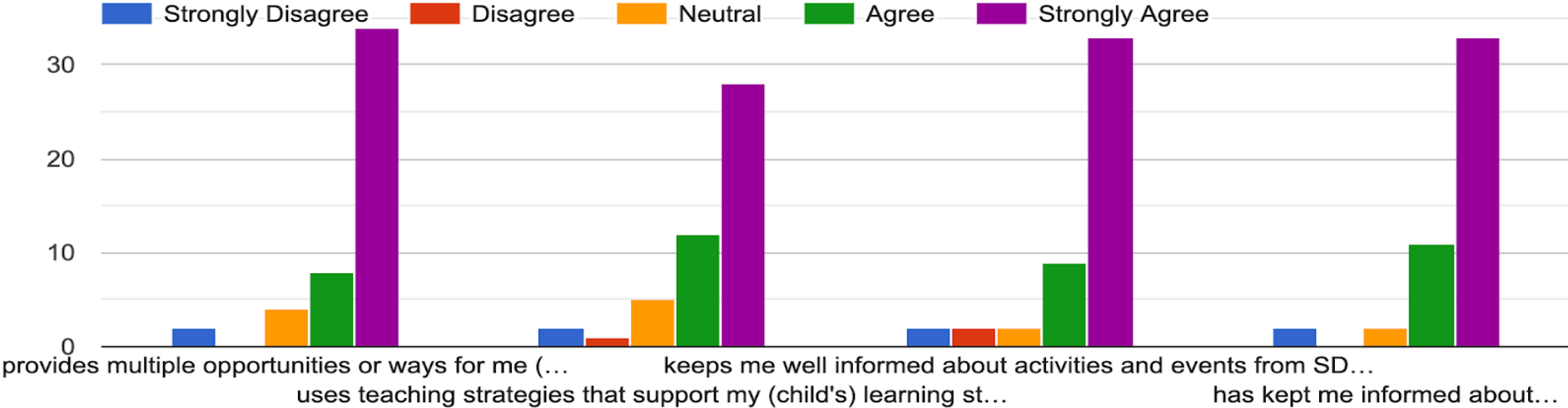
With all the data collected, the overall climate of feedback was positive and provided great insight for San Diego Virtual to make decisions on the goals and services for the next Triennial LCAP Cycle. With some of the feedback received, we realized that the services and extra support for our students were embraced and utilized.

I am (My Child/ren) are:



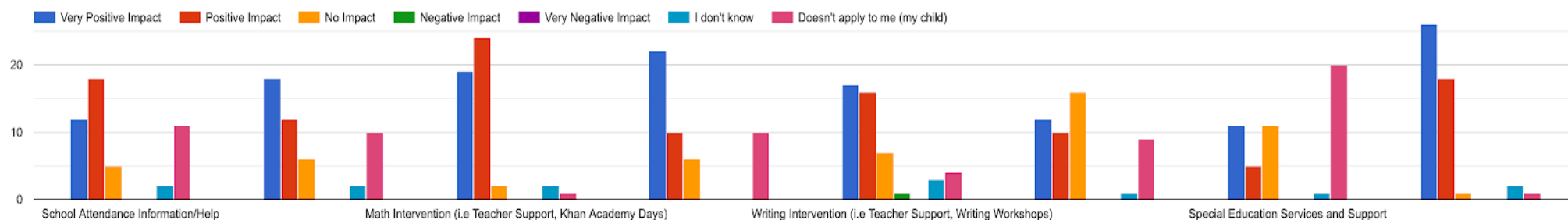
San Diego Virtual also found families are very pleased with additional support and strategies utilized for engaging and teaching our students, especially those that fall under our low-income, English learners, foster youth, homeless students, students with disabilities, or students who are below grade level. Although there are some areas of growth that San Diego Virtual will continue to improve, overall stakeholders are pleased with the progress and attention toward the students at this time.

My (Child's) teacher:



Stakeholders were asked what services were accessed for their children to be successful this year, and an overwhelming majority utilized the Math Intervention support, Writing Intervention Support, as well as planning a Successful path to the student’s learning, whether it was planning an agenda, receiving one-on-one assistance, watching videos or live lessons, mentoring, or additional resources to assist in their academic success.

What type of impact have each of the following programs/services had in supporting you (your child/ren) to be successful in school?



A description of the aspects of the LCAP that were influenced by specific stakeholder input. San Diego Virtual School, although an Independent Study Charter School, started with an online curriculum, assisted by qualified credentialed teachers to help assist students. Since 2010, it has morphed into becoming an institution that offers a personalized learning experience for each and every student. Each student is offered an opportunity to learn at their own pace, their own learning style, and direction that leads toward a successful lifelong path, putting their education first. One of the aspects of the LCAP that were influenced by parents and students is to continue offering Social-Emotional Learning support for all students. This will include the Virtual Community Groups that are currently being implemented, as well as one-on-one counseling where needed.

Teachers provided input on the goals that were previously written, and feel that the need for Intervention support is still needed, as well as professional development in mental health and Social-Emotional Learning strategies to better support the students.

Teachers also felt that the need for more English Language Learner support is needed. The goal was created and modified to continue to build this support around our ELL population. This goal now includes a credentialed teacher working specifically with our ELL population, modifying instructions and assignments, as well as adding vocabulary and listening and speaking skills.

Goals and Actions

Goal

Goal #	Description
[Goal #1]	San Diego Virtual School will improve academic achievement for underperforming students through a comprehensive Response to Intervention program.

An explanation of why the LEA has developed this goal.

San Diego Virtual School started identifying students, based on benchmark assessments and other forms of data collected, who were in greater need of additional academic and/or social emotional support. With this in mind, Response to Intervention (RtI) was implemented, in order to have complete support with all members of staff (teachers, administration, counselors, and classified employees) and families, supporting the students academic and social emotional growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Benchmark Assessments in both Mathematics and Language Arts	Internal Assessments demonstrated 30% of students falling below grade level	with Fall and Spring Benchmark Assessments given, 65% students increased by one grade level	[Insert outcome here]	[Insert outcome here]	Increase the score percentages by one complete grade level
Percentage of D/F Report Card Grades	10% of the student population received D/F in 2020	12% of students received D/F grades, with an increase of 2% improvement	[Insert outcome here]	[Insert outcome here]	Improve finalized grades to passing by 10%
Writing Samples taken from English/Social Studies courses	60% of students completing written assignments	On average, 60% of students attempt or complete writing assignments	[Insert outcome here]	[Insert outcome here]	Improve participation and comprehension of writing by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Benchmark Assessments in both Language Arts and Mathematics	Benchmark assessments will be implemented for each student in the Fall and Spring, according to the need, with a prescriptive list of interventions applied to each student in the Response to Intervention Program.	\$4,200	[Y]
[Action #2]	Academic Progress	Closely monitor students who are receiving D/F on their progress report and/or report card, to identify where the interventions need to take place	\$177,950	[Y]
[Action #3]	Writing Analysis	The Response to Intervention teacher will gather data from the student's history of writing participation, completion, and a possible need for development in writing for the student	\$81,033	[Y]
[Action #4]	Rtl Enrollment	Based on Assessments, Academic Progress, and writing analysis, Rtl Committee will make a recommendation to enroll a student into Response to Intervention, with the support of the families and staff.	\$63,457	[Y]

Goal Analysis [2020-2021]

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.

[Respond here]

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

[Respond here]

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

With the changes due to Covid-19, this goal and specific actions were met remotely. Although the initial plan was to have a comprehensive team work with planning interventions for the student within the Response to Intervention Program, it was reduced due to Covid-19 restrictions. However, with this goal, the Rtl coordinator, teacher, administration, and families which included the parent/guardians and the student, all participated in the process, providing great feedback and actions for the student, that were measurable after every 6 weeks of

being in the program. With this program, students had about a 10% efficacy rate. The Rtl team has made modifications to help assist the student more effectively, complete with ongoing action meetings, conversations with families, set appointments for students to receive tutoring assistance in subject areas, as well as a review of performance after the 6 weeks.

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.

San Diego Virtual will only make changes due to in-person actions if permissible. With a comprehensive team, we will be able to better support the students, while providing action plans in person with the families. Although the remote meetings were effective, San Diego Virtual would like to have a better experience for its students by providing in-person meetings for the families.

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

Goals and Actions

Goal

Goal #	Description
[Goal #2]	Provide alternative diploma paths to help students complete and receive credit for assigned courses toward graduation while ensuring online learning equally accessible to all students.

An explanation of why the LEA has developed this goal.

San Diego Virtual School started with the simple vision, to make learning equally accessible to all students. With some of our students credit-deficient and unable to graduate with their cohort, San Diego Virtual School developed a Credit Recovery program that would allow students to be able to graduate within two years successfully. San Diego Virtual also identified a need within our Homeless and Foster Youth Population, ensuring that a credit evaluation was done on each student, and offered the McKinney-Vento Assembly Bill 1806 to students, which reduced their credits to 130, as well as the Assembly Bill 167, which allowed our Foster Youth students to graduate with the minimum state requirements. In addition to the diploma paths, San Diego Virtual is dedicated to providing equal access to low-income students, with devices to support their learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment Evaluation	Internal Assessments demonstrated 31 students incoming students below grade level upon enrollment	With 85 new incoming students, 31 are credit deficient, with a 36% rate.	[Insert outcome here]	[Insert outcome here]	Increase the CR graduation rate by 5%
Transcript Evaluation for AB 167 or AB 1806	Students will be identified, according to their status, and enroll in personalized diploma paths	100% transcript evaluation	[Insert outcome here]	[Insert outcome here]	All students will be evaluated and placed in correct Diploma Path, increasing

					graduation rate by 5%
Devices (Laptops and/or HotSpots)	Low-income, Foster Youth, Homeless students will receive devices to ensure equal access	150 Chromebooks purchased and handed to students, 40 Wifi Hotspots purchased for students without access			All students will have equal access to the curriculum with devices and/or Hotspots

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Evaluation of Transcripts	Each Student will have an evaluation of transcripts as well as residential status from the counselors. If the student qualifies for Credit Recovery, Homeless, or Foster Youth, they will be designated according to their diploma path.	\$160,050	[Y]
[Action #2]	Laptop Devices	Upon enrollment, students will be evaluated to determine whether they will have access to their curriculum. Students, including low-income, English Learners, Foster youth, homeless, students with disabilities, students below grade level or other students identified with needing access, will receive a laptop device and/or Hotspot for Wifi access.	\$26,758	[Y]
[Action #3]	HotSpot Wifi Devices	Upon enrollment, students will be evaluated to determine whether they will have access to their curriculum. Students, including low-income, English Learners, Foster youth, homeless, students with disabilities, students below grade level or other students identified with needing access, will receive a laptop device and/or Hotspot for Wifi access.	\$38,962	[Y]

Goal Analysis [2020-2021]

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.

[Respond here]

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

[Respond here]

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

At San Diego Virtual, all incoming students were evaluated in 2020/2021 school year, identifying 83 Homeless students, with 12 students following the AB 1806 Diploma track, while 1 foster student was evaluated and came to the conclusion that she did not qualify for AB216 due to the amount of credits she has already received. However, the Foster Student was given the CR diploma path, received extra tutoring from teachers, along with several sessions for post-secondary planning. The student ended up graduating early in 2021, and now is attending community college locally.

Devices were given to each student who needed access to the curriculum. At this time, 150 Chromebook laptops were purchased, as well as 40 Wifi Hotspots for students without Internet access, due to local community locations not being open. By providing these devices to students, they were able to stay on track in their coursework and complete classes for credit.

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.

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

Goals and Actions

Goal

Goal #	Description
[Goal #3]	Provide the necessary tools and resources to prepare all students for college and career readiness. Support seniors with the process of college and career prerequisites, while providing individualized support for each student to attain their post-graduate plans.

An explanation of why the LEA has developed this goal.

With this goal, San Diego Virtual will provide personalized career counseling and appropriate resources to assist juniors and seniors in reaching their post secondary goals. College applications, financial aid, career interests and aptitude inventory surveys, resume creation and job interviewing skills are all provided to each student. With this goal, San Diego Virtual can be a steward for their students' post-graduate plans, leading them in the right direction.

As an additional measure, San Diego Virtual School has implemented a College and Career Readiness Plan for all of our Middle School students. With this measure, students are able to find a particular interest in electives and learn about certain trades or skills needed in order to be successful in a possible career and or college. With this individualized support, our middle school students are able to receive a personalized learning plan that will carry on towards their high school years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Transcript Evaluation	100% of students are evaluated at time of enrollment. A yearly assessment of transcripts completed throughout high school.	100% of students were evaluated at time of enrollment.	[Insert outcome here]	[Insert outcome here]	All students will be placed accordingly to the correct educational plan, with all CR students graduating within 2 years.
Personalized College/Career Counseling	100% of juniors and seniors will receive information about post secondary plans	100% of juniors and seniors received information about post secondary plans			Increase the % of seniors that meet the counselor's one-on-one

Algebra Requirement	At the end of 10th grade, all students should complete the Algebra 1 Requirement	79% of students taking Algebra 1 completed the course needed for graduation			All students will complete the Algebra 1 course required for graduation by the end of 10th grade
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Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Evaluation of Transcripts	Each Student will have an evaluation of transcripts as well as residential status from the counselors. If the student qualifies for Credit Recovery, Homeless, or Foster Youth, they will be designated according to their diploma path. With this evaluation, students will be counseled on a career/college pathway, as well as devise a plan for their upcoming coursework needed to be prepared for their post graduate plans.	\$160,050	[Y]
[Action #2]	Academic Counseling	With the assistance of the Academic Dean and the Academic counselor, the student will meet to discuss post graduate plans. These SDVS staff members will also closely monitor these students to ensure that they are properly placed in courses that will benefit their future. The Academic counseling will start at the beginning of high school, but will be closely monitored, counseled, and given opportunities to learn about careers/colleges throughout the Junior and Senior Years.	\$310,157	[Y]
[Action #3]	College/Career Webinars and Workshop	Ongoing workshops and webinars throughout the year include Career spotlights, resume assistance, college explorations, college entrance information, FAFSA assistance, and post graduate plans	\$97,265	[Y]
[Action # 4]	Algebra 1 Course	Mathematics teachers will closely monitor, remediate, and assist any students in the Algebra 1 course toward completion and competency. With this in mind, all Mathematics teachers will have a low student to teacher roster in order to tutor students throughout the day, toward math completion needed for graduation.	\$147,265	[Y]

Goal Analysis [2020-2021]

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.

[Respond here]

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

[Respond here]

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

San Diego Virtual is committed to supporting its students post high school graduation. In an effort to do this, the counseling staff and academic dean have made conscious efforts to support its students through interest surveys, researching colleges and careers, as well as assist in preparing resumes, applications, documents pertinent to college and/or career, along with interviewing techniques and job assistance. These efforts included webinars, guest speakers in many job industries, virtual college tours, as well as meetings with students to prepare them for their future. Progress toward this goal was especially effective for our graduates during the Covid-19 pandemic, as resources and tools were given to them, to prepare for their future.

SDVS also felt that this goal was effective, due to the amount of students struggling with completion of Algebra 1. SDVS realizes that this course is needed in order to graduate from high school. With the added measures of extra support for students in Algebra 1, it also understands that there are growth opportunities to assist students even more toward Algebra 1 completion. With the Mathematics team, additional technology tools are implemented, providing more access to understanding concepts to students. In addition, teachers have made one-on-one appointments with students, assisting in their mathematics competency. SDVS also realizes this is an area of need, and will continue to take on added measures to assist its students toward meeting the Algebra 1 requirement needed to graduate from high school.

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.

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

Goals and Actions

Goal

Goal #	Description
[Goal #4]	San Diego Virtual School will continue to develop and implement a comprehensive support program for English Language Learner students.

An explanation of why the LEA has developed this goal.

With this goal, San Diego Virtual is committed to ensure that our English Language Population receives a comprehensive support program, which will include instruction in a vocabulary-rich environment, listening and speaking opportunities, as well as dedicated teachers to provide assignments and activities that will develop English Language proficiency skills.

This comprehensive support will also include modified reading and writing assignments, complete with listening and speaking opportunities for all of our students. English language support will be across all subjects throughout the curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Benchmark Assessment proficiency scores as percentages	6/24 current EL students assessed below the standard	6 EL students were given a language arts prescriptive class with additional EL support, with 90% passing rate ⁴	[Insert outcome here]	[Insert outcome here]	100% passing rate on Personalized learning paths built from the Benchmark Assessments
EL Status upon Enrollment	24 current EL students	24 English Language Learners, with 10% RFEP students	[Insert outcome here]	[Insert outcome here]	RFEP students increase by 10%
Measure ELPAC Assessment Scores	15/24 Assessed students on ELPAC	With 15/24 assessed, all raised their EL levels by one level			All EL students will increase their EL levels by 1 level

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Benchmark Assessments	Students will complete Fall and Spring Semester Benchmarks in Mathematics, Language Arts, and Reading. Upon results, San Diego Virtual will provide an individualized plan that will assist in building the necessary skills and concepts to build grade level competency. With our English Language Learners, an additional Reading Fundamentals course will be added to the student's coursework, if needed. This Reading Fundamentals course includes grammar, vocabulary, and comprehension skills, and is maintained, tutored, and assessed by our teachers on a daily basis.	\$4200	[Y]
[Action #2]	Cumulative Record Evaluations	Upon enrollment, all San Diego Virtual School students' cumulative records are evaluated, in order to ensure that students are receiving the most support. With this evaluation, determination whether the student is an English Language Learner will be identified.	\$101,275	[Y]
[Action # 3]	ELPAC	During the 2020/2021 School year, 24 students were assessed for the ELPAC, utilizing remote testing. Testing administrators worked extensively with the families, informing each of the significance of the assessment, ensuring devices and connectivity issues were solved, and assessments were given.	\$48,924	[Y]
[Action #4]	Edmentum Curriculum	The Edmentum Curriculum is the curriculum that San Diego Virtual School utilizes school-wide. However, modifications and amendments were made to each individual student, including the English Language Learners, to ensure vocabulary-rich content was throughout, complete with listening and speaking activities, to build proficiency,	\$96,534	[Y]
[Action #5]	Credentialed Teacher with English Language Certification	Our English teacher will monitor, assess, and provide intervention for the EL learners in the program	\$89,022	[Y]

Goal Analysis [2020-2021]

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.

[Respond here]

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

[Respond here]

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

The SDVS English Language Learner population is a priority for San Diego Virtual School. Although, currently, San Diego Virtual School has a low percentage of English Language Learners, it feels it is necessary to provide the essential skills and resources for current and future students in obtaining English Proficiency. In order to do so, many endeavours were developed during the 2020/2021 school year. With the daily and weekly monitoring of students, complete with online one-on-one tutoring, as well as listening and speaking opportunities, all English Language Learner students were given the opportunity to build their English Language skills toward proficiency. This year, the focus has been on daily and weekly engagement from several teachers across the curriculum with our ELL students, and has been a very positive experience for all. Not only were students able to speak with their Teacher of Record, but they were also able to build academic and social skills with the entire staff here at San Diego Virtual School.

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.

As Edmentum continues to provide content and curriculum to its platform, San Diego Virtual School is intending to add an additional English Language Learner course as soon as it becomes available. In the meantime, SDVS continues to modify and amend the current curriculum to meet the ELL and Common Core Academic Standards in both Mathematics and English.

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

Goals and Actions

Goal

Goal #	Description
[Goal #5]	San Diego Virtual will continue to provide and implement a long-range plan that includes a professional development program and integrate a technology focus aligned with student needs.

An explanation of why the LEA has developed this goal.

With the ever-changing world we live in, technological tools become more in demand with the SDVS program. A long-range plan that aligns with the student needs, including the curriculum, Google Suite Enterprise tools, as well as screen share products to help assist our teachers in providing instruction are embedded throughout the school year.

In addition to professional development with technology, a focus on maintaining a culturally relevant curriculum and teaching, providing support for our students' social emotional health and well-being, as well as addressing curriculum and evaluating student data, San Diego Virtual takes all measures to ensure that teachers are adequately prepared to teach the whole student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure Student Engagement with technology	80% Usage of Technology tools	70% of student body utilizes the Google Drive and email	[Insert outcome here]	[Insert outcome here]	100% utilization of technology tools
Evaluate Broad Course of Study within the curriculum	80% technology applied tools aligned with the curriculum	80% technology applied tools aligned with the curriculum	[Insert outcome here]	[Insert outcome here]	100% technology applied tools aligned with the curriculum
Measure informal professional learning	80% knowledge and utilization of tech tools	80% of staff has knowledge and utilization of tech tools through Professional Development			100% knowledge and utilization of tech tools

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Purchase Google Workspace for School	Google Workspace is a new and improved, integrated network of apps that will help facilitate teaching and learning within the San Diego Virtual School program. Enhanced live lessons, breakout rooms, and chat features will be available to provide real-time learning, as well as app features for productivity for students and teachers, including word and spreadsheet capabilities that will allow for real-time intervention and learning.	\$2,175	[Y/N]
[Action #2]	Google Certification and Professional Development	Having a teacher on staff that is Google Certified, as well as able to provide important information, videos, and instructions on the newest technology and apps that will benefit our students is essential. This teacher offers a personalized professional development approach based on the teacher's needs.	\$5,790	[Y/N]
[Action # 3]	Professional Development in Technology Platforms	With various professional development in technology throughout the school year, teachers are able to stay current and up to date on new platforms that can increase engagement and learning.	\$27,398	
[Action #4]	Edmentum Curriculum/Professional Development	San Diego Virtual School has utilized the Edmentum Curriculum for over five years now. This ever-evolving online curriculum allows for students to learn in an asynchronous environment, with the flexibility and continuous improvement of assignments and activities that are teacher-created and led. This curriculum benefits all students, with different learning diploma paths, as well as students needing intervention and challenges.	\$21,025	
[Action #5]	Professional Development in Social Emotional Learning	With weekly meetings, the teachers meet with counselors and the principal to discuss any social emotional needs for the students. This includes extensive Professional Development in areas of Suicide prevention, stress management, depression prevention, study skills, engagement, and others	\$164,382	
[Action #6]	Create a professional learning network	Create network of apps and tools that are aligned to student needs and curriculum using the school Technology Chat Room	\$37,489	

Goal Analysis [2020-2021]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

Professional development is needed in order for teachers to be well-prepared for their students. With this in mind, the principal had weekly Professional learning meetings that included opportunities to learn how students learn and thrive. This included a study on soft skills and how to incorporate them throughout the curriculum, as well as student engagement discussions. These meetings included strategic plans and brainstorming amongst a small team to discuss student engagement, academics, social emotional learning, and demonstrate specific goals that were unique to each teacher. Technology was a focus this year as well, with new applications and programs to enhance the students' learning, providing better access for students, preparing them for a better future while utilizing technology.

SDVS also had a year-long book study on Culturally Relevant Teaching and the Brain, which included learning growth and fixed mindsets, a deep reflective practice of possible implicit biases, and how to overcome and embrace students in an online environment. This book study was rich in discussion, reflection, and content, allowing for teachers to refine and embrace teaching strategies that include meeting students where they are at, socially, emotionally, and academically. With this book, teachers were able to reflect on student engagement, refine practices, and learn from each other.

Toward the end of the Spring Semester, Google Enterprise was purchased, which allows for breakout rooms with students. This ability allows for team teaching throughout the curriculum, as well as offers teachers more opportunities to teach in a diverse learning environment. As technology continues to change at a rapid pace, San Diego Virtual remains committed to stay current in its practices, improving in ways to effectively teach students using different online platforms, including virtual whiteboards, Google Meet, breakout rooms, Google Shared docs, and various other resources to better assist students.

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.

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

Goals and Actions

Goal

Goal #	Description
[Goal #6]	San Diego Virtual will provide a safe and engaging academic atmosphere that addresses the social-emotional needs of all students

An explanation of why the LEA has developed this goal.

San Diego Virtual School's mission and vision outline providing a personalized learning experience for each student. With this in mind, SDVS sees that the whole student must be part of the learning experience. The need for counseling and other measures were evident throughout the school, especially with the Covid-19 pandemic surrounding our students. As part of this plan, it has focused on engaging students with our two counselors, providing additional support and resources to facilitate and work through a student's mental health needs. With Covid-19 limiting in-person events, many virtual events occurred throughout the year, proving to be the most successful group focused counseling since the school had opened.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure Parental Engagement through counseling	75% total parent engagement through counseling	75% of parents participated in family meeting	[Insert outcome here]	[Insert outcome here]	100% parental support and engagement through counseling
Pupil Engagement as a percentage	10% of total student body engagement with direct individual and/or group counseling	45 students were counseled and/or attending virtual community groups involving counselors	[Insert outcome here]	[Insert outcome here]	100% student engagement through counseling and/or resources
Assess School Climate through Survey results	80% of student body show a very positive impact with supporting students	78% according to the survey, demonstrated a strong impact in their success in school			100% of student body shows a positive impact with supporting students

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Base Education	Base Education is an online curriculum, developed by therapists and clinical psychologists, focusing on areas specific to students mental health needs, ranging from coping skills, time management, or chemical dependency. This platform is embedded in an elective wheel as well as a stand alone program for students to explore more about themselves in a safe environment.	\$8,500	[Y]
[Action #2]	Mental Health Counseling	San Diego Virtual School counselors have developed individual counseling sessions for students for academic and/or social emotional needs. These counselors include one practicing clinical social worker as well as a school counselor. In addition to individual counseling, weekly virtual community groups are conducted, ranging from topics of social anxiety to post graduate plans. These virtual community groups are grouped by grade level, which includes our Middle School students and High School students.	\$213,69	[Y]
[Action # 3]	Mental Health Professional Development	Throughout the year, all teachers met with our counselors on a monthly basis. This meeting includes discussing each individual student and their needs. Counselors were able to assist with support for each student under the teacher's rosters, as well as provide resources and knowledge to teachers to better serve the students. This proved to be effective, as additional support was added on a needed basis for students.	\$37,546	[Y]
[Action #4]	Mental Health Workshops for Students and Families	During the 2020/2021 school year, workshops were held through Google Meet with San Diego Virtual Counselors hosting the event, providing tips on study skills, time management, anxiety, peer pressure, and suicide prevention	\$27,956	[Y]
[Action #5]	Counseling Website	Due to Covid-19, the need for resources was in demand. Our counselors created a website for families of SDVS, as well as the students, so they can have access to resources concerning mental health, housing, healthcare, food distribution, academic services, and tips on being a successful online student. This website provided many resources for our families, and helped our teachers to better disseminate information provided from the website.	\$2,345	[Y]

Goal Analysis [2020-2021]

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.

[Respond here]

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

[Respond here]

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

This goal exemplifies the mission and vision of San Diego Virtual School. While preparing our students for a successful future, this goal provided an even more effective response to events happening in the world at the time. With Covid-19 and the many obstacles that were presented, our counselors developed a comprehensive approach to ensuring that all students were given the support needed during such a trying time in their lives. Not only were the Virtual Community groups developed, a waiting list was formed as the need increased. The counseling department intends to continue this virtual group for the 2021/2022 school year and extend it throughout the school year. The progress that was made with San Diego Virtual students were significant and improved progress and engagement in academics within the group.

Base Education was purchased and utilized with a few students in the 2020/2021 school year. In the 2021/2022 school year, San Diego Virtual School intends to increase its usage by providing it within an elective wheel for its Middle Schoolers. Topics will include stress management, time management, effective communication skills, and organizational skills, among others.

Along with the Virtual Community Groups, our students received comprehensive support with teachers and counselors throughout the year. Teachers met monthly with the counselors to discuss social and emotional needs of the students, ranging from engagement to obtaining housing and local resources needed. In the upcoming 2021/2022 school year, San Diego Virtual School plans on continuing the monitoring and observations of each and every student.

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.

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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 [2021-2023]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.94%	\$520,836

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

Required Descriptions

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

While all the actions presented in the LCAP, consideration is taken as a first priority with our homeless and foster youth as well as low-income students and English learners. In order to provide equal access to all students, efforts have been made to ensure that the homeless and foster youth are given the resources and opportunities available to achieve academically and socially, as well as be provided resources and information on external needs. With this in mind, our counselors and academic dean monitor these students closely to ensure they are engaged and receiving the support needed to achieve.

The Business office monitors all homeless and foster youth monthly to ensure that the students are identified appropriately, transcripts evaluated, and any documentation needed completed. This is effective in ensuring that our services for foster and homeless are looked over closely.

Currently, English learners' needs are considered, with weekly additional teacher support in all academic subjects, along with modified support and additional vocabulary-rich listening and speaking activities. These goals have proven to be effective in additional support for our English learners, complete with ensuring that the ELPAC assessment is administered. San Diego Virtual has made a proactive effort to ensure that all English learners are assessed, as well as given additional support throughout the year to achieve a step closer to English language proficiency.

With our low-income students, accessibility is always a concern. The Covid-19 pandemic has made accessibility even more difficult for our low-income students, who are unable to access Wifi or a device to learn. With this in mind, they are offered a Wifi device and Laptop to access their classes. The use of Google Chrome on their device allows for chatting as well as offers a call feature, so students can speak with their teachers directly. This effort in accessibility was extremely successful this year, as the demand was far greater due to the lack of community locations that normally would be open with Wifi access. San Diego Virtual School made every effort to provide devices to their students, whether mailing or hand delivering them to each student unable to access.

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

In the upcoming 2021/2022 school year, services will increase with English learners, and the support from teachers and a specified teacher with English Learner Certification. This additional support will include a vocabulary-rich environment for the students, followed by modifications and extra support in their academics, where needed. Efforts to familiarize students to the ELPAC will be made, providing more opportunities for listening and speaking skills to be established and presented.

Low-income students support and services will increase due to additional devices purchased, counseling opportunities, resources and programs specifically designed for low-income students or students needing additional assistance for college/career enrollments and applications



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
San Diego Virtual School	Brennan McLaughlin, Executive Director Diahann Mathis, Principal	bmclaughlin@sdvirtualschools.com 619-713-7271 dmathis@sdvirtualschools.com 619-8713-7271

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

SDVS would like to improve academic achievement for underperforming students as demonstrated by performance in English and Math courses and/or diagnostic tests

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4, 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Current achievement in English and Math Courses and/or diagnostic tests will increase by 5% compared to prior year.</p>	<p>Due to Covid-19, Benchmark assessments were given in the fall of 2019, but then again in the fall of 2020. With this data, SDVS was able to determine any learning loss, as well as identify any students needing intervention. With this goal, SDVS intends to reach and exceed this goal with the Spring Benchmark assessments of 2021.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Base Program Teachers will maintain small rosters, allowing subject matter teacher to more closely monitor the achievement of students taking courses within their subject matter.</p> <ol style="list-style-type: none"> 1) Hire additional teachers to maintain small teacher to student ratios 2) Purchase a Diagnostic Test Program to assist in our student's proper math placement 	<p>1 - Expenditure: \$688,000 Line Item: 1100 Funding Source: LCAP Supplemental Funds</p> <p>Expenditure: \$172,000 Line Item: 3000 Funding Source: LCAP Supplemental Funds</p> <p>2- Expenditure: \$1,357 Line Item: 4100 Funding Source: LCAP Supplemental Funds</p>	<p>1 - Expenditure: \$688,000 Line Item: 1100 Funding Source: LCAP Supplemental Funds</p> <p>Expenditure: \$172,000 Line Item: 3000 Funding Source: LCAP Supplemental Funds</p> <p>2- Expenditure: \$1,357 Line Item: 4100 Funding Source: LCAP Supplemental Funds</p>

Goal Analysis

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

In the 2019-2020 school, one additional English Teacher was hired, in order to maintain the low student to teacher ratio.

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

In the 2019-2020 school year, Diego Virtual School was prepared and utilized its Diagnostic Benchmark Assessments to implement a personalized learning experience for students. This allowed for several students to complete coursework designed specifically to address any learning gaps. With this, students were receiving personalized attention to obtain concept proficiency in both Language Arts and Mathematics. With Covid-19 approaching in the Spring of 2020, San Diego Virtual School made the decision to not administer the Spring Benchmark Assessments, due to the unknown in the world. With this, all students received pass/fail grades as a result. Although this did not help us determine learning gaps or increases in achievement with the lack of administering the Benchmark assessments, San Diego Virtual felt that the priority of the students' mental health and wellness was more important. San Diego Virtual did administer the Diagnostic Benchmark Assessments in the Fall of 2020 to compare data as a result.

Goal 2

Provide enhanced pathways to help students complete and receive credit for assigned courses yearly and make online learning equally accessible to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5, Priority 8

Local Priorities: Local Priority 9, Local Priority 10

Annual Measurable Outcomes

Expected	Actual
Students will pass a minimum of 87% of assigned courses	All SDVS high schoolers completes with 85%, while Middle School had an 85% completion. In the Spring 2020, all students were given a Pass or Fail grade, due to Covid-19. This allowed for students to not experience the stress from completing school during this pandemic. Although SDVS was hoping for a higher completion rate, it feels that the percentage is lower due to Covid-19.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide students with tools they need to find course completion success, including enrollment in academically appropriate courses, as well as access to learning materials		
1) 2 Professional Development days before teacher contracts start	1-Expenditure: \$10,752 Line Item: 1100 Funding Source: LCAP Supplemental Funds Expenditure: \$2,688 Line Item: 3000 Funding Source: LCAP Supplemental Funds	-Expenditure: \$10,752 Line Item: 1100 Funding Source: LCAP Supplemental Funds Expenditure: \$2,688 Line Item: 3000 Funding Source: LCAP Supplemental]
2) Provide bus passes to low-income students to allow access to study centers	2 – Expenditure: \$16,384 Line Item: 5863 Funding Source: LCAP Supplemental Funds	2 – Expenditure: \$16,384 Line Item: 5863 Funding Source: LCAP Supplemental Funds
3) Provide laptops to low-income students to allow access to courses from home	3- Expenditure: \$44,800 Line Item: 4420 Funding Source: LCAP Supplemental Funds	3- Expenditure: \$78,000 Line Item: 4420 Funding Source: LCAP Supplemental Funds
4) Continue purchase of Common Core Curriculum, Edmentum	4- Expenditure: \$95,840 Line Item: 4100 Funding Source: LCAP Supplemental Funds	4- Expenditure: \$79,000 Line Item: 4100 Funding Source: LCAP Supplemental Funds
5) Expand site leases to provide in-person services to tutor students	6) Expenditure: \$198,084 Line Item: 1100 Funding Source: LCAP Supplemental	6) Expenditure: \$198,084 Line Item: 1100 Funding Source: LCAP Supplemental
6) Provide weekly one-on-one meetings with Rtl teaches to support students	NA	NA

Goal Analysis

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

Due to the 2019-2020 budget, professional development days before the teacher's contracts start were not implemented. While Covid-19 did not allow for small gatherings at the time, SDVS decided to remove the Professional Development days, to ensure staff safety. With the decrease of community locations open during the 2019-2020 school year, monthly bus passes were not issued as much, unless there were homeless students needing transportation in order to work on their schoolwork. Although San Diego Virtual does not offer in-person services to tutor students at this time, we still remain to have site leases for administration to work.

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

With Covid-19 stopping business as usual in most parts of our nation, San Diego Virtual School was able to continue to serve its students without any pause in instruction. With the ability to access classwork online, all students were able to continue with their studies. During this time, laptops were delivered to students in need, as well as WIFI Hotspots, due to the inability to work at a community location that has Internet. San Diego Virtual School ensured that all students, regardless of what was happening in the world, was still able to receive the same educational program as before. In addition, our counseling department increased its services to reach more students virtually, making a comprehensive educational program for all students at SDVS. This huge success led to over 200 graduates in June 2020, and a retention of students completing their coursework needed for a high school diploma the following year.

Goal 3

Graduation rates for first year seniors will increase by 5% compared to prior year.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Graduation rates for first seniors will increase by 5% compared to prior year.	In the 2019-2020 school year, 83% graduated. SDVS had 215 seniors in the 2019-2020 school year, with 36 not graduating. This percentage was an increase of almost 10%. In 2019, 74% graduated, with 177 students. SDVS feels that this is a major success in terms of the graduation rate.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1) Provide Juniors with a graduation plan Action: Purchase career curriculum	[1] Expenditure: \$745 Line Item: 4320 Funding Source: Educational Software	[1] Expenditure: \$745 Line Item: 4320 Funding Source: Educational Software
2) Contact all juniors and seniors to provide counseling Action: Staff includes full-time counselor and teacher with graduation counseling certificate	[2] Expenditure: \$110,000 Line Item: 1100 Funding Source: Certificated employees	[2] Expenditure: \$110,000 Line Item: 1100 Funding Source: Certificated employees
3) Provide Mentoring/Intern program for students to assist in their career goals	3) Expenditure: \$27,750 Line Item 3000 Funding Source: Certificated Employees	3) Expenditure: \$27,750 Line Item 3000 Funding Source: Certificated Employees

Goal Analysis

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

[Add text here]

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

In the 2019-2020 school year, many opportunities were given to students for post-graduate plans. With the one-on-one counseling, assistance in college applications and job search assistance, our counselors took every step to ensure that our seniors had a plan after

graduation. Juniors were carefully evaluated, in terms of their transcripts and given classes to ensure that they were placed in appropriate courses needed for graduation the following year. Many plans were developed during the 2019-2020 school year and placed on hold due to the Covid-19 pandemic, such as resume assistance, job fairs, college tours, and mock job interviews. However, plans to assist students virtually, were effective and reached a larger audience. With the ability to record sessions or provide links to go through a self-paced virtual tour of campuses, careers, etc., students participated a lot more than originally thought.

Goal 4

We would like to implement our curriculum with enhancements to better serve our English Language Learner population.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 2, 4, 7

Local Priorities: Local Priority 9, 10

Annual Measurable Outcomes

Expected	Actual
Students scoring proficient or advanced on standardized year end testing will increase by 5% compared to prior year.	Due to Covid-19, the ELPAC assessment was put on hold for the 2019-2020 school year. Efforts were made internally to assess students based on writing samples, course completion, and Beginning of the year Benchmark Assessments in Reading and Language Arts. This data helped include students in a reading prescriptive class to improve vocabulary, listening and speaking skills, as well as one-on-one tutoring in writing.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
	Expenditure: \$5,500 Line Item: 5863 Funding Source: LCAP Supplemental Funds	Expenditure: \$5,500 Line Item: 5863 Funding Source: LCAP Supplemental Funds
	Expenditure: \$1,375 Line Item: 3000 Funding Source: LCAP Supplemental Funds	Expenditure: \$1,375 Line Item: 3000 Funding Source: LCAP Supplemental Funds
1) Curriculum review team will analyze and edit courses to ensure alignment with state standards and schoolwide goals Action: 1 Professional Development day before teacher contracts start	Expenditure: \$81,000 Line Item: 1100 Funding Source: LCAP Supplemental Funds	Expenditure: \$81,000 Line Item: 1100 Funding Source: LCAP Supplemental Funds
2) Assign EL Coordinator to assist teachers with EL instructions and provide resources Action: Hirt Part-time EL Coordinator and Educational Intervention Specialist	Expenditure: \$20,250 Line Item: 3000 Funding Source: LCAP Supplemental Funds	Expenditure: \$20,250 Line Item: 3000 Funding Source: LCAP Supplemental Funds
3) EI Team of teachers will attend CABE Conference	Expenditure: \$1,200 Line Item: 5200 Funding Source: LCAP Supplemental	Expenditure: \$1,200 Line Item: 5200 Funding Source: LCAP Supplemental
	Expenditure: \$700 Line Item: 5210 Funding Source: LCAP Supplemental Funds	Expenditure: \$700 Line Item: 5210 Funding Source: LCAP Supplemental Funds

Goal Analysis

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

Due to Covid-19, 1 Professional day before teacher contracts start was not possible. Professional development, was instead, implemented throughout the school year. CAFE conference was cancelled, and SDVS will not be attending this conference in the future, as the needs of our students differ from what the conference is able to provide.

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

San Diego Virtual School is committed to English Language Proficiency. Although SDVS does not have a large number of EL learners, it is still necessary to provide all the tools and resources for students to assist in their English Language development, complete with writing and reading assistance, vocabulary-rich content, and opportunities to provide listening and speaking engagements. In the 2019-2020 school year, an emphasis on evaluating the current curriculum was made, and modifications and amendments to the curriculum were made. Efforts to assist our EL learners were a priority, given that they received a prescriptive Language Arts course specific to grammar and vocabulary, with assistance from a teacher guiding them through the course. Due to Covid-19, our EL students were not offered the ELPAC in the spring. San Diego Virtual utilized more internal assessments to assist our students and evaluate their EL levels for the upcoming 2020-2021 school year. The priority with our EL learners was the reason our Goals and Services for the upcoming LCAP were established, where all EL learners would receive weekly interactions with subject-area teachers, in addition to daily contact with their Teacher of Record. English writing assignments were modified and written with vocabulary banks and other tools to assist our English Learners towards proficiency.

Goal 5

Implement a long-range plan that includes a professional development program, and which will integrate a technology-focus aligned with student needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1, 2, 3, 4, 6

Local Priorities: Local Priorities 9,10

Annual Measurable Outcomes

Expected	Actual
Students scoring proficient or advanced on standardized year end testing will increase by 5% compared to prior year.	Due to Covid-19, all students were exempted out of State testing for the 2019-2020 school year. Students were issued Benchmark Assessments at the beginning of the year, which was then again, measured in the Fall of 2020. With this data, SDVS was able to define intervention plans for students in need of obtaining concepts and skills. With this in place, SDVS was able to take a proactive approach and offer prescriptive skills to students, in need of interventions. Students assessed these benchmarks showed a growth of one complete grade over the course of the two assessments.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1) Provide opportunities to train teachers in EL instructional strategies, graduation prep, and resources	Expenditure: \$11,970 Line Item: 1000 Funding Source: LCAP Supplemental Funds	Expenditure: \$11,970 Line Item: 1000 Funding Source: LCAP Supplemental Funds
2) Provide opportunities to train staff to provide more effective academic instruction * Action: Teachers will participate in 2 Professional Development days annually	Expenditure: \$3,226 Line Item: 5863 Funding Source: LCAP Supplemental Funds	Expenditure: \$3,226 Line Item: 5863 Funding Source: LCAP Supplemental Funds

Goal Analysis

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

[Add text here]

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

As San Diego Virtual School attempted to work around the absence of standardized testing due to Covid-19, it did see success with course completion rates and support around the students during this time. With the amount of virtual professional development on social emotional health and wellness to support our students holistically, we were able to recognize early signs of behavior, address it proactively with families, and build a support around them. The Professional Development that was presented within the 2019-2020 school year carried over to the following year, with an emphasis on Culturally Relevant Teaching, more mental health awareness and resources, effectively meeting the English Learners' needs, as well as providing a comprehensive support around our Special Education students. In the 2019-2020 school year, Base Education creator XX came to speak to the entire SDVS staff regarding mental health and ways to help the teen in an online environment. This professional development helped our teachers to build a toolbox of skills and strategies to assist our students in the event of a crisis or challenge faced.

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
Exact Path Benchmark Assessments – Edmentum This is offered to all students, but focused on students with unique needs for academic success	\$4,200.00	\$3,190.00	[Y]
Edmentum Online Curriculum – Utilized in conjunction with online, in person (when appropriate)	\$92,171.00	\$96,371.00	[Y]
7 FTE Teachers – Support and additional resources for students receiving additional support beyond the curriculum, primarily focused on students with unique needs (Homeless, Low-Income, English learners, Foster Youth, Special Education)	\$815,337.00	\$815,337.00	[Y]

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.

[Add text here]

Analysis of In-Person Instructional Offerings

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

As Covid-19 continued throughout the 2020-2021 school year, community locations were also still closed. As San Diego Virtual School started to evaluate its' in-person offerings for the future, San Diego Virtual does not plan to have in-person opportunities, unless the community locations are deemed safe to utilize for our students. At this time, all teachers have embraced live lessons online, and have had great success with these offerings, including several days of homework assistance that students can participate in, after school hours. These additions to the program enhanced the students' learning, as well as offered many more opportunities to reach students, with recorded lessons, videos, and resources available.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Edmentum Online Curriculum	\$92,171.00	\$96,371.00	[Y]
Chrome Book Laptops	\$21,250.00	\$32,747.00	[Y]
Connectivity Hot Spots	\$34,500.00	\$36,000.00	[Y]

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.

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.

San Diego Virtual School had its greatest success with its distance learning program in the 2020-2021 school year. SDVS understands that the continuity of instruction was priority during the Covid-19 pandemic. Responsibilities to ensure that the continuity of instruction continued. Not only were students able to access their classes during the pandemic, but they were also given one-on-one instruction, making their learning personalized and catered to their needs. San Diego Virtual School's distance learning program was enhanced in so many positive ways during the 2020-2021 school year. With daily and weekly appointments, group live lessons, one-on-one instruction, webinars on how to be an effective online student, deal with isolation and Covid-19, career spotlight opportunities to learn about careers, and virtual community groups, students were given an excellent education for the 2020-2021 school year, at a distance.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Edmentum Exact Path Benchmark Assessments	\$4,200.00	\$3,190.00	[Y]
Response to Intervention Staff Member/Educator	\$158,884.00	\$160,000.00	[Y]
Special Education/EL Coordinators	\$135,000.00	\$140,000.00	[Y]
Extra Additional Math Support	\$279,300.00	\$500,782.00	[Y]

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.

[Add text here]

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.

Addressing pupil learning loss is a priority at San Diego Virtual School. Each student, upon enrollment and/or beginning of the school year, is given a Mathematics and Language Arts Benchmark, that offers a glimpse of any learning loss of a student. Once the student completes these benchmarks, they are given a prescription of any skills and/or concepts that need interventions. This prescription allowed for any student to address gaps in their learning, and proved to be successful, as students were able to reach at least one grade level or more, upon completing the prescription class.

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.

Our Mental Health and Social and Emotional Well-Being was the best it has ever been in the 2020-2021 school year. This was a combined effort with our Clinical Social Worker, school counselor, and academic dean. The following added components were implemented throughout the year, in order to ensure that the Mental Health of our students was addressed and supported throughout the pandemic and beyond:

- Managed a Social Emotional Learning platform, Base Education for students and families
- Informational webinars for students and parents in relation to managing anxiety, coping skills, suicide prevention and awareness
- Updated a counseling website with mental health and other resources for parents and students, along with recordings of webinars archived
- Advertised webinars held by the San Diego County office of Education to students and parents related to mental health
- Provided and offered joint student/parent and counseling meetings to support with SEL services and resources
- Provided teacher and counselor meetings to consult and support students with SEL services
- Weekly Virtual Community Groups. These groups included middle schoolers, 9-11th and seniors. Topics ranging in this virtual community group included: time management, coping with stress, anxiety, and post-graduate planning

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.

With the increase of pupil and family engagement and outreach, efforts were made that posed great challenges as well as some successes throughout the year. Some of the outreach opportunities that we implemented throughout the year included:

- Monthly Virtual Field Trips
- Career Spotlight Events
- Entering College Night
- Monthly Coffee with the Principal Virtual Meets
- Daily Interactions via email, chat, text, or phone with students
- Weekly Newsletters
- Monthly SDVS Newsletters
- Weekly Virtual Community Groups
- Weekly Virtual Live Lessons within the subject areas
- LCAP Nights
- Intro to High School Night
- Intro to Middle School Night
- Class of 2021 Night
- Class of 2022 Night
- Webinars led by SDVS counseling Team
- SDVS website
- Core Subject websites
- Counseling website

With this increase in pupil and family engagement, SDVS found both success and challenges throughout! Some success in our opportunities included the Weekly Virtual Community groups for our students. This not only solved a problem our students had, in terms of not being able to socialize with their peers, it also presented topics that all students were interested in and going through at the time. Daily interactions amongst parents and students were extremely successful this year as well. Not only were students contacted daily,

but parents were also informed of their child’s progress through phone, text, email, and progress reports. Our CTE Career Spotlights were also very successful and brought professionals from San Diego and beyond to discuss what it takes to get to a profession as theirs. Students embraced these spotlights and created quite a following in the months.

Some of the challenges that we faced, however, was parental opportunities. Many monthly events were held, with little to no parental participation. With invitations, recordings, and messages from teachers inviting parents to events, such as the LCAP Nights, Intro to MS and HS nights, Webinars on Social Emotional Health, Monthly Coffees with the Principal, etc., little to no participation was happening. With this in mind, SDVS has brainstormed possible outreach opportunities for the upcoming 2021-2022 school year that can involve parents more. With the recorded webinars and workshops, it has made the viewing more accessible, however, if there is an opportunity to have an in-person workshop for parents, SDVS will be conducting these at local community centers. SDVS has also brainstormed possible incentives to attend the outreach opportunities, including providing tangible resources to parents that will benefit their families. SDVS will continue to monitor the effectiveness of certain programs and participation.

Analysis of School Nutrition

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

Although San Diego Virtual does not offer a nutrition program, during the 2020-2021 school year, SDVS counselors found resources for local food banks and food drive events throughout San Diego County and surrounding areas, for any student or family in need, during the pandemic.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development in the area of Social-Emotional learning given by counselors and Administration with staff. This action increases services to SDVS students, as teachers are better equipped with tools to provide to the needs of the students’ well-being.	[\$ 0.00]	[\$ 0.00]	[Y]

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	Two FTE Counselors to assist in attendance, social and emotional well-being of the student, as well as post-graduate planning	\$197,240.00	\$286,511.00	[Y]

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.

[Add text here]

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.

Over the course of the 2020-2021 school year, San Diego Virtual School made a few changes to its program to only enhance its services and meet the students' needs even more effectively.

Mental Health and Wellness

With mental health and wellness being its utmost priority, San Diego Virtual established weekly virtual community groups, where students felt safe, empowered, and willing to discuss the effects of Covid-19. These proved to be effective and in demand. Our counselors started with one group and finishing the year with three groups according to grade levels. Along with this, all of our teachers met with counselors once a month to discuss their students, engagement, and receive professional development and guidance on issues pertaining to depression and signs to look for, suicide prevention, as well as engagement assistance for all students.

Each teacher met with the principal weekly to discuss successes, challenges, and strategies to overcome student engagement and academic achievement. These meetings included professional development on growth mindset and how to embed it within their conversations with students.

Workshops were held for families that included topics such as dealing with anxiety, stress, and time management. Parents were given resources to help their children at home, as well as offer guidance in how to look for signs of stress and anxiety.

The SDVS counseling website was developed initially to assist parents with resources in regard to the Covid-19 pandemic. What transpired from the site was a wealth of resources for our students and parents to attain with items ranging from housing resources to resources on dealing with stress and depression.

The mental health and wellness initiative that SDVS implemented during the 2020-2021 school year informed the development goals and actions in the 2021-2024 LCAP, with the continuance of a comprehensive Social Emotional Learning emphasis, focusing on the individual student. San Diego Virtual recognizes that in order for a student to success academically, it must address and support a student's mental health and wellness first. With the completed survey results students answered in regards of the type of support they would like, it became evident that Social Emotional Learning needs to be one piece of the student's education, thus making the decision to add it to the LCAP goals and services.

Special Education Students

As an additional layer of support for our Special Education students, SDVS teachers closely monitored these students, contacted them weekly according to their subject area, and modified and added accommodations where needed, according to their Individualized Educational Plan (IEP). With the added layer of support from highly qualified teachers, teacher of record, special education resource specialists, counselors, and administration, the Special Education students were offered a comprehensive support system for success. With this additional layer of support, SDVS finds it necessary to continue in the following school year, with an additional special Education Resource Specialist to manage the students. The need for addressing our Special Education students with pupil engagement and facilitation in a distance learning environment is what helped drive our goals for the 2021-2024 LCAP.

English Language Learners

At San Diego Virtual. Our English Language Learners (ELL) received an additional layer of support, similar to our Special Education students. This additional layer of support included weekly contacts from subject-areas teachers to assist with assignments, lessons, or projects. With this, listening and speaking skills were embedded throughout. As an additional layer of support, SDVS English Language learners were also given modified assignments, vocabulary banks, and layered assignments to help support English language proficiency. With the onset of the ELPAC assessments given during the 2020-2021 school year, SDVS feels that it adequately prepared its ELL students for academic success and continue the added layer of support in the 2021-2022 school year. The additional support that continued this school year is what helped facilitate the LCAP goal for the 2021-2024 school years, as SDVS feels this is a priority for its students, in order to attain English Proficiency.

Homeless, Low-Income, Foster Youth

All students are evaluated upon enrollment. If a student is identified homeless, extra measures are taken to ensure that the student receives the resources and devices needed for learning. With this in mind, SDVS has implemented an LCAP goal for 2021-2024 ensuring equity among our students, especially those needing additional resources in order to be successful.

Pupil and Family Engagement

With the implementation of pupil and family engagement this past school year, along with measuring its successes and challenges, the development of the new LCAP goals were created to integrate engagement throughout every action. SDVS understands that in order

for a student to be successful and supported, engagement as well as parental support is vital. With this in mind, all actions related to the goals created for the 2021-2024 LCAP include engagement with pupil and/or family support.

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

Pupil Learning Loss

Implementing School-Wide Mathematics and Language Arts Assessments both in the Fall and the Spring helped facilitate and implement a prescriptive class for students in need of attaining concepts or skills. With this measure helping identify students in need of additional interventions, a Response to Intervention (Rtl) program was established and identified as a goal in the 2021-2024 LCAP. This Rtl program will include teachers, student, family, administration, and counseling, to better support the student, complete with goals and actions that will be measurable for success. The need for addressing pupil learning loss helped develop the LCAP goal for the 2021-2024 school year, and will incorporate the benchmark assessments, prior writing samples, grades, transcripts, and other data to help support the student.

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.

[Add text here]

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.

With the analysis and reflection of student outcomes in the 2019-2020 LCAP and 2020-21 Learning Continuity and Attendance Plan, SDVS was able to make many decisions on developing new goals for the 2021-2024 LCAP, due to the changing dynamics of education, but more importantly, changing the mindset of the school as embracing the whole student and their needs. Whether it is focusing on a students' life journey path, post graduate plans, social emotional health, obtaining life skills, vital soft skills, or addressing

concepts that need proficiency, SDVS provides the tools and resources needed to ensure a student's success, both academically and social emotionally. Due to the shift in the educational paradigm brought on from the Covid-19 pandemic, SDVS felt the need to address important skills that can help a student be successful once they graduate from SDVS. All of the goals implemented for the 2021-2024 LCAP address the whole student.

From Response to Intervention support, counseling all students for a personalized diploma path and emphasis on Career Technical Education, to addressing our English Language Learners, Homeless and Foster Youth with additional resources and supports and creating a safe community that builds on the social-emotional health of all its students, SDVS feels that the needs of the student and all stakeholders were heard and are addressed in the 2021-2024 LCAP.

SDVS strives to maintain its support for all students, including its Homeless, Foster Youth, English Language Learners, and Special Education students. Not only are the new 2021-2024 LCAP goals written to effectively address all students within the school, it also has opportunities for improvement for the upcoming school years to provide more resources and support surrounding the student. SDVS is eager to actively implement these goals and measure its effectiveness throughout the LCAP.

